



## **IGNITE INNOVATE INSPIRE**

### **Policy for Design Technology**

### **September 2024**

*“Design is not just what it looks and feels like. Design is how it works”*  
- Steve Jobs CEO of Apple Inc

#### **Curriculum Vision: Why we teach this Design Technology curriculum**

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfill their unique potential and become active members of the wider global community. We aim to ignite a passion for learning and exploring product design. We hope to inspire children to see the world beyond the simple everyday designs they see and become creative and innovative problem solvers. By providing children with the skills and confidence, they will be able to innovate and add meaning to their learning.

#### **What we teach in our Design Technology curriculum**

At Monkhouse, we provide a broad, balanced and progressive Design Technology curriculum which is integrated into other areas of the curriculum where appropriate.

In DT, our curriculum is designed to allow the children to learn about ‘everything, always moving forward’. This mantra is an underlying feature of lessons to allow children to understand the historical development of design and technology, the impact this has had on our lives and how this may be applied in the future. This is planned in order to develop curriculum links and to promote critical thinking about how current learning fits within people’s lives now and in the future. Children are encouraged to develop an awareness of their position in the world and actively link their knowledge across the curriculum.

Throughout the curriculum, there are many opportunities given to the children to reflect on their Design and technology skills. During each project, the children are encouraged to self assess their projects and designs to ensure they create the best product or design they can; this helps the children to reflect on and begin to understand how they can improve further, thus developing the core skills set out in our DT curriculum.

#### **How we teach our Design Technology curriculum**

In the Early Years Foundation Stage educators will prepare children for the primary design and technology curriculum through practical explorations of a variety of media and materials.

Children will have opportunities to design and make in response to a variety of stimuli, using recycled materials, malleable and natural materials and a variety of loose parts. Children will have opportunities to cut, shape and join materials in a variety of ways and at different scales, both indoors and outside. Children are encouraged to talk about their creations, naming materials they have used, explaining some choices, identifying what they like best and what they might add or change.

Across KS1 and KS2, we engage the children with real life problems which require solutions to ignite their interests and give their learning purpose. We try to engage with different design experts where possible during projects. ICT is used in a range of forms to enhance the Design Technology

curriculum. Children use ICT to research, record and present information and designs in digital forms. Children will be encouraged to make individual progress during lessons through a range of activities, irrespective of their starting level. During a lesson or series of lessons, all children will have the opportunity and be supported to access mastery through a number of ways. At Monkhouse Primary School, we believe that children should have the skills to become resilient and courageous. The children are taught a food unit, skills unit, which focuses on the children learning the specific skills for their year group followed by an application unit. This is where the children can focus on the design process and applying the skills taught previously.

### **Assessment and Monitoring**

We use a SOLO approach to assess key skills and knowledge in a unit and this helps identify children who require more support or have a greater depth of understanding. At least **twice** in a unit of work, practical evidence demonstrating Design Technology skills and knowledge should be uploaded to their seesaw folder. Knowledge organisers have been developed to ensure a wide and broad range of coverage and skills in each year group, which have been written to contribute towards our vision for DT. SOLO assessments have been designed for each year group and for each unit of Design Technology to give the children an opportunity to apply their new skills in a different context or problem. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and evidence in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

### **Participation - Community School, Local, Regional, National and Global**

At Monkhouse, we recognise the importance of Community links to both the pupils, parents and the wider community. Through DT, this gives the children opportunities to respond to real life needs or opportunities which allow them to develop their own ideas to create innovative solutions. We encourage the children to display and present their ideas to an audience in a variety of different exhibition types linked to the wider curriculum through each project they encounter.

### **Extra Curricular**

At Monkhouse, we offer a range of extra curricular activities to support and enrich learning in school. Over the course of the year, we offer opportunities for children to work collaboratively on Design Technology projects both in school and with our wider collaborative group of schools such as taking part in the First League Lego Jr challenge and 7 billion ideas project.

### **INVOLVEMENT WITH EXTERNAL AGENCIES**

We are a member of the DT association who support through CPD opportunities and available resources.

### **Impact**

Our children find Design Technology enjoyable and inspirational. They become creative learners, who have a web of knowledge about the inventors and designers of our world. Creativity and individuality is valued and children are given the freedom to explore using their imaginations. Children develop the key skills needed to allow them to produce inventive, unique, creative final outcomes. They appreciate Design and make critical judgements based on cultural values, cultural history, aesthetics, quality, craftsmanship and fitness for purpose. Our children think and act as makers and designers.