



Design Technology

Intent

At the Federation of Holy Trinity Schools, we believe Design Technology helps us to develop as reflective learners as we work through the design process. Through design technology, we are able to work collaboratively to solve real and relevant problems within a variety of contexts and find solutions. Our curriculum teaches the children to deal with uncertainty whilst developing communication, organisational and other practical life skills. We aim to develop resourceful, innovative, enterprising young people. In design technology, we learn to appreciate the needs of others, work investigation and understand the likely impact of future technologies.

Coverage

How do you know the National Curriculum is covered?

A Design Technology National Curriculum Coverage Map matrix maps the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific units.

Progression

How do you plan for progression in Design Technology?

Design Technology is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills. The keys skills for each subject have been mapped across each thematic unit to show coverage (**Design Technology Skills Maps**) and progression (**Design Technology Skills Progression Maps**).

The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder enables them to make good progress in their learning.

The Satellite View (**Design Technology Satellite View**) maps out which thematic units feature this subject and clearly shows the objectives taught.

The **Knowledge Building Pillars** form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different design contexts. This also means that concepts are cumulatively built upon. For example, in product research, pupils progress from knowing and talking about what they like and dislike about a product, to knowing the importance of research and its place in the design



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process, to ultimately effectively gathering and using information about the needs and wants of individuals and groups of people.

When is Design Technology taught?

Design Technology is taught both through Skills Development Tasks and through design projects. The Satellite View maps out which thematic units feature this subject and clearly shows the objectives taught.

How is Design Technology taught?

Design Technology is taught through a combination of subject knowledge, skill building and design and make projects. Food technology is also taught through thematic units and our 3D PSHE programme. Learning takes place both inside and outside the classroom.

What do we learn in Design Technology?

We learn about:

Mechanisms

Sliders

Lever

Structures

Textiles

Food technology

Electronics

We also complete design technology projects in each phase for specified clients e.g. the pirate, the evil genius, allowing pupils the opportunity to both experiment and apply their knowledge and skills.

Where will you see evidence of Design Technology at The Federation of Holy Trinity Church of England Schools?

- ✓ Pupils' Learning Means The World books



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- ✓ Project work
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders

How do we assess and monitor design technology?

We use a variety of methods to assess and monitor geography at Holy Trinity. Teachers may use Kahoot Quizzes, for the purposes of diagnostic assessment, as well as checking recall in the classroom. They will also use questioning to help the pupils recall prior learning. We use a tracking tool – Track Zone – to ensure that the pupils are making progress in geography, and this is monitored by the DT Subject Leader who carries out ongoing monitoring tasks to ensure that the curriculum is being effectively delivered and that there is evidence of progress in learning in pupils' work / books.

Through close monitoring, we know that the effectiveness of teaching has a positive impact on learning and standards. The DT Subject Leader has a file demonstrating pupils' learning and drawing together evidence from interviews, observations, work scrutinies and documentary review. The DT Subject Leader evaluates and summarises all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)



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Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Impact

PUPIL VOICE - through discussion and feedback, pupils talk enthusiastically about their design technology lessons. They are proud of their learning and feel that they can confidently speak about it.

EVIDENCE IN KNOWLEDGE - pupils know about different ways that design technology can be used to support their future potential. They build their knowledge each year to form a solid understanding of how DT supports them in finding solutions to real life problems around us.

EVIDENCE IN SKILLS - pupils use correct vocabulary in DT lessons. They can make links and use and apply skills previously taught in other DT units and lessons.

BREADTH AND DEPTH - teachers plan a range of opportunities to use and investigate DT inside and outside school and across different subjects. They plan ways in which the pupils can apply their learning in a variety of contexts in order to embed it and make the learning stick!

Design technology equips pupils with the tools to understand and impact positively on the world in which they live. Through their growing knowledge and understanding, pupils learn to appreciate the contribution others have made, and that which they can make, on their community and wider society.