



Design Technology at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to Design Technology in school. *Updated February 2023*



OUR INTENT: Why our Design Technology Curriculum looks like this.

With DT we intend to equip children to use critical thinking and creativity to understand and change the world. At Grange View we give our pupils life- skills that will enable them to flourish and achieve their god given potential. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study DT.

Our Design Technology curriculum focuses on a progression of knowledge and skills. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our intention is that Design Technology supports children's creativity and allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

Planning

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.

The DT focus has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Skills progression

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment. The skills are broken down into the main areas starting from Reception – Year 4

Design Technology resources

Development, Planning, Evaluating

- Children use drawings and label to plan their projects, and then evaluate at the end of units.
- Chromebooks are used to create a plan of their projects.
- IPad's are used to photograph children's work.

Cooking and Nutrition

- Children should know how to peel, cut, grate, mix, mould and begin to cook foods using a microwave or oven.

Textiles

- Fabric paints for printing and painting. Shape cutters are used in Key Stage 1. Fabrics are joined by glue and tape.
- Key Stage 2 will start to join fabrics using running stitch, over sewing, back stitch.

Construction and Sheet Materials

- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Year 4 will start to use a glue gun supervised 1:1.

Assessment

Art is a very practical subject, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit, the sketch books will showcase learning and progress.

SUBJECT SPOTLIGHT

DT is showcased through STEM Week. We hold a DT fashion show each year, where children can show off their DT skills whilst learning about a topic from our curriculum.

Design Technology across the curriculum:

We encourage children to use a range of materials and textiles across the whole curriculum. Cooking and nutrition is taught as part of topic work, focusing on healthy eating and the 'Eat Well Plate'. We hold a DT fashion show each year, where children can show off their DT skills whilst learning about a topic from our curriculum.

Our topic floor books are a vehicle to showcase the learning that has taken place in our topic work.

Early Years

In Early Years they focus on meeting the Early Learning Goals. A large proportion of their learning is exploratory with construction and malleable materials, handling tools safely and with increasing control and using simple tools to effect changes to materials. Children should show satisfaction in meeting their own goals and be proud of how they accomplished something. This ultimately builds the foundations for future learning and enquiry.

Where it all begins: Early Years Starting points.

Children enter Nursery at the expected level for The Arts. They enjoy exploring paint, manipulating materials and colouring. Provision is carefully planned to enhance those artistic skills, with a focus on knowing primary colours and how to mix to create secondary colours. During their time in Nursery and Reception they have many opportunities to listen to music and create movements to the different beats, play instruments and safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. There is a permanent craft area in the provision where the children are free to choose what creations they design and make. Children are given many opportunities to be imaginative; through small world play, role play and creating puppets.

Q of E - Pedagogical choices

- Using a range of artists such as modern, traditional, architects, sculptors to assist their learning.
- Matching it to context to bring the learning alive
- Opportunities for partner discussion and collaborative working
- Use of word power to build awareness and confidence with tier three subject vocabulary

Q of E - SEND provision

- Using floor books and sketch books so that they have the opportunity to develop without the pressure of written evidence
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- DT is very practical and tasks are always practical to support and engage the slower graspers.

Implementation: How are they knowing more and remembering more?

Quality of Education	The planned curriculum is illustrated through the S plan, with national curriculum objectives listed for each termly theme and end points identified. Each lesson is planned and delivered with the end goal in mind. Each lesson is carefully sequenced in order to meet that end goal. At Grange View, we have created an artist spine so that each child will leave school having studied a range of artists. The sequence of learning starts in Early Years with the children exploring junk modelling, joining with glue and using collage materials. In KS1 children design purposeful, functional, appealing products for themselves and other users based on design criteria. This is built upon in KS2 where the children research and develop their design criteria. This is then made and evaluated. Sketch books provide a visual illustration of the learning that has taken place in each lesson, these are referred to throughout the term helping the children make links to prior knowledge. Big Writes on a Friday allow opportunities for writing across the curriculum, with the assistance of word power vocabulary the children can apply their understanding of the subject individually and demonstrate long term memory, these form part of the assessment process.
Behaviour and Attitudes	DT is a subject that the children are interested in, they enjoy having the freedom to explore their creativity and therefore behaviour and attitudes to learning are high. The lessons are practical and promote both team work and independent. They have a safe and secure environment to explore and develop their skills. Collaborative working encourages our core values of friendship, trust and respect, having to take turns and work on a shared goal. Class dojo and verbal praise is always used as incentives and rewards as well as having a carefully planned and structured learning experience to ensure all can engage and succeed in each lesson.
Personal Development	Through partner work, discussion and investigation throughout the curriculum, the children build their tolerance and respect for others' contributions. Within our artist spine, high quality artists are shared with the children to build their knowledge of diversity and significant individuals, this has an impact on their culture and them as individuals – learning how they can make a positive contribution to British society. The curriculum is enriched through well chosen artist visits that widen the pupils aspirations and understanding of the subject. Often this introduces the children to potential aspirational career options. DT is focused on during STEM week and encourages children to think about potential careers.
Leadership and Management	DT is monitored through pupil voice and evidence in sketch books termly with the children being able to articulate aspects of their learning. By referencing sketch books, the pupils can use these to recount their learning, the important message and key facts. Like with all subjects, an action plan is written each year for DT, this focussed on key priorities that are planned into the SIP. Governors are informed termly of subject developments, with termly meetings taking place with the link governor sharing successes, areas for development or key priorities
Early Years	DT is part of Expressive Arts and Design. Children enjoy exploring collage, manipulating materials and using a range of materials for joining. Provision is carefully planned to enhance those artistic skills, with a focus on knowing primary colours and how to mix to create secondary colours. During their time in Nursery and Reception they have many opportunities to listen to music and create movements to the different beats, play instruments and safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. There is a permanent craft area in the provision where the children are free to choose what creations they design and make. Every day, prior learning is being built upon with planned repetition of tasks and opportunities to discuss. DT is taught through a mixture of focussed discussions with adults, and carefully planned learning experiences within the continuous provision.



What is it like to be a pupil at Grange View studying Design Technology on a daily basis?

Our DT lessons inspire children to think, build, evaluate and promote their own creativity.