

Design and Technology (DT) at Hawley

Intent

We love to teach DT through **real experiences** and regularly take the children on trips that have a DT focus. We make use of local industry, cultural institutions as well as local secondary schools and the CLC to forge links to help enhance the children's understanding of the world. DT lessons are offered 3 times a year in half termly blocks. They alternate with Art. DT is a very enjoyable part of the school day. Hawley is fortunate to have its own kitchen for children to use for food technology. We take full advantage of all the opportunities offered in the **local community** and beyond to enable children to see how DT works in the real world.

We want all our pupils to have a positive attitude towards DT and to understand that it is exciting, useful, **creative** and challenging. Furthermore, we want children to gain specific DT knowledge and a broad experience of designing, making and evaluating a final product. As children move through the school, we carefully ensure that their DT skills progress in line with National Curriculum requirements.

Our curriculum map is designed so that each term, where possible, we link the DT component with learning in other subject areas. We believe that by making connections between subject areas, learning is reinforced. Through our DT lessons, pupils will also develop the cognitive skills that they need in order to extend their learning. We focus on the Hawley Habits of curiosity, imagination, self-discipline, resilience and collaboration.

As global citizens, our DT curriculum is **relevant** in today's world. We have a focus on environmental issues within our curriculum and, where relevant, respond to 21st Century news and events in our DT lessons.

Implementation

We follow the National Curriculum for DT. Each year group follows our carefully planned topic-based curriculum.

- **At Hawley every child is entitled to meaningful opportunities and real experiences.** We will look to the work of a diverse range of engineers, chefs, designers and architects for inspiration. We ensure that when we teach DT, we relate it as much as possible to what is happening in the local environment and in the wider world. Children learn the DT knowledge set out for Key Stage in the National Curriculum as they progress through the school. We aim for every DT lesson to contain a practical element.
- Children learn the skills required to carry out a range of DT projects. They will start by researching, designing and modelling. During the making stage they will use and choose a variety of tools to perform practical tasks. They will evaluate their own products and consider ways to improve them. Teachers plan to teach DT knowledge through these different PROJECTS, building a progression of scientific skills throughout the year.

- It is important to build on the children's previous knowledge. Teachers always begin a new DT topic by finding out what the children already know and building from there. Teachers plan carefully to ensure that the DT curriculum can be accessed by all our pupils.
- In the curriculum plan, the vocabulary to be covered within a topic is made explicit.
- Outcomes will be shared with the school community through display, assembly, newsletter features, website content and as a part of the annual STEAM exhibitions.
- Trips and professional partnerships will be developed to further contextualise the DT content being taught.
- The DT lead supports teachers and monitors standards.

Impact

We carefully monitor how well children are learning, observing whether knowledge is embedded and used.

We aim to ensure that children are interested in the world around them and have a set of key skills and a DT vocabulary which they can use in projects. At the beginning of a DT topic, teachers investigate children's retention of prior knowledge in that area and ensure that they plan according to the needs of the children in their class.

We constantly review our curriculum through regular subject reviews to ensure sequential, layered knowledge acquisition, to check that pupil outcomes are of a high quality and that their learning is relevant and inspiring.

Self and Peer Assessment are built into our planning.

DT Folders are kept throughout the key stage and monitored by the class teacher.