

Vision & Intent

The intent of the Design Technology curriculum at Vernon Primary School is to provide every pupil with:

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Cultural Capital

- Each term an inspirational designer and their area of design and technology is studied (e.g. Archimedes, Matt Jarman and Elizabeth Killick)
- Opportunities for children to work with a local architect to create an exhibition.
- Opportunities for the children to explore the local area through 'design walks' – children to visit the different areas locally and explore the architecture or how a specific business makes its product e.g. local bakery visit.

Enrichment Opportunities

- Design and technology extra-curricular clubs, for example cookery club. In cookery club the children explore foods from different cultures.
- In EYFS the children are provided with additional opportunities to explore design and technology through the 'Mini Makers' club.
- Planned visits for local architects to come into school and discuss their current projects - each academic year.
- Opportunities for children to participate in workshops and visits to Poynton High School.

Planning & Delivery National Curriculum

Design technology is taught using the National Curriculum as its starting point.



Learning Objectives & Knowledge Progression

The Design technology Learning Objectives are in place to ensure that knowledge and outcomes for each year group are identified and covered, as well as progression tracked. A progression map and long term plan also outline progression throughout the school.



Short term planning

From the learning objectives, Short Term plans are created for each unit of work, outlining the sequence of learning in a series of lessons leading up to a final end point and study book piece. Short term planning identifies the learning objectives for each lesson, prior learning, key vocabulary and a description of key teaching points. SEND provision is outlined within these plans. Lessons are delivered weekly using varied, innovative and creative teaching approaches.

These steps are part of a continuous cycle of formative assessment, which informs future planning.

Design technology at Vernon Primary School



Reading within Design Technology

- Reading and exploration of significant designers and architects and their life, works and influence - using books, e-library, digital texts, I-pads and Chrome books.
- Emails and questions to and from designers.
- Museum/gallery descriptions of pieces and analysis of designs.
- Reading own and peers' annotations of designs.

Assessment, Progress & Evidence

Design technology is assessed and tracked using our Foundation Subject tracking grid – children are assessed as Emerging (1), Expected (2) or Exceeding (3) based on the unit of work they have been taught. Evidence of learning is within each child's individual DT folder, a working file that shows progression against the learning objectives throughout a unit of work. A final piece of work (end point) is presented in each child's individual study book.

Assessment of DT is achieved through:

- Discussion with children (Pupil voice).
- Observation of children.
- Study book work.
- Marking of work in Curriculum Files – written & verbal feedback.

Continuing Professional Development (CPD)

- Annual DT Subject Leader training led by external specialist.
- Subject leader cascades up-to-date design and technology techniques, information and skills during staff training sessions.
- Outstanding practitioners share expertise through observations and team-teaching opportunities.

Resources

- Resources are audited at the end of each academic year, as well as regularly checked and organised appropriately for access; new/additional materials are ordered when/if staff request it throughout the academic year.
- Specialist equipment is hired from Poynton High School when required and all requests are made in advance of each new term.

Curriculum Values:

Creativity & Curiosity

Independence

Respect & Cooperation