



## Design Technology Guidance January 2025

### Intent

At Parklands Primary School, we believe that high-quality Design and Technology lessons will engage and inspire children to think innovatively and develop creative procedural understanding. Our aims are to: fulfil the requirements of the National Curriculum for Design and Technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world and to participate successfully in an increasingly technological world using the language of design and technology.

### Implementation

During their time at Parklands the children are given the opportunity to study different aspects of Design and Technology. These have been carefully planned to ensure progression and access for all children to each of the key areas of DT across all Key Stages. Evidence of this can be found in the long term plan.

These include:

- **Textiles** - templates and joining techniques, 2D shape to 3D product and combining different fabric shapes
- **Mechanisms and control** - working with various types of mechanisms such as slides and levers, wheels and axels, pneumatics, cams and circuits and switches.
- **Structures** - working with freestanding structures/modelling, templates and joining techniques, shell structures and frame structures.
- **Food** - sustainability, health and safety, nutrition and working with food to create their own products.

The National Curriculum requires the use of three types of task for Design and Technology. These are:

- **IDEAs** - Investigative, Disassembly and Evaluate Activities - to help develop the understanding of how things work;
- **FPTs** - Focused Practical Tasks - to help the children develop specific skills needed to develop the assignment;

## ▪ DMA - Design and Make Assignments

The scheme of work is planned around the Design and Technology Association Projects on a Page which is fully referenced and includes all of the National Curriculum requirements. Projects are delivered through teaching units of work and ensure that the curriculum is delivered in a balanced way. The scheme of work allows the children to build on the knowledge and skills developed in previous years, ensuring progression. Children will undertake a design and technology project every term as set out in the LTP.

## Development of Skills

Children will have opportunities to:

- Devise, design and create work that develops their skills and abilities both as independent learners and as part of a collaborative team.
- Learning that designing and creating require discipline, control, technique and practice.
- Evaluate, explain, analyse, question and constructively critique their own and other people's work.
- Explore how design and technology is used and valued in our community and the wider world (including in different cultures and traditions).

## EYFS

Children in the Early Years Foundation Stage will be given the opportunity to undertake a variety of investigative and skills based tasks during their time in Reception. The creative provision areas will be available to them on a daily basis and they will be encouraged to undertake focused practical tasks through both adult led and self-led activities. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently. Children in EYFS will develop their DT skills, in particular, through their work in Expressive Arts and Design and Physical Development and the use of tools/equipment.

## Assessment

Teachers will monitor children's development in Design Technology completing their assessment grids as they progress through each project. The grids should be highlighted when the objective has been taught/accessed. The scheme we use requires that children build knowledge and skills across each Key Stage so formal assessment of DT is required at the end of Y2, Y4 and Y6. During the years in-between children will be working towards the objectives and are given relevant opportunities to do so within the carefully planned projects.

## **Impact**

- Enable children to acquire and develop skills in an interesting and enjoyable way encouraging them to learn and become creative problem solvers, as individuals and as part of a team;
- Give children the confidence and competence to identify, examine and solve practical problems involving the design and production of good quality products that can be tested and evaluated in use, using a variety of approaches, materials and methods;
- Encourage children to make judgements about the aesthetic, economic, social and technological quality of their own work and others;
- Give children a sense of enjoyment and pride in their ability to design and make;
- Encourage the flexibility and openness of mind necessary to meet practical challenges;
- Develop children's ability to communicate in practical contexts;
- Offer all children opportunities to apply knowledge from other curriculum areas, particularly Science, Mathematics and Art and Design.

## **Use of ICT**

Computing is an excellent tool for research, design and evaluation and has a key role to play in Design and Technology. Where relevant, children will be given the opportunity to use ICT as part of their projects.

## **SEND and Equal Opportunities**

Pupils with special needs and children who are working at greater depth will be given appropriately differentiated work.

All pupils will have equal access to the Design and Technology curriculum regardless of race, gender, ability or SEND needs.

## **Equipment and Resources**

Staff are required to source and store their own DT resources as they are generally specific to individual projects with the exception of tools and equipment for working with food which are centrally stored and access to these is available when required. All children are expected to become autonomous in choosing appropriate tools, equipment and resources. Children should consider their use of equipment within the design process and their plan of making.

## **Health and Safety**

Safety is of paramount importance. Children must be made aware of any health and safety issues when using tools and equipment and these should be mitigated wherever possible. Teachers should risk assess any activity before it is undertaken using the format provided by the subject leader. Teachers should understand that it is often necessary to take risks in DT and that it is a fundamental part of the nature of the

subject. As long as these are considered and planned for then projects can take place safely. In Key Stage 1, the children are closely supervised when using tools of any description. As the children progress through school, more independence is given as they are taught to use the tools with respect. Children across all year groups are also taught to follow the correct hygiene practices when working with food and this forms a key part of learning within any of the food-based projects.

Date Reviewed: January 2025

Reviewed by: Natalie Abbott

Next Review date: January 2028