

**Mundella Primary School**

**Design and Technology**

**Intent**

At Mundella, Design and Technology is an inspiring and practical subject. It encourages children to learn to think creatively to solve problems both as individuals and as members of a team. At Mundella, we encourage children to use their imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs. We aim to, wherever possible, link work to our class topics. The children make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate others' designs and the overall effectiveness of the product before evaluating their own. As pupils progress, we support them to develop a more rigorous understanding of the discipline of design and technology. The children at Mundella have the opportunity to develop their skills in mechanisms, structures, textiles, mechanical systems, electrical systems and cooking and nutrition. These areas are developed continuously throughout the school from foundation stage through to year six and the children have the opportunity to revisit skills from previous years before learning new ones. We encourage children to express individuality in their work and to keep their own personalised sketchbooks where they can explore ideas, be inventive and take risks. When children leave Mundella, we expect them to have a wide range of well-developed skills in the six areas of our curriculum.

**Implementation**

At Mundella, the children will be taught at least three DT units in an academic year. Two of the units will be taught as part of Outdoor Learning. Our teachers use our curriculum document to help plan a sequence of lessons that will build on and develop the children’s skills culminating in a final piece. The skills and knowledge that children will develop throughout each DT topic are mapped across each year group and across the school to ensure progression. Each new unit of work begins with a recap of the previous related knowledge. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this ‘unit introduction’ and children are given a knowledge organiser. The teaching of DT across the school follows the National Curriculum. Children design products with a purpose in mind and an intended user of the products. Food technology is taught in every year group, with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. We try where possible to invite parents in to taste the final products and build a healthy eating and diverse culture which encapsulates our school. The teaching of DT follows the design, make and evaluate cycle, with technical knowledge and relevant vocabulary shared at each stage. The design process is always linked to real life, relevant contexts to give meaning to the learning. When making their products, the children are given choice and a wide range of tools and materials to choose from. When evaluating, the children are taught to evaluate their own products against the initial design criteria to see how well it has met the needs and wants of the intended user and to identify any changes that could be made. The teaching of DT follows the design, make and evaluate cycle, with technical knowledge and relevant vocabulary shared at each stage. The design process is always linked to real life, relevant contexts to give meaning to the learning. When making their products, the children are given choice and a wide range of tools and materials to choose from. When evaluating, the children are taught to evaluate their own products against the initial design criteria to see how well it has met the needs and wants of the intended user and to identify any changes that could be made.

**Impact**

The impact of our DT curriculum can clearly been seen in the children’s sketchbooks and Outdoor Learning books. The opportunity to evaluate and reflect on the learning is planned for towards the end of the unit to enable the children to see how their learning is progressing and where they need to take it next. On completion of the unit of work, key assessment targets from Sonar are identified and the children are able to self-assess against them. Class teachers then use the children’s research and preparatory work, along with the final piece to assessment the objectives on Sonar and to make a judgement as to whether each child is working towards, at or above the expected level.

**What would you see in a typical DT lesson?**

* Retrieval practice at the start of the lesson and recap of previous skills used
* A clear learning journey working through the year groups OLE/ sketch book for each year group and progress being made.
* During the lesson key vocabulary and key questions are shared
* During lessons pupils are confident and free to share their ideas in a safe, supported space and work in MA pairs.
* Work is recorded through photo evidence too.

**Formative Assessment**

Assessment is integrated into our DT lessons. Teachers and teaching assistants give verbal feedback to support children. Teachers have a clear idea of what has been mastered and what each child’s next steps are. Teachers use the skills on our sonar tracking system to inform their planning and adjust where necessary, updating progress after lessons.

**Equal Opportunities**

The school is committed to ensuring the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.