



Priestley Primary School

Design & Technology at Priestley



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

Teaching & Learning

As a School, DT is taught through Cornerstones which provides a wide range of exciting Topic based DT activities. It covers a wide range of skills that the children are expected to cover as outlined in National Curriculum. The children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting hooks.
- ✓ **Develop** the necessary skills to complete projects.
- ✓ **Innovate** their own ideas in the light of their previous experiences and learning.
- ✓ **Express** knowledge and skills effectively in a variety of ways.

EYFS:

- ✓ Construct with a purpose in mind, using a variety of resources
- ✓ Use simple tools and techniques competently and appropriately
- ✓ Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary
- ✓ Select the tools and techniques they need to shape, assemble and join materials they are using

KS1:

- ✓ 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
- ✓ 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
- ✓ Explore and evaluate a range of existing products
- ✓ Evaluate their ideas and products against design criteria
- ✓ 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.
- ✓ Use the basic principles of a healthy and varied diet to prepare dishes
- ✓ Understand where food comes from.

KS2:

- ✓ 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
- ✓ 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
- ✓ 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
- ✓ 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.
- ✓ 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.

Planning

EYFS/KS1/KS2:

- ✓ Planning will be recorded in the medium-term year group plan by the class teacher.
- ✓ Planning will work through the Intended Curriculum Learning Intentions unit by unit as laid out by Cornerstones and the National Curriculum

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

Resources

There are some resources for DT held within school. A list is available of resources, but resources can also be found in KS2 library area. If there is something that the teachers feel would be necessary, please inform the DT Subject Leader immediately so an order can be placed with the office.

Marking & Feedback

Feedback is given verbally during the speaking, listening and reading sessions. Written work will be marked with a positive comment in green. Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together.

Assessment

Assessment for Learning will take place in the sessions. Summative assessment will take place twice a year (Term 4 and 6) and be recorded on the Cornerstones tracker. Pupil conferencing will take place (terms 2, 4 and 6) to identify the child's perspective of their learning and progress.

EYFS

During the Early Years Foundation Stage, there are many opportunities for carrying out D&T-related activities in all areas of learning in the EYFS. Specifically, 'Designing and Making' is identified as a strand within Knowledge and Understanding of the World. D&T-related activities in the EYFS should be appropriate to the developmental stage of the children. Activities should look quite different from those carried out in KS1. DT in EYFS will have the following characteristics:

- ✓ Sometimes practical skills are taught directly
- ✓ Children have frequent opportunities to develop practical skills with a range of materials
- ✓ Children have frequent opportunities to explore construction kits
- ✓ Children have frequent opportunities to explore existing products
- ✓ Activities are appropriate to children's prior experience
- ✓ Context is sometimes set by teacher, sometimes by the children
- ✓ Designing does not necessarily entail drawing
- ✓ Designing can mean using hand gestures, arranging and re-arranging materials and components, talking and listening
- ✓ Designing is usually intuitive
- ✓ The designing and making process is fluid

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.