

Design and Technology Policy

Intent:

At Baldwins Gate Primary School we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Topic, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.

Implementation:

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.

- At Baldwins Gate, D&T is taught in every year group, with 1 project per term.
- Many units are based on planning from the D&T association: Cooking and Nutrition, Mechanisms, Structures, Textiles and Electrical Systems
- We use a skills-based approach to teaching and Design Technology learning using objectives taken from the National Curriculum. We teach DT skills discretely, making relevant cross-curricular links, and ensure all children access all areas of the Design Technology Curriculum.
- Children will follow the 6 principles of DT:
 - USER – to have a clear idea of who they are designing/making the product for.
 - PURPOSE – to be able to communicate the purpose of the product they are designing/making
 - FUNCTIONALITY – to design a product that works and functions effectively to fulfil the user's needs
 - DESIGN DECISIONS – to make own design opportunities, explore their own decisions and choices
 - INNOVATION – opportunities to be original with their thinking, develop and explore their own ideas incorporating the essential skills involved in the process
 - AUTHENTICITY – to make products that are believable, real, and meaningful to themselves and others, not just replicating ideas.
- Teaching of DT will also follow the cycle of Research, Develop own ideas, Make a final idea and Evaluate
- Beginning with the purpose of a product for a user, the children are encouraged to use the exploration of existing products to gain first-hand experience of existing

approaches. We aim to promote creative problem solvers, both as individuals and part of a team and pupils develop their understanding of the ways in which people in the past and present have used design to meet their needs.

- Children design and make quality products using a range of tools, materials, and components, make connections with their learning across the curriculum including in maths, computing, science, and art and reflect on and evaluate techniques using subject-specific vocabulary.
- Teachers follow a clear progression of skills which ensure all pupils are challenged in-line with their year group expectations and given the opportunity to build on their prior knowledge.

Early Years Foundation Stage

Through Expressive Arts children are encouraged to construct and create purposefully selecting tools and techniques needed to shape, assemble and join materials they are using. children learn through first-hand experiences which involve putting their ideas into practice to develop an awareness and understanding of the possibilities and limitations of different materials. Practitioners encourage children to explore, observe, solve problems, think critically, make decisions and talk about why they have made their decisions as they design and create. Children's natural creativity is fostered and opportunities for investigation, designing and making are offered daily within our provision, which enables children to learn a great deal about their world.

Impact:

The impact of our Design and Technology curriculum is in the development of our pupils being able to approach problems creatively and in a range of ways, applying their knowledge from across the curriculum areas independently. By providing a range of contexts and the necessary skills, we endeavour to support pupils in their future educational journey and in the understanding of the ever-developing world around them. The skills and attributes they develop will benefit them beyond school and into adulthood: the ability to use time efficiently, work with others productively, show initiative, independence, resilience and manage risks effectively will ensure well-rounded citizens who will make a difference in the wider world.