



## The Partnership of Springfield and The Meadows



### Springfield Design & Technology Curriculum Policy

#### Intent

##### Aims:

We offer a curriculum that is broad and balanced where the children are taught substantive knowledge for Design and Technology in a topic based approach at a level that is personalised to meet their level of development.

##### Objectives:

- To promote creativity - exploring and representing new ideas through experimenting with a range of materials, tools and techniques
- To develop knowledge, understanding, and skills to design, make and evaluate products through a range of creative, practical activities in a range of contexts
- To develop problem solving skills by creating solutions to problems, exploring ideas through talking, drawing, templates, mock-ups, and technology
- To develop design skills through a series of focused-tasks relating to the project
- To explore a wide range of materials and components, including construction materials, mechanisms, structures, textiles, ingredients, (and electrical systems in KS2)
- To explore and evaluate a range of existing products, and evaluate their own ideas and products against design criteria
- To understand the basic principles of a healthy and varied diet to prepare dishes, and to understand where food comes from

#### Implementation

##### Curriculum Planning and Organisation:

At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Disciplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children.

Where possible, learning should contextualise the local area, as well as linking to national and global contexts. Through the design process, the project should be 'something, aimed at somebody, for some purpose'. The Medium Term Plans should take a context based approach which identifies a problem, enabling children to use their problem solving skills through the 'design and make' process to create a solution to the problem which they can then 'evaluate' and improve where necessary. Children should have plenty of opportunities to explore existing products prior to the design and make process (through investigative and evaluative



activities) to learn about existing products and D&T in the wider world. There should be focused tasks where possible to teach technical knowledge, designing and making skills.

Throughout D&T, children will cover the 6 principles of Design and Technology: the user, purpose, functionality, design decision, innovation and authenticity.

### Impact

#### Assessment:

Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.

Evidence will be found in children's topic books and tracked on their skills trackers.

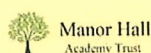
#### Monitoring and Review:

Delivery of Design and Technology will be reviewed and monitored through -

- Book Scans - Cross-referenced with planning
- Learning Walks
- Discussions with teachers and class staff

This policy will be reviewed according to the emerging needs of our school.

Policy produced: July 2023	Policy agreed:
Signed: <i>A. Sutcliffe</i>	Chair of LAB
Signed: <i>S. Watham</i> <i>Shah</i>	Headteacher
Review date: July 2025	(2 years)



Company Number: 09461655

Registered Office: Loxley Hall School, Stafford Road Uttoxeter, Staffordshire, ST14 8RS