



Brindley Heath Academy DT Policy

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1. Curriculum INTENT

“The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.”

National Curriculum Framework, December 2014

“...pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.”

National Curriculum Purpose of study, May 2015

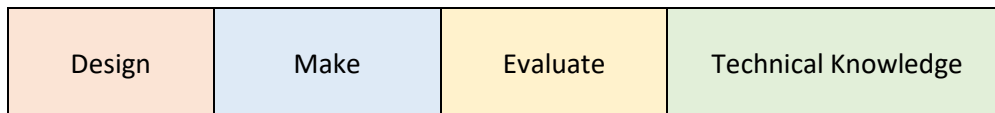
Aims and Values

Brindley Heath Academy’s curriculum has been designed to:

- Allow children to research and develop ideas which have appeal and purpose to build confidence – **be aspirational**
- Allow children to use a range of tools, which suit the practical tasks, focusing on functional properties and aesthetical qualities and reflect upon these– **be resilient**
- Equip children with the tool to investigate and analyse ideas and products to understand the world around them and experiment with those ideas – **be proud**
- Allow children the opportunity to understand complex systems and apply the knowledge to their products to show individuality – **be you**
- Enable children to understand and apply principles of healthy eating to express themselves creatively – **be you**
- **Create problem solvers and thinkers that will make their own mark on this world.**

2. Curriculum IMPLEMENTATION

1. Learning Journey



Design and Research Stage

Children will develop an understanding and appreciation of the importance of research within the design process, ensuring that their design suits the purpose it is intended for by looking at the function, appeal and aim of the product.

Make and Evaluate

As teachers, we will help children develop and understand how to make choices and links to the wider world and the wider curriculum to consider the functional properties, qualities, aesthetic and suitability of the product, ensuring that it meets its purpose. Through this, the children will build on their prior knowledge of using equipment and also learn how to use them safely; making and following instructions, which will prepare them for life as they progress through KS2 and into KS3

After making their products, children will be given the chance to reflect on the journey and the final outcome to evaluate their choices, but also the process of making the product itself.

Technical Knowledge

Children are given the chance to consider a wide range of skills and how they can be utilised to serve a purpose. For example, they can be taught to budget and evaluate resources which they might need to fulfil the design brief, as per the client's needs. This allows children to become accountable and responsible when managing resources and also working as part of a team; this will prepare them to be outstanding, productive citizens in the world.

Resources

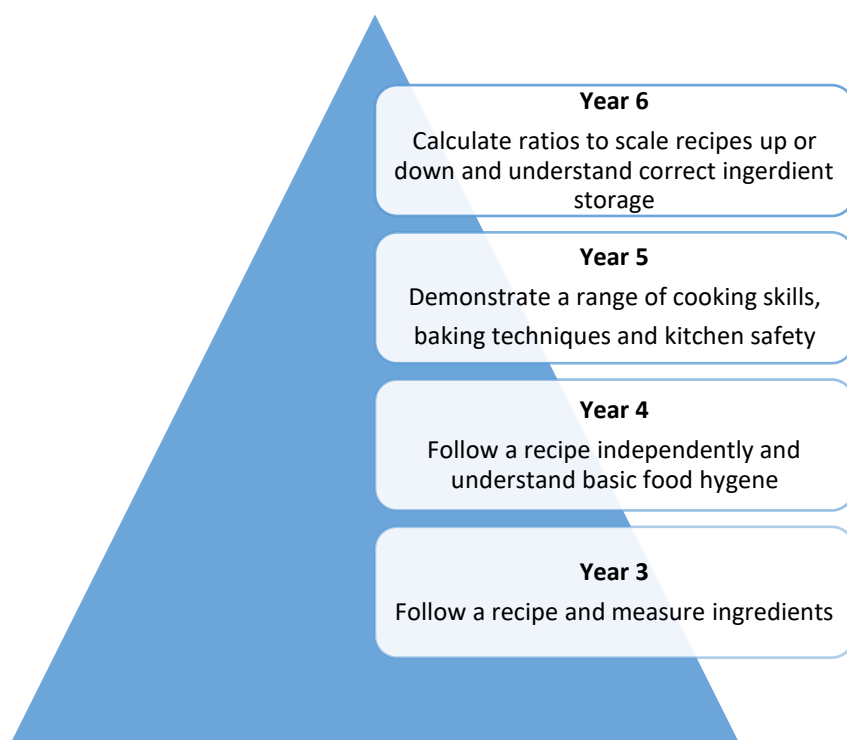
Risk assessment will be considered when using equipment for projects, taking into account the safety of children and staff. Resources for the projects will be available in school, as and when needed, dependant on the activity the children are taking part in.

2. Focus for year groups

Across KS2, children will develop the skills to generate innovative ideas and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Children will select from a range of materials and components, according to their functional properties and qualities. There will also be opportunities for children to monitor and control their products through detailed evaluations and also considering the views of others to improve their work.

Under the cooking aspect of the curriculum, children will be taught to understand what a healthy and varied diet is. Children will be given the opportunities to prepare and cook a variety of dishes using a range of cooking utensils and cooking techniques. Children will be taught how cooking is an important life skill, enabling them to feed themselves and others now and in later life.

Progression in the curriculum is thought about carefully to allow children to build on skills and techniques making them into more secure learners. For example, in Year 3, children will begin to follow a recipe and measure ingredients accurately. In Year 4, this knowledge will be built on as children will follow a recipe more independently and learn about food safety and hygiene. In Year 5, they will start to demonstrate a range of cooking and baking techniques as well being safe in the kitchen. In year 6, children will be calculating ratios to scale recipes up or down. They will further understand the correct storage and handling of ingredients to allow for successful end products.



Enriching the curriculum

Where possible, links to the wider curriculum and businesses in the local community should be made to enhance the opportunities and final outcomes for the children, allowing them to build on their knowledge of the subject and developing a deeper understanding and relevance of how Design and Technology works within society.

Meeting the needs of all children

Learning is designed to allow all children to successfully produce final outcomes, whilst taking into account the design journey facilitated through varying levels of support, scaffold and stretch. The SOLO taxonomy progression grids will support staff to plan progressive learning opportunities which deepen over time.

Strategies for Support and Scaffold

- Children have skills clearly and expertly modelled
- Children have access to quality and achievable WAGOLLS
- Children are guided to make links with previous learning and will use their Be Proud as a tool to refer to
- Children are supported with their designs through bespoke templates and guidance for research

Strategies for stretch

- Children can independently choose resources which are appropriate for the task and justify why they have used those
- Children can confidently articulate the task related to the DT journey and make active links to the real world and other areas of the curriculum
- Children can decide their own starting points by taking inspiration from other designs and evaluating the purpose of the task
- Children can evaluate and analyse their work independently, explaining the choices they have made and what adaptations have taken place to suit their plan

The SOLO taxonomy progression grids will support staff plan progressive objectives which deepen over time

Role of the Subject Leader

It is the responsibility of the subject leader and senior leadership team to monitor the standards of children's work and the quality of teaching in Design and Technology. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject.

3. Curriculum IMPACT

At Brindley Heath, teachers set high expectations for the children, as they are given a variety of opportunities to produce quality outcomes. Teachers will lead by example and model key skills needed for the children to explore and develop. Through the design process, children will also gather technical knowledge to strengthen their understanding of the brief which will help them produce a final outcome that met their planning.

The curriculum allows for the children to evaluate the world and become creative thinkers to solve problems that occur in the society, impacting their formative years. Children are taught essential skills and shown how to use appropriate tools, which will help them develop their knowledge and also the world they live in and how it works. We believe this will instil pride and aspirations within each child, as they are given the chance to showcase their work through inspiring final pieces and discussion about the work.

1. Outcomes

The Design and Technology journey should be recorded appropriately, suiting the outcome. There should be an evidence of the learning journey in the Be Proud, Be You books, outlining the 4 key areas (Design, Make, Evaluate and Technical Knowledge). Outcomes will be displayed in school where possible, to build children's pride in the work.

2. Monitoring

In the school, DT will be monitored regularly to see the impact of the curriculum in children's learning. The planning will be reviewed according to this, through book monitoring and subject lead discussion.

Date of policy: December 2021