Hunton
Church of England
Primary School

Compassion, Hope, Reverence, Wisdom

Design & Technology Vision	
School Vision	**Subject Vision**
As a church school we place a strong emphasis on a Christian ethos and our skills-based curriculum is underpinned by our four distinctively Christian values of: compassion, hope, reverence and wisdom ensuring all pupils are equipped to 'live life in all its fullness.' (John 10:10)	*To encourage pupils to be creative through enhancing design, making and evaluating skills within a range of different mediums and techniques.*

Design & Technology Overview

Design and Technology is integral to the whole of our society. We are surrounded by and use numerous things that have been designed and made every day. Designers have a powerful place within our society engaging and encouraging people to buy products they have designed, branded etc. Our aim is to make Design and Technology an attractive skill set to solve the world's practical problems and in order for them and all to live life in all its fullness.

Teaching and Learning of Design & Technology

The teaching of Design and Technology is skill based. DT and Art and Design are taught in alternate terms following the year group objectives. Children should look at and evaluate current design. They should be equipped with skills and explore a variety of methods in order to develop solutions to design problems. They should have opportunities to observe and practise techniques which will lead to designing a solution against a specific criteria which will result in a final product. Ongoing self and peer evaluation are key skills in successful design and manufacture. This should build the skills and knowledge they need to take this further. Also, build in them resilience to realise that trial and error are an important part of any work/life, helping them to live life in all its fullness.

What you should see in books

In key stage 1 & 2, you should see a sequence of lessons which lead to a final outcome. This shows progression in skills used, exploring design and technology around us, evaluating materials and considering purpose. The sequence of lessons will have a set design brief however pupils will be encouraged to find creative solutions within the parameters of the brief. In EYFS, pupils will explore a range materials and media to solve design problems.

Identification of pupils not on track and given support

The expectation is for teaching teams to identify during Design and Technology sessions where pupils are not on track for skills development and attempt to correct these during the session. Peer support can be used to aid pupils' progress in the subject. DT gives opportunities to work collaboratively to solve problems.

Engagement of Design & Technology

In order to engage pupils in DT, pupils should be appreciating DT in a cross curricular manner to solve a range of design problems. Cross curricular links with Science designing and manufacturing a wormery from a specified design brief. Providing real life problems will engage pupils and allow them to realise the value of DT.

Engaging parents and volunteers

Parents with different skill sets should be used to enhance pupils practical skill level, also parents should be invited to engage during the making sessions promoting a love for Design and Technology. Exhibitions should be planned to showcase the journey of a final outcome.

Training

Staff to have CPD which will show how a sequence of lessons should build, focusing on progression of skills and theme.