ECCLESTON LANE ENDS PRIMARY SCHOOL

DESIGN & TECHNOLOGY CURRICULUM POLICY

Approved by Full Governors on
To be reviewed on or before
Signed……Chair of Governors
Signed……Headteacher

School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our British Values including diversity
- Develop Resilience & Resourcefulness
- Inspire critical thinking and Independence
- Create articulate learners
- Build upon Knowledge & skills
- Support well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

Design and Technology Intent:

At Eccleston Lane Ends our intent for Design and Technology is to offer a broad and varied curriculum which is inspiring, progressive and practical. Children participate in a broad range of practical experiences which solve real and relevant problems within a variety of different contexts.

CURRICULUM IMPLEMENTATION

Design Technology at ELE is taught termly throughout KS1 and KS2. DT is taught weekly, or in blocks throughout the year, so that children can achieve depth in their learning.

- The children use 'knowledge Mats' at the start of each unit to generate curiosity, discussion and develop vocabulary.
- Children are encouraged to listen to the ideas of others, and treat them with respect, to critically evaluate existing products, both their own work and those of others. Children also have the opportunity to use a wide range of materials and resources, including ICT.
- At Eccleston Lane ends, we believe that creative thinking encourages children to make positive changes to their quality of life. DT encourages children to become innovative and creative thinkers and problem-solvers, both as individuals and as part of a team.
- Children to analyse and evaluate past and present designs, its uses and its impacts.
- Children are taught to produce practical solutions to real problems and develop technical understanding and making skills, they learn about design methods and investigate their environment and the materials around them.
- Threaded through Design Technology lesson are the fundamental British Values of *Rule of Law, Individual Liberty, Democracy, Mutual Respect and Tolerance.*

CURRICULUM IMPACT

- Develop a range of life skills, which they can use and develop beyond school life.
- Display confidence and enjoyment in Design and Technology.
- Use and apply skills across the curriculum, making meaningful connections in purposeful contexts.
- Have a resilient attitude.
- Ability to thinking critically and problem solve.
- Have ambitious aspirational futures and an understanding of how to achieve these.

The Design Technology Curriculum

The curriculum ensures the national curriculum is covered in a progressive and appropriate way. The curriculum on offer is unique to Eccleston Lane Ends and meets the needs of all of our learners and community.

Each year group plans to the national curriculum through a topic-based curriculum challenge. Subjects (wherever possible) are linked together through key drivers. Learning Challenge titles including Design and Technology are outlined on a long-term curriculum map.

In the Foundation Stage, Design and Technology is included as part of free choice and learning is very practical including outdoor provision for a significant part of learning.

Curriculum webs can be found on our website. Details of the Design and Technology curriculum including planning is held on staff share and reviewed annually.

Focus Areas/ Coverage and Cross-Curricular Opportunities:

EYFS

In EYFS, Design Technology is implemented through physical development and expressive arts. Within various topics, physical development is explored through fine and gross motor activities such as arts and crafts and the practice of using small tools. Feedback and support from adults allows children to develop proficiency, control and confidence. Through expressive arts, children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

KS1

In Key Stage 1, children will through a variety of creative and practical activities be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

Explore and evaluate a range of existing products
Evaluate their ideas and products against design criteria

Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable
Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

Children will be taught:

Design
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make
Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate
Investigate and analyse a range of existing products.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge.
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors).
Apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

Key stage 2

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Assessment, Recording and Reporting

An annual report which includes Design and Technology is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.
Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.

In Design and Technology the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.
- Design and Technology knowledge curriculum mats.
- Make it stick half term evaluation.

Health, Safety and Safeguarding
The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to Design and Technology to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the head teacher, Miss S.Bond Staff is regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

Additional Needs
This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age.

Adaptations to the (subject) curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

Equality

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Review and Evaluation

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

References to Other Policies

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy