

Beech Hill Primary School



DT Policy

Revised May 2025

Rationale

Our aim in teaching DT at Beech Hill Primary School is to stimulate children's creativity, imagination, and problem solving skills through design challenges and exploration of the design process, building confidence and skills as they go that will support them in their wider life beyond school.

Aims

We aim to teach the children to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Key stage 1 Objectives

Pupils are taught:

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 simple mechanisms in their products

Key stage 2 Objectives

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.

When designing and making, pupils should be taught to:

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
- understand and use electrical systems in their products [for example, series circuits]

Teaching Approaches and Methods

The DT curriculum has been designed to meet the National Curriculum objectives, the progression of basic skills and also widen children's knowledge and skills base

Children are given the opportunity to follow the design process from beginning to end, starting with a design problem, looking at existing products, designing, making and testing their own products. They will be taught new skills using new tools and materials progressively through the school in order to build confidence as children move through the school. Teachers will model skills carefully, and work with small groups where necessary to ensure understanding and safety in all tasks.

I.C.T

Computers and iPads are available within the school, which have appropriate software to support the teaching of DT. Computers also have access to the internet to give further support.

Differentiation

DT lessons should be accessible to all through the use of additional resources or adult support. Children will create their own designs, moving through the process together but receiving support or additional discussion time to ensure all children reach their design potential, and build a sense of belief in their skills.

The Foundation Stage

DT plays an important part in a child's early development. Children will always have access to design and construction materials to allow them to develop creative skills, problem solving skills and practical skills such as cutting, joining and motor skills. This is recorded as part of the foundation stage profile.

Special Educational Needs

All pupils have equal access to the National Curriculum. The needs of children with Special Educational Needs, and those with a greater need for development of fine motor skills, have the opportunity to be met within the teaching of DT

Equal Opportunities

Through the teaching of DT children can develop non-discriminatory attitudes and expectation of their own efforts plus the appreciation of the work of others. All children regardless of race, gender or ability will have equal opportunity to develop their skills and ideas. We aim to provide equal access to DT for those children with Special Education Needs and those pupils who are very able and require extension activities, through small group work and through the use of classroom assistants.

Social Cohesion

Our DT curriculum ensures that children explore a wide range of Design and technology areas, touching on key people, developments and dishes from our own country and beyond.

Assessment

Children's work and performance will be assessed according to the agreed school policy.

Evidence

Assessment and evidence can be gathered via on-going observations, discussion with children before and after working as well as DT sketchbooks. Sketchbooks should show the learning journey of children including decisions the children have made and

their own thoughts and ideas. The design process of DT is as, if not more important than the final piece.

Children's learning journeys are displayed on the school DT display.

Health and Safety

DT contributes to Health and Safety education by enabling pupils to become aware of potential hazards. Pupils are taught to work in an appropriately disciplined manner and must be encouraged to develop an awareness of safety towards themselves and others.

Management and Administration

The role of the DT Co-ordinator will be:

- Provide advice and assistance to all staff when requested, in order to implement and monitor the DT policy.
- Co-ordinate purchasing, organisation and distribution of resources.
- Liaise with outside agencies and other schools.
- Keep up-to-date by attending courses where appropriate.
- Provide support for all that teach DT within the school.
- To improve the quality and continuity of DT teaching and learning throughout the school.

Resources

DT resources are ordered termly according to the units being taught. Staff are given a checklist of all the resources required to ensure they have everything they need to fulfil the curriculum requirements. Additional supplies can be ordered by the DT Coordinator when needed, if the budget allows.

Amended by - Reece Burns May 2025