Glebe Guide to Design and Technology

V.04.12.23

Cultural Capital and Enrichment

Our Design and /Technology curriculum is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

A range of professionals working in Design and Technology are looked at and explored over the years, to inspire the children. Real models and products are explored and evaluated to inspire the children to create their own products. At Glebe we understand that through the evaluation of past and present design and technology, the children develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Children also take part in visits that link to Design and Technology whilst at Glebe: Visiting Valentine Clay to see the Art and sculptures displayed in the local community, visiting Gladstone Pottery Museum and Emma Bridgewater to see the history and take part in making their own masks.

The children make a Christmas craft yearly using our DT skills to be sold to parents to raise money for the school and allow the children to create their own art. This links to the enterprise work that the school take part in too.

Other STEM activities are planned during the year to enhance DT opportunities across the school- for example the Year 6 children build and race a car in a competition.

Design and Technology is also a main focus during After school clubs throughout the year and during the Holiday Hubb that runs during school holidays.

What we use to support our curriculum delivery?

We use a range of resources and DT materials to develop our skills.

In EYFS, planning and activities are linked by hooks for learning through ILP topics and some Book of the week themes. These are planned to ensure a range of DT skills are taught and practised through guided activities and continuous provision.

We deliver our KS1 and KS2 curriculum using 'Projects on a page'. These investigations are planned across the year groups to ensure progression and a broad range of opportunities to learn and develop new and build upon previous skills. All the designs are given a purpose so that it can be correctly planned and designed. All projects are also evaluated using the FLUMP evaluation.

Children during DT lessons will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, art engineering, computing and healthy eating through cross curricular approaches to learning. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Intent - The Why (including the Glebe-ified bits)

On entry to Glebe some children have poor development in fine motor skills and may have had no opportunities to be creative, explore materials or cook. Taking part in EAD and DT activities encourages and improves fine motor development and allows them to understand and apply the principles of nutrition and learn how to cook.

The Design and technology curriculum aims to ensure that all pupils develop the creative,

Implementation – The How *(*including how/when we assess)*

Daily

In EYFS, EAD (Expressive Art and Design) will be seen daily for the children to access through continuous provision. This will be using a variety of materials and resources over the week. Examples- collage making, 3D art and sculptures, junk modelling, construction activities, playdough, air dough etc.

Weekly

The expectation at Glebe is that either Art or DT is taught weekly, for a half term across KS1 and KS2. This will depend on the classes planned subject for the half term. Three Design and Technology topics for each year group are planned (in the LTP) and taught over the year. Additional opportunities to learn about local famous designers or STEM related trips are additional enrichment opportunities for the children. A sequence of lessons is planned out each term by the Design and Technology subject leader on a MTP. Planning decks are then used to ensure planned vocabulary, 'flash back 4', key questioning and key skills are delivered weekly to the children.

Impact – The So What

At Glebe, we believe that DT is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity.

Having Design and Technology that is taught weekly allows the children to develop their Design and Technology

technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. At Glebe, we encourage the children to use their creativity and imagination, to reflect on existing products, design and then produce their own interpretations. This supports children to 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. It encourages pupils to critique, evaluate and test their ideas and products and the work of others. Children when they start at Glebe may not have had the opportunities to understand how things are made for themselves or have a positive role model to be creative and determined to create something new and exciting. We strive to provide opportunities to solve real and relevant problems within a variety of contexts to develop the children's problem solving skills and resilience. Design and technology has many cross-curricular links to other subject areas too: for example developing scientific understanding and exploration, literacy and Art and design skills.	These are uploaded on GDrive weekly where they can effectively be monitored by subject leaders and SLT. All of the plans, design, making and evaluating of a project is made into a child's own made 'Project Profile'. The children will complete three of these over the year. In EYFS, EAD will be taught as a guided activity once weekly. All DT work will be evidenced in the ILP book in FS2 and the LJB in FS1. Where possible real products will be evaluated to support making and inspiring their own DT products. Their own work will be displayed and the children will be given opportunities to evaluate their own and others work to develop their understanding of what to do better next time. Half termly/Termly Children's DT work will be displayed in classrooms for the children to see and be proud of over the half term. Photos of DT work will put in the children's Project profile' as evidence for when they have been removed from the display. Floodlight monitoring of planning, books, pupil voice, slide decks and the learning environment will be monitored termly. This will enable monitoring of their DT skills and ensure local and famous designers studied over each term. A spotlight focus will then be monitored more closely and feedback given to staff to ensure any issues or development points are identified and improved promptly. Every Term children from FS1 to Yr6 are assessed for their Design and Technology skills by the class teacher when creating their projects and for their DT knowledge learnt by an end of unit quiz. This ensures that if there are areas that need recovering or developing then these can take place with additional activities or resources in future lessons.	skills and learn about a variety of architects and designers. Monitoring the planning, books, displays and learning environments ensure consistency and outstanding practise is achieved across the whole school.