

# **The Good Shepherd Primary Catholic Voluntary Academy**



## **Design and Technology Policy**

### **Mission Statement:**

Our mission is to develop our children with active and creative minds, a sense of understanding and compassion for others and the courage to act on their Catholic beliefs.

In our school community we celebrate our faith and we work together to achieve our personal potential by trying to live like Jesus and become the person that He wants us to be.

<b>Ratified On:</b>	<b>March 2021</b>
<b>Review Date:</b>	<b>March 2023</b>
<b>Chair of Governor's signature:</b>	<b>Mrs R. Burke</b>
<b>Headteacher's signature:</b>	<b>Mrs M.H.B.Williams</b>

## Exodus 35:35

*“He has filled them with skill to do all kinds of work as engravers, designers, embroiderers in blue, purple and scarlet yarn and fine linen, and weavers—all of them skilled workers and designers.”*

## Stephen Gardiner

*“Good buildings come from good people, and all problems are solved by good design. “*

### **Introduction and Aims:**

- ✚ At the Good Shepherd Primary Catholic Academy, our intent is to provide children with a high-quality design and technology education and to give our pupils the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology.
- ✚ Students learn how products (including high quality prototypes) and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them.
- ✚ Design and Technology in our school aims to develop children’s skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food.
- ✚ Our curriculum encourages children's creativity and challenges them to think about important issues whilst allowing children to solve real and relevant problems, in different contexts. Throughout, children will take risks and develop their innovation skills.

## Teaching Objectives:

Designing	Key Stage One	Key Stage Two
Understanding contexts, users and purposes	<p><u>Across KS1 pupils should:</u></p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas</li> </ul>	<p><u>Across KS2 pupils should:</u></p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p><u>In early KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> <p><u>In late KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li><i>develop a simple design specification to guide their thinking</i></li> </ul>
Generating, developing, modelling and communicating ideas.	<p><u>Across KS1 pupils should:</u></p> <ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components and construction kits and by making templates and mock-ups</li> <li>use information and communication technology, where appropriate, to develop and communicate their ideas</li> </ul>	<p><u>Across KS2 pupils should:</u></p> <ul style="list-style-type: none"> <li>share and clarify ideas through discussion</li> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings, prototypes and exploded diagrams to develop and communicate their ideas</li> <li>use computer-aided design to develop and communicate their ideas</li> </ul> <p><u>In early KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>generate realistic ideas, focusing on the needs of the user</li> <li><i>make design decisions that take account of the availability of resources</i></li> </ul> <p><u>In late KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>generate innovative ideas, drawing on research</li> <li><i>make design decisions, taking account of constraints such as time, resources and cost</i></li> </ul>
Making	Key Stage One	Key Stage Two
Planning	<p><u>Across KS1 pupils should:</u></p> <ul style="list-style-type: none"> <li><i>plan by suggesting what to do next</i></li> <li>select from a range of tools and equipment, <i>explaining their choices</i></li> <li>select from a range of materials and components according to their characteristics</li> </ul>	<p><u>Across KS2 pupils should:</u></p> <ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li><i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul> <p><u>In early KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li><i>order the main stages of making</i></li> </ul>

		<p><u>In late KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>• produce appropriate lists of tools, equipment and materials that they need</li> <li>• formulate step-by-step plans as a guide to making</li> </ul>
Practical skills and techniques	<p><u>Across KS1 pupils should:</u></p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> <li>• use finishing techniques, including those from art and design</li> </ul>	<p><u>Across KS2 pupils should:</u></p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p><u>In early KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>• measure, mark out, cut and shape materials and components with some accuracy</li> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li> </ul> <p><u>In late KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>• accurately measure, mark out, cut and shape materials and components</li> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> <li>• use techniques that involve a number of steps</li> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul>
<b>Evaluating</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
Own ideas and products	<p><u>Across KS1 pupils should:</u></p> <ul style="list-style-type: none"> <li>• talk about their design ideas and what they are making</li> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• suggest how their products could be improved</li> </ul>	<p><u>Across KS2 pupils should:</u></p> <ul style="list-style-type: none"> <li>• identify the strengths and areas for development in their ideas and products</li> <li>• consider the views of others, including intended users, to improve their work</li> </ul> <p><u>In early KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>• refer to their design criteria as they design and make</li> <li>• use their design criteria to evaluate their completed products</li> </ul> <p><u>In late KS2 pupils should also:</u></p> <ul style="list-style-type: none"> <li>• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• evaluate their ideas and products against their original design specification</li> </ul>
Existing products	<p><u>Across KS1 pupils should explore:</u></p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> </ul>	<p><u>Across KS2 pupils should investigate and analyse:</u></p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul>

	<ul style="list-style-type: none"> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<p><u>In early KS2 pupils should also investigate and analyse:</u></p> <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> <p><u>In late KS2 pupils should also investigate and analyse:</u></p> <ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul>
Key events and individuals	<b>Not a requirement for KS1</b>	<p><u>Across KS2 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul>
<b>Technical Knowledge</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
Making products work	<p><u>Across KS1 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i></li> <li>• <i>that food ingredients should be combined according to their sensory characteristics</i></li> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul>	<p><u>Across KS2 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• <i>that materials can be combined and mixed to create more useful characteristics</i></li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul> <p><u>In early KS2 pupils should also know:</u></p> <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• <i>that a single fabric shape can be used to make a 3D textiles product</i></li> <li>• <i>that food ingredients can be fresh, pre-cooked and processed</i></li> </ul> <p><u>In late KS2 pupils should also know:</u></p> <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to monitor changes in the environment and control their products</li> <li>• how to reinforce and strengthen a 3D framework</li> <li>• <i>that a 3D textiles product can be made from a combination of fabric shapes</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>that a recipe can be adapted by adding or substituting one or more ingredients</i></li> </ul>
<b>Cooking and nutrition</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
Where food comes from	<p><u>Across KS1 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul>	<p><u>Across KS2 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• that seasons may affect the food available</li> <li>• how food is processed into ingredients that can be eaten or used in cooking</li> </ul>
Food preparation, cooking and nutrition	<p><u>Across KS1 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The Eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source</li> <li>• how to use techniques such as cutting, peeling and grating</li> </ul>	<p><u>Across KS2 pupils should know:</u></p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</li> <li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p><u>In early KS2 pupils should also know:</u></p> <ul style="list-style-type: none"> <li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</li> <li>• that to be active and healthy, food and drink are needed to provide energy for the body</li> </ul> <p><u>In late KS2 pupils should also know:</u></p> <ul style="list-style-type: none"> <li>• <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i></li> <li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>

### **Subject Monitoring:**

- Medium-term planning for Design and Technology, using the Projects on a Page format, will be based on National Curriculum objectives for each year group. Class teachers will plan appropriate work for their children based on these objectives, but which is generally linked to another curriculum area.
- Photographic evidence, book looks, planning monitoring, pupil voice and lesson observations will be used termly to record progress, both by class teachers and by the co-ordinator to form a portfolio of evidence, in order to make judgements about the children's work and monitor continuity and progression of skills and knowledge. Each year group has been allocated three skills in which they must focus on. This will allow a greater level of transferrable skills and clear progression throughout The Good Shepherd.

- Children will record their work in their Design Technology books, following the DT process:
  - Plan
  - Make
  - Evaluate
  - Improve
  - Technical Knowledge
  - Food and Nutrition

### **Equality Statement**

We have a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. Our planning aims to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image. This is linked to the school's role as a Christian community, Special Education Needs and Inclusion.