

How Design Technology is taught at Britannia Primary School

Intent

At Britannia Primary School we use KAPOW for planning our lessons and are supported by the Lancashire Key Learning documents. We aim to link all our Design Technology teaching to our topics which change on a half termly basis where appropriate. If it is not possible to link them, DT will be taught discretely from the topic.

Teachers will follow their year group's key learning skills for the design, make evaluate stages and integrate further skills from the unit they are teaching for example, food.

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Implementation

All teachers plan their lessons following the same approach and sequence of lessons.



Investigate

The National Curriculum states that children should be taught to critique the works of others. Teachers will introduce children to current products available and the children will investigate and analyse these. The children will be taught to explain and justify their opinions on the current product and consider which features they would like to include in their own work.

Design

Teachers will then model to the children how they can build a design based on an existing product. The children will use the information they gathered from the first stage and use this to include the features they selected from the original product. Children will produce an annotated sketch of their product and in Key Stage 2, a sequence of actions on how they plan to make the product and choose their materials. The children will be given a purpose for their product. Some examples of this could include: a Christmas gift or food to share with parents at the art gallery evening. The children will produce a design criteria which they will later use to evaluate their product.

Make

The children will be taught a range of skills which are appropriate to the product they are making and the unit they are focussing on whether this be: food, textiles, structures or ICT. First the children will be taught the skill then how this can be applied to their product. The children will use their plans and sequence of how to achieve their product to create their design.

The National Curriculum states that children should "Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics" (National Curriculum, KS1, Design Technology, 2014).

"Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities" (National Curriculum, KS2, Design Technology, 2014).

Evaluate

Finally the children will be taught to evaluate their own product based on their design criteria which was produced in the design stage and compare how well the product meets the needs of the user. It is important that the children propose future changes at this stage and discuss in

detail with their peers and the class teacher how they would improve their product if given the opportunity to create it again.

Impact

We hope to see a love of DT within all children throughout our school. We aim to expose the children to a range of craftspeople and promote the different jobs and possibilities that having DT skills can open up to the children.

DT will be taught in block units in order to fully immerse the children in their learning. This will allow them to develop a good understanding of the skill they are focussing on.

To measure the impact of DT, the subject leader will conduct a range of monitoring. This could include; pupil interviews, lesson walkthroughs and book scrutinies.

The children will take their DT work home to share with their families to promote the learning they have been doing in school. All DT projects will have a purpose and this will be shared with the children at the start of the unit to show the project is meaningful and how it fits into real life.