Design and Technology at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and

School Development Plan

- Build independence and a growth mindset (DT: risk-taking; resilience; collaboration; learning from mistakes)
- Opportunities for challenge and choice (DT: making individual design choices, peer and self-evaluation and feedback)
- Widen horizon for the whole community (DT: better knowledge of prior learning and skill progression)

SMSC in Art and Design

Spiritual: DT provides excellent opportunities for pupils to use imagination and creativity. They are encouraged to make choices and to reflect on these. They enjoy learning about the surrounding world when exploring key events and individuals in Design and Technology who have shaped the world.

Moral: DT encourages pupils to value the environment and its natural resources. Pupils consider environmental impact when analysing existing products and making choices about which materials to use for their own.

Social: In DT, pupils develop a range of social skills. They are encouraged to work collaboratively, listening to other people's ideas, taking on feedback and resolving conflict. We are aiming to widen the social aspect of DT further, by reaching out to other year groups for market research and to the local community for feed back on final products e.g. Selling food products at a sports day or cultural celebration. Design Technology promotes equality of opportunity and addresses gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.

Culture: The choices made by pupils throughout the design process leads to a wonderful diversity in their final products. As each product is specific to that child, it naturally reflects either their own personal and cultural influences, or those of their target audience. Through our Cooking and Nutrition projects, we are also hoping to

Our Teaching Principles

We want our pupils to be enthused and inspired by Design and Technology. Our teaching provides opportunities for pupils to builds skills and technical knowledge through the following projects: mechanisms, electrical systems, structures, cooking and nutrition and textiles. The skills and knowledge gained will support pupils to participate successfully in an increasingly technological world.

Our teaching allows pupils to use their creativity to design and make functional and innovative products, taking into consideration factors such as target audience and impact on the environment. We encourage and guide pupils through the design process, from analysing existing products to designing, making and evaluating their own. Pupils draw on skills and knowledge from across the curriculum, including Maths (e.g. measuring), Science (e.g. materials, healthy eating), Art (e.g. aesthetics) and Computing (e.g. computer-aided design).

DT lessons provide excellent opportunities for collaboration, challenge and choice. We encourage pupils to take risks, learn from mistakes and take a Growth Mindset approach, helping them to recognise how vital these skills are in the field of technology. Safety is also a key consideration in practical DT lessons. Staff ensure that pupils use tools and equipment safely, through modelling and safety briefings.

Pupils should be taught:

- The technical skills and knowledge related to the five projects above
- To recognise the importance of the design process when creating a new product
- To use tools and equipment correctly, safely and effectively
- About key events and individuals in design and technology and how they have helped shape the world

Assessment

Teachers will assess pupils' understanding and skill at various points in the lesson, through observation and questioning, giving feedback verbally. The design process is iterative, so **pupils** are encouraged to constantly evaluate, review and adapt their design choices.

At the end of each project, pupils will respond to key questions in their booklets. They will reflect on: what new skills they have learnt, whether they have made progress, and how they know they have made progress.

Initiatives/Training 2020-21

- DT Curriculum Staff Training, Autumn Term 2021. Focus on coverage, skill progression and planning. Followed by Lesson Visits in Spring Term 2022.
- DT Event Day, June 2022