



Nevill Road Junior School Design and Technology Policy

Intent: Why do we teach this? Why do we teach this in the way we do?

In Design and Technology, we aim to ensure our children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently in a technological world.
- Aim high to build and apply knowledge, understanding and skills in order to research, design and successfully make high quality imaginative prototypes and products for a wide range of users.
- Respectfully, critique, evaluate and test their ideas and products and the work of others.
- Understand where ingredients originate from, apply the healthy principles of nutrition and successfully learn how to cook savoury food from around the world.
- Ignite their enthusiasm and understand how the Design and Technology (D & T) knowledge and skills they learn, will enable them to progress their learning in everyday projects around the home and may enable them to work in a variety of D & T types of employment in the outside world.
- We have the same high expectations for all learners, including those with SEND in D & T. The attached provision map shows what D & T looks like for all learners at Nevill Road Junior School.
- Have the opportunity to enthusiastically share their D & T learning with parents. We encourage parents to learn with their children and develop knowledge of the DT curriculum through our termly D & T 'Fantastic Finish Events.'

Implementation: What do we teach? What does it look like?

We follow the National Curriculum, using our progression grids which have been developed from the D & T Association 'Projects on a Page', to ensure full coverage throughout Key Stage 2. These include cross curricular links to other subjects. When planning each project, teachers:

- Review prior learning against one of the five main units of work: mechanical systems, structures, textiles, electrical circuits/programming, or food technology.
- Assess the overall potential of the product by considering: the user, purpose, innovation, authenticity, functionality and design decisions.
- Include and use appropriate D & T vocabulary.
- Include the five stage iterative process: investigate, practice, plan, make and evaluate.

To enable children to retain the D & T knowledge and skills learnt they will:

- Start every lesson with a 'Can you still?'.
- Discuss and add relevant D & T vocabulary to the display wall during the lesson.
- End every lesson with a verbal reflection of the skills and knowledge learnt.
- Reflect and record the D & T knowledge and skills learnt at the end of each unit of work.

At the end of the unit of work, the teachers will assess each child against the D & T progression grids.

Impact: What will it look like by the time children leave school and at the end of each academic year?

The exploration of D & T will have been interactive and engaging, with projects made relevant to real-world experiences and contextualised thus to support consolidation and retainment of knowledge and skills.

Children will have approached D & T with confidence, developed resilience and shown a willingness to persevere on projects. They will have applied varied knowledge and skills across all five units of work.

'Fantastic Finish Events', will have allowed parents to have a better understanding of the D & T curriculum. It will have enabled them, to further help their children embed the key D & T knowledge and skills.

Approach to D & T projects should improve skills and knowledge term on term, with the expectation that by the end of the year, children can accurately define and use the D & T vocabulary introduced by the teacher as well as describing the skills they have developed. The children should be able to explain how they have progressed their knowledge and skills from KS1 to LKS2 and then in UKS2, in the five main units of work for D & T.