

DESIGN TECHNOLOGY (DT) ON A PAGE



MALVERN WELLS
C.E. PRIMARY SCHOOL

Let Your Light Shine!

Introduction

The Malvern Wells aim is to improve life chances for all individuals and nurture the potential for the brightest future in all areas of the curriculum. All our learning is rooted in our 4 core values of courage, commitment, compassion and community and we want to see all children LET THEIR LIGHT SHINE as Designers.

As a school, we recognise the importance of teaching Design technology to our pupils because creative thinking and resilience encourages children to make positive changes to their quality of life by becoming inventive problem-solvers. We understand that the ability to plan, create and evaluate their work is something they will use in many aspects of their lives and aim to give them chances to explore this.

Intent – What do we aim to deliver?



DT is taught across all three terms at Malvern Wells, making connections to the projects children are immersed in. We believe that children demonstrate higher engagement and build deeper learning when there are connections to be made and so, we are intentional about building these.

The unit studied within the year focus on different elements of DT to ensure children have a breadth of skills taught to them, whilst giving them time to develop these and look closely at the work of others. Each class will spend at least an hour as designers during their period of study, often this is spread to an afternoon session to enable them to get acquire real depth.

Developing, planning and communicating ideas

Children are able to develop ideas through a scenario-based discussion around purpose and audience.

They know how they aim to achieve their goal, create a clear success criteria and decide what tools they will need.

Working with tools, materials and components to make a product

Children select appropriate tools and understand how to use them safely, including food preparation. They know some joining techniques.

Evaluating processes and products

Children can evaluate their work against the success criteria they created and other products they tested. They can talk about what went well and what they would do differently next time.

Implementation – How do we teach our DT curriculum?

At Malvern Wells, we want children to be passionate about DT and prepares them to deal with tomorrow's rapidly changing world.

Teaching Sequence



DT is taught through a long-term map of a 2 year cycle and, where appropriate, is connected to our project learning. Teachers plan DT carefully using the objectives from our medium term plans, they may draw upon units from a wide range of resources but ultimately build their own teaching sequences to meet the needs of their learners.

- 1.Begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading.
- 2.Examination of a product or a variety of products, considering audience and purpose
- 3.Plan their own product
- 4.Experiment and investigate different techniques and safe and effective use of different tools
- 5.Create own product applying new techniques, skills and tools to own work
- 6.Critically evaluate their own product, improving after evaluation
- 7.Reflection and re-cap of knowledge and skills remembered and understood



Impact – How do we evaluate our DT curriculum?

The children at Malvern Wells enjoy DT and are able to generate ideas, create success criteria and plan based on products and processes they have used. They are enthusiastic learners who use technical language.

The children's work is collected as a mini project and exemplifies the skills and knowledge progression from our Long Term Plan from Y1-Y6.

If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through: a reflection on standards achieved against the planned outcomes; a celebration of learning for each term which demonstrates progression across the school; assessment (retrieval) of the skills and knowledge and pupil discussions about their learning.