

Our Vision Statement

“Working together to nurture, raise aspirations and promote life in its fullness. Through our Christian ethos we seek to develop happy, enquiring minds, a spirit of curiosity, respect, and resilience. We value every member of our school community for who they are and through challenge, support and building positive relationships, we pursue excellence in all we do.

‘Ask and it shall be given, seek and you will find, knock and the door will be opened.’ Matthew 7.7”

DT statement of intent

Design and technology at Billingham CE Primary School prepares children to deal with tomorrow’s rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers both as individuals and as part of a team. It will enable them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of DT, children combine the acquisition of knowledge and practical skills with an understanding of aesthetic, social and environmental issues, as well as functions of industry (both locally, nationally and globally). This allows them to reflect on and evaluate past and present technology, its uses and impacts.

Intent

To build a Design and Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

To create a Design and Technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of Study. To fulfil the duties of the NC whereby schools must provide a balanced and broadly based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life

It is the intent that high quality DT lessons will be taught in all year groups through one unit of work per term. Pupils will be exposed to a range of medium throughout their school life, including textiles, food, mechanisms and woodwork. It is an inspiring, rigorous and practical subject, requiring creativity, resourcefulness, resilience and imagination. The progression of the subject has been carefully considered, allowing children to become increasingly independent, skilled and proficient in the use of vocabulary and skills linked with DT. Children, ultimately, will learn to be risk takers, reflective, innovative and enterprising.

In terms of overcoming the barriers to learning faced by our pupils we aim to:

- Build in end of unit days where parents are invited into school and children can showcase their learning. By sharing recipes taught in school with parents and carers; encourage children to discuss their learning with adults outside school. Showcase our DT learning by making products for selling during our enterprise week and use cooking skills to make treats for the elderly in our community to be shared at our Caring Christmas celebrations.
- Provide opportunities for awe and wonder outside of the everyday of Billingham e.g. We plan visits (which will sometimes include links to DT), visitors and involvement in community activity to provide first-hand experiences for the children to support and develop their learning. Examples: STEM ambassadors, RSPB, Road to RIAT
- Introduce pupils to career opportunities linked to the DT topics engineering, ICT programmer, theatre, composition, design, woodwork, mechanics, farming

- Develop reading and vocabulary. Children will be introduced to new vocabulary linked to the unit of work being studied and this will be built upon in following units. Barrier: encourage reading and develop vocabulary.

Implementation

DT is taught following guidance from the National Curriculum and EYFS framework which forms the foundation of our curriculum. Children design products with a purpose and/or an audience in mind and for intended user of the products. Food technology is implemented across the school with children developing an understanding of where food comes from, food cultures around the world and the importance of a varied and healthy diet and how to prepare food. Skills and knowledge are built upon year on year with the expectations that children will become more confident and independent when preparing food.

The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

- Language - The promotion of a language rich Design and Technology curriculum is essential to the successful acquisition of knowledge and understanding in the subject. The promotion and use of an accurate and rich vocabulary throughout school is planned in Design and Technology.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum.
- Independent learning: In Design and Technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.
- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context.
- Enhancement – we are dedicated to teaching and delivering high quality lessons with well-planned and well-resourced projects and experiences. We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This includes, where possible, inviting professionals, experts and enthusiasts in to school, such as: STEM ambassadors, parents or local professionals.

We recognise that to have impact, planned cultural capital must be clearly linked to the statutory Design and Technology skills and knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

- As DT is a crucial part of our curriculum, pupils design and make products that solve real and relevant problems in a variety of contexts. It may be cross-curricular and draws upon subject knowledge and skills within mathematics, science, history, computing and art. Through the evaluation of the past and present technology (including some individuals who have had a significant impact upon the world of DT), they can reflect upon the impact of DT on everyday life and the wider world.

Impact

Assessment of children's learning in DT is ongoing and teachers continuously monitor children's understanding, knowledge and skills throughout all lessons. This will then inform the teacher how best to support or challenge individual children. The class teacher conducts summative assessment termly across each year group, which is then passed on to the subject leader. This shows skills and knowledge that is still to be embedded. The subject leader will monitor DT throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place. This will then inform the subject leader as to any changes in the school's plans and implementation that is required.

Children will develop skills and attributes they can use beyond primary school – into KS3 and into adulthood.