



## D&T on a page

### WHAT WE TEACH AND WHY – (intent)

**Our school values** – The 6 Rs underpin everything we do at RA Butler Academy Schools. In D&T the children learn how to be respectful and develop working relationships with their peers around skills based projects. Children are encouraged to be reflective throughout the whole D&T learning journey; D&T is an iterative process. Being resilient, taking risks and choosing appropriate resources underpins many of the learning processes throughout the school.

**Design, content and sequencing** – The D&T progression map and long term subject curriculum plan detail the skill and knowledge content taught across the school. D&T is split into the following strands: Structures, Mechanisms, Electrical Systems (KS2 only), Textiles and Food Technology. We make sure that within a two year cycle all the 5 aspects are covered to ensure depth of the curriculum and that skills are built upon. Food Technology is taught every year to meet The National Curriculum expectations. Although the skills within Food Technology remain the same for each phase, the planning ensures that the children’s skills are developed *e.g. Soft fruit is cut in Year 1, hard vegetables in Year 2.*

Each project follows the same format where children are focusing on the Investigative and Evaluative Activities (IEAs), Focused Tasks (FTs) and Designing, Making, and Evaluating their own product (DMEA). To ensure this, we use the D&T Association planners to support our planning and teaching. Each project across the school is formatted following the same process to create a functional product with a specific user.

Wherever possible we have aligned our D&T projects with the wider curriculum topics which are often closely linked with the English T4W units which link closely with age appropriate texts. We balance the coverage of D&T with Art and Design to ensure the children are equally exposed to both. Further to this, where possible, the projects are linked to the school community and beyond *e.g. Food Technology in Year 2 is taught at the end of KS1 celebration. In KS2 their projects encourage the children to make products for users other than themselves.* This can include research of the user’s needs *e.g. through interviews and surveys* and then follow up evaluations with the user of the product. This is currently being developed further. Further to this, some DT topics are linked to the topic hooks and/or exit points, external visitors and school trips *e.g. Year 5 Food Technology was linked to History off the page and wartime food.*

D&T is taught in blocks across the school to allow children to immerse themselves in the creative process. The D&T process lends itself to the blocking approach because it can often be difficult to separate the journey into individual weekly lessons.

To support children’s learning and skill development the children each have their own D&T book which travels through the school with them. This enables teachers to see individual achievements and allows each child to refer back and have ownership of their learning and progression as the strands are built upon over the phases. This is supported through the use of glossaries to develop the children’s subject specific vocabulary as well as the D&T Association planners providing building blocks of previous learning within each strand across the school.

**Support** – D&T is adaptable and lends itself to individual need. As it is a reflective process the children are always evaluating what suits their skills and their product well. This is developed through the FTs that provides opportunities to challenge themselves appropriately. Having a final product allows every child to celebrate a project that they have full ownership of. We are lucky that many members of the school community volunteer to help with D&T.

### HOW IT’S TAUGHT – (implementation)

D&T is an inherently practical subject that encourages children to continuously evaluate and reflect on products and their skills. Each aspect builds on prior learning from previous projects. For example, Textiles is taught in Years 2, 4 and 5. There is clear progression across the year groups in skills such as pattern making, stitching and finishes. The prior learning is clear on the planning so teachers are aware of where the learning has come from and what the previous outcomes were. In support of this, each child’s D&T book travels through school with them providing the child and the teacher to recall previous learning and challenges.

A D&T project has 3 specific elements, Investigative and Evaluative Activities (IEAs), Focused Tasks (FTs) and Design, Make and Evaluate Assignment (DMEA). Through the IEAs the children evaluate existing products to understand what a good example looks like. The FTs enable children to learn the different skills needed to make the product. FTs are always demonstrated and children are then able to explore the different methods. It is through their evaluation that determines which skills they will use in their final product. The DMEA is an opportunity for the children to apply their new skills in their own product following a set design criteria. The expectation across D&T is that every child makes an individual product following the design criteria suited to the user’s needs.

As D&T is iterative process the children are continuously evaluating products, their skills and their own ability throughout a project.

The children are taught to take risks and show resilience when FTs are not as straight forward as desired. For example, Year 2 learn how to attach wheels and their axels. One way is extremely straight forward (making an axle with a straw to allow wheels to rotate) and the other is by making triangular card frames to hold the axel rod. The children consistently articulate their ideas and challenges at times and are resourceful by choosing which equipment/skill best meets their need for their product. Across D&T children work in teams to support each other displaying respectful relationships. In upper Key Stage 2 the children have to allocate jobs within their steps of making for example, the frame structures project in Year 6.

### WHAT WE SEE AS A RESULT – (impact)

#### Progress and outcomes

The prior learning and the skills taught are clear in the planner and the progression map and the outcome is a product that applies the children’s skills and knowledge taught within each project.

#### End of unit essays

The children evaluate their products against the design criteria.

#### Child perception and opinion

DT monitoring has enabled children to share their learning across the school and it is clear that they have ownership over their designs and products. Passion and enjoyment has been displayed for this subject. Monitoring and Evaluation Each term involves a book look with feedback given to ensure planners and progression map are followed. Any changes are updated and the governor is kept informed.

#### Summary of effectiveness of units of work / learning

Overall, D&T is taught effectively throughout the school. There is clear progression, all aspects are taught and CPD is ongoing.

To improve, better use of CAD.