DT at Oxenhope C of E Primary School

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16

Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2

Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18

DT at Oxenhope

Intent:

At Oxenhope CE Primary School we value Design Technology as an important part of the children's entitlement to a broad and balanced curriculum. The children are taught to combine their creative skills with knowledge and understanding to design and make a product. Skills are taught progressively to ensure that all children can learn and practice to develop as they move through the school.

All pupils will have the opportunity to problem solve, to analyse and learn through trial and error to become resourceful, inventive, and capable adults. We want children to be inspired by engineers, designers, chefs, and architects and enable pupils to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real-life purpose.

Implementation:

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.

This is implemented through:

• A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food, and electrical systems)

• Well planned and resourced projects providing children with a hands-on and enriching experience

• A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken

• Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.

• Each project from addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.

• Pupils being introduced to specific designers, chefs, nutritionists, etc. helping to engender an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future. As a school, we promote Design and Technology in the wider school through a cooking after school club and a gardening club. Where the children learn about where our food comes from by growing their own, and the importance of a balanced, healthy, and varied diet and how to prepare this.

Impact:

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see them equipped to take on further learning in High School. Pupil's skills and knowledge are assessed ongoingly by the class teacher, throughout lessons and a summative assessment is completed termly. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff. EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.

Vision and Spirituality across the curriculum– Design Technology

Vision	Spirituality
Rich Soil– Opportunities– Exciting visitors from the local bakery, canteen head chef and lesson collaboration with parents. We provide an exciting robust curriculum that allows children to be inspired by engineers, designers, chefs, and architects and enable pupils to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real-life purpose.	**Beyond the ordinary**– Pupils can immerse themselves into the design technology curriculum and explore how construction, textiles, and food can help benefit in their life and those around them. Pupils are given the opportunity to express themselves fully and are inspired to create construct and design.
Deep roots– A curriculum that promotes problem solving skills and teaches children to learn through trial and error to become resourceful, inventive, and capable adults.	**Enquiry- Questioning** throughout the curriculum. How do the skills learnt in design technology help us in our life? Why is it important to know about nutrition? What meals can we make that keep us healthy? What are houses like in other countries? How do you weave? How do you get from bean to bar? How do you get a picture to move? How do you make a book pop out? How do you make a torch? Can you make a picture frame according to your design specification?
Growth– Growth in knowledge and skills. Pupils are inspired to express themselves through Design Technology and allows children to design, make and evaluate.	
Community– Our curriculum enables children to learn skills that will help them become efficient and effective adults. Pupils are given the opportunity to listen to people from the local community who use the design technology skills in their everyday lives and careers.	**Compassion**– Design and Technology provides an attractive skill set to solve the world's practical problems. Designers have a powerful place within our society engaging and encouraging people to buy products they have designed, branded etc.
Love– To look at Design Technology and be inspired by how the skills learn can help in our local community and the world we live in. To love and appreciate creativity and love the world around us as God loved it– when he created it, he said 'it was very good'.	**Expression**-Express what they have discovered and how. Self-expression through being creative and using different mediums and techniques. Design Technology encourages and supports children's imaginations and thinking process development.

DT Long Term Plan

DT Progression in Skills

	Reception – from checkpoint document	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	Makes simple marks Uses a variety of colours Explores what happens when colours mix Creates closed shapes with continuous lines which represent objects that can be spoken about or identified Mark makes with a range of finer tools such as pencils, crayons etc. Explores different materials freely, using them with a purpose	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper • Develop their design ideas applying findings from their earlier research	• Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts	• Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing	• Generate ideas, considering the purposes for which they are designing • Make labelled drawings from different views showing specific features • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • Evaluate products and identify criteria that can be used for their own designs	• Generate ideas through brainstorming • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas	• Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques
Working with tools, equipment, materials and components to make quality products (inc. food)	Marks makes with increased accuracy and control Handles smaller tools, objects and malleable materials safely	Make their design using appropriate techniques • With help measure, mark out, cut and shape a range of materials	• Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy	• Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy	• Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using	• Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and	• Select appropriate tools, materials, components and techniques • Assemble components make working models

	Gives meaning to the marks that are made Uses simple tools and techniques competently and appropriately Experiments with creating different things and talks about their uses Has proficient pencil control - tripod grip is established and used almost all of the time Creates collaboratively, sharing ideas, resources and skills with other children Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Uses a range of small tools, including scissors, paint brushes and cutlery	• Use tools eg scissors and a hole punch safely • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product Learn how to weave	• Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric. Use basic sewing techniques • Follow safe procedures for food safety and hygiene • Select and use appropriate fruit and vegetables, processes and tools • Choose and use appropriate finishing techniques	• Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT	appropriate tools, equipment and techniques • Join and combine materials and components accurately in temporary and permanent ways • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • Select and use appropriate vegetables, processes and tools thinking about seasonality • Use basic food handling, hygienic practices and personal hygiene	equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens • Cut and join wood with accuracy to ensure a good-quality finish to the product • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT • Sew using a range of different stitches, weave and knit • Pin, sew and stitch materials together create a product	• Use tools safely and accurately • Make modifications as they go along • Achieve a quality product • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
Evaluating processes and products		• Evaluate their product by discussing how	• Evaluate against their design criteria	• Evaluate their product against original design	• Evaluate their work both during	• Evaluate a product against	• Evaluate their products, identifying

	Begin to show accuracy and care when drawing. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, from and function Share their creations, explain the process they have used	well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Evaluate their product by asking questions about what they have made and how they have gone about it	• Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them	criteria e.g. how well it meets its intended purpose	and at the end of the assignment • Evaluate their products carrying out appropriate tests • Disassemble and evaluate familiar products	the original design specification • Evaluate it personally and seek evaluation from others	strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved.