Subject: D & T

Focus	Subject Practice
Intent • What are the key concepts/skills children will learn in D & T?	Children will develop their knowledge, understanding and skills in relation to • practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • ♣ building and applying a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • ♣ being able to critique, evaluate and test their ideas and products and the work of others ♣ understand and apply the principles of nutrition and learn how to cook. .
• How has learning been organised across the school to ensure continuity and progression?	o KS1- Materials readily available to children (linked to topics) o KS2- More complex techniques

• Key skills development:
    o Reading
    o Writing
    o Mathematics
 	
    o Thinking/Problem-solving skills
	• Learning in D & T will support, but not be subsumed, by our commitment to develop:
	    o children's ability to read with understanding and to present a range of information in a variety of written forms coherently
	    o children's capacity to apply mathematical concepts in relation to measurement and passing of time (cooking tasks)
	    o children's thinking skills - encouraging their ability to develop ideas for themselves and to respond to, and devise questions, in enquiry based situations

• How will learning in D & T prepare children for life in the 21st century?
    o Diversity understanding
 	
    o SMSC
	• Children will encounter topics in D & T which:
	    o reflect the diverse ethnic nature of our society – cooking food from a variety of cultures
	    o support an appreciation of the wonder and beauty of man's achievements e.g.
	    o encourage collaboration and positive interaction with others
	    o increase understanding of why things are done differently in different countries/cultures

• In what ways will resilience and independence in learning be fostered?	• The emphasis in D & T will be on enquiry in which children will be responsible for research, designing and making. Children will be encouraged to:
	    o find solutions using a range of strategies
	    o complete an expected minimum amount of work within a set amount of time using a range of resources
	    o work collaboratively and support one another

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Implementation
• What are the key learning/teaching strategies staff should employ in D & T to promote high standards?
    ○ Strategies specific to subject
    ○ Strategies to encourage mastery through:
        ▪ The encouragement of oracy and vocabulary development
        ▪ Reading/comprehension skill development
 	
        ▪ Writing and GPS
 	
        Mathematics
 	
        ▪ Thinking/Problem-solving
 	
• What additional experiences should children have in D & T to enrich their learning?
 	
• How will new learning be linked to children's previous learning and experiences?
    ○ Start of topic
    ○ Start of lesson
• Strategies to promote long-term memory
 	
• How will staff ensure that they present a consistent challenge in D & T?
 	
• Strategies to promote involvement of children in our target groups:
    ○ Boys
    ○ PP
    ○ SEND
	• Key strategies to encourage high quality learning:
	    ○ An emphasis on enquiry using a range of source materials.
	    ○ Approaches which help children to make connections and link features/events in D & T
	    ○ A major focus on interaction and discussion as a key learning tool – allowing children to generate/ share/present ideas and compare findings/points of view – introducing, and developing understanding of, D&T vocabulary, ensuring vocabulary is used precisely to add detail to responses (STAR)
	    ○ Children will record their ideas using sentence structures and grammatical conventions in line with the skills/concepts expected for ARE writing (during planning and evaluation activities).
	
	    ○ Children will apply their mathematical skills in relation to measurement and time
	
	    ○ Children will be challenged to develop their thinking through opportunities to respond to a range of questions (+ Socratic q.s)/tasks which allow for analysis, synthesis and evaluation – they will draw conclusions, develop their ideas and present coherent arguments drawing on a range of information
	• Passion for, and interest in, D & T will be extended through:
	    ○ visits; workshops; themed days relating to significant national events; visitors to give first-hand account or expert opinions
	• Children achieve the best outcomes when new learning is linked to previous experiences/learning. This can be achieved by routinely establishing what children already know, or have learnt, through an exploratory question/challenge/problem at the start of a topic/lesson – this allows learning to be adapted to needs, gaps to be filled and challenge to be built in (focussing on different processes)
	• Learning in any one lesson is never in isolation. Opportunities for children to use/apply what they already know through problem-solving/reasoning helps to establish long-term memory and an expectation that they will need to recall. Children should also be encouraged to draw on what they already know of previous topic content as they describe, compare and explain features/events in the current topic. Memory is also aided through activities which pull together content from the whole topic before moving to a new topic.
	• Challenge and standards will be consistent when all learning in D & T focuses on the key skills identified within the NC strands and recorded on the progression map
	• Consistency of approach – planning/designing, making, evaluating
	• Ensuring application of D & T processes.
	
	• Strategies to promote learning for target groups will include:
	    ○ Approaches/content that engages children's interests – starting from the known, establishing links
	    ○ Organising tasks to allow the progressive build-up of knowledge/skills
	        ▪ Low entry/high threshold
	        ▪ Pre-teaching to compensate for variable life-experiences
	    ○ Reasonable adjustment of tasks/approach - scaffolding, prompts, word-processing to increase access

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Impact • How will we know children have achieved high quality outcomes and that learning is embedded?	• Children, in line with the expectations recorded on the Progression Map for D & T, will *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities *investigate and analyse a range of existing products *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world *display ARE mathematical skills applied to their D & T work

• How will learning prepare children for different challenges and situations they will face, including tests?	• Children will
	    o be resilient and not be put-off when facing new challenges/content
	    o tackle un-prepared learning situations, demonstrating standards expected in core subjects as well as in the subject-specific topic
	    o work with independence in a range of situations

• How will we know that children are developing in their understanding of SMSC/diversity etc.?	• Children will demonstrate:
	    o respect and tolerance when facing arrange of new ideas and content
	    o share with others
	    o respect for the achievements of others
	    o knowledge of discrimination and why it is wrong and how it can manifest in different forms
	    o appreciate the aesthetic aspect and beauty of a good design

Focus	Subject Practice

Evaluation
• How will we monitor standards?
	• Standards will be monitored by subject leads/SMT through:
	    o discussion of their learning with children
	    o scrutiny of books and outcomes – assessing match with standards expected for year groups
	    o scrutiny of subject records
	    o observation of practice

• What will we do with information from monitoring?	• Results from monitoring will be used to evaluate:
	    o the effectiveness of subject plans and contribute to subject development
	    o the effectiveness of practice and to inform staff development
	    o whole school learning/teaching strategies and to identify developments required → SIP