



Design and Technology at The Meadows

Design helps to inspire children's creative minds and ignite their imaginations.'

We study DT to become designers of the future and to learn how to be risk-takers, resourceful, innovative and enterprising.

Why do we teach Design and Technology?



At the Meadows, we want our pupils to know that everybody can be a designer. Our aim is to provide a design and technology curriculum that is inclusive for every child, give them a chance to explore, design, and make products that solve real and relevant problems. Our vision is for our children to foster the enjoyment, satisfaction and purpose in designing and making things and to watch their ideas become a reality. Through our teaching, we ensure the progressive development of knowledge and skills, enabling children to learn how to take risks, become resourceful, innovative, enterprising and capable members of the community. We aim for our pupils at The Meadows to build skills for life, such as problem solving, resilience and harnessing the feeling of pride, magic and achievement in making something new.

Our design and technology curriculum begins in the Foundation Stage with the exploration of ourselves and the world around us. We want our children to have the freedom to feel the fun and the magic that creating the products of their imagination can bring. Pupils become familiar with a range of media material, tools and equipment through high quality, child-centred provision. We ensure that the physical, tactile process of designing and making is accessible and enjoyable for all. This is supported by modelling, scaffolding and the teaching of fundamental practical skills.

As their design and technology journey continues, teaching equips our children with a knowledge of food technology, hygiene and safety, structures and how things work. This knowledge is sequenced in a progression and applied so that they are able to create successful prototypes and products for a wide range of users and purposes. Our pupils build up a greater stamina for the process of Design and Technology with advancing complexity of skills and vocabulary. We intend to evaluate past and present design and technology to allow children to develop a critical understanding of its impact on daily life and the wider world. We promote the excitement and fulfilment of achieving well in each step of the D&T process to encourage future opportunities for imitation and innovation, whatever a child's ability.

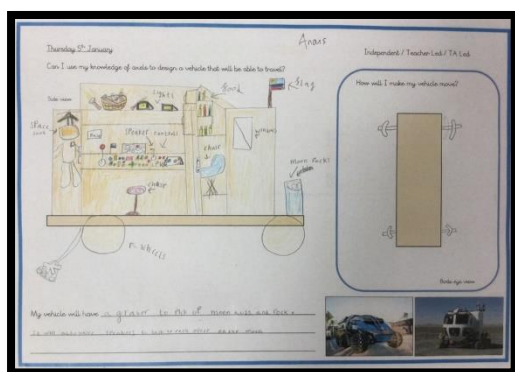
By the end of Year 6, our children will have:

- Developed deep creative, technical and imaginative thinking and developed the confidence and courage to participate successfully in an increasingly technological world
- The knowledge and vocabulary to talk about how things work
- The ability to select appropriate tools and techniques when making a product, whilst following safe procedures
- An understanding of how key events and individuals in design and technology have helped shape the world
- The skills to critique, evaluate and test their ideas and products, and the work of others in an environment of respect.



How do we teach it?

Throughout the year, Design and Technology is taught alongside other subjects that are influenced by our **“Big Picture” question**. This provides the children with a purpose and relevant context for their learning, and it stimulates interest and enthusiasm for the subject.



We use a well-considered, whole school, yearly overview which allows for progression across year groups in each key area of knowledge: **textiles, mechanisms, structures, food and electrical systems**. This is broken down into greater detail in our medium-term plans. Our teaching follows a distinct pattern of **“Investigate, Design, Create and Evaluate”**. We begin many of our projects by looking closely at the provenance of where our

resources come from. This ties in with the exploration of existing products and then the teaching of practical skills. This first step will always highlight and build upon past knowledge and introduce key vocabulary. Each subsequent lesson will recap vocabulary knowledge, purpose and what we have learnt previously in the process. We have a wealth of hands-on learning opportunities on our doorstep which we try to incorporate into our curriculum. Visitors, trips and resource boxes are all encouraged to support our learning. At The Meadows Primary School, we make use of the extensive grounds and outdoor learning areas when planning for the students. We maximise opportunities to construct, build, trial, test and evaluate Design and Technology products outdoors as well as in the classroom. At the end of each term, we work towards an **authentic outcome** which is a

chance to share our learning, celebrate our achievements and critically evaluate our products.

How do we measure success?

Our medium term plans set out expectations for learning in each year group, and the specific knowledge children will learn at each stage. This includes relevant and progressive vocabulary. The nature of our teaching ensures that informal assessment can be made at each step of the Design and Technology process. This allows for the subsequent reinforcement of knowledge or implementation of next steps for each child. At the end of a unit of learning each child will complete their own evaluation of the skills learnt and their product outcome. They shall refer closely to the brief to ensure that they reflect on the requirements and intention of each product. This is used to assess children's progress. Misconceptions and any gaps in understanding are then immediately addressed by teachers.

Our Design and Technology leader supports staff in the assessment process and takes an overview of whole-school attainment. They monitor the curriculum by moderating children's work, collating video and photographic evidence of learning and observing lessons taught. Termly questionnaires with the children ensure that pupil voice is heard and we are not only building upon skills and knowledge but also harnessing a passion for the subject.

Planning for Learning

