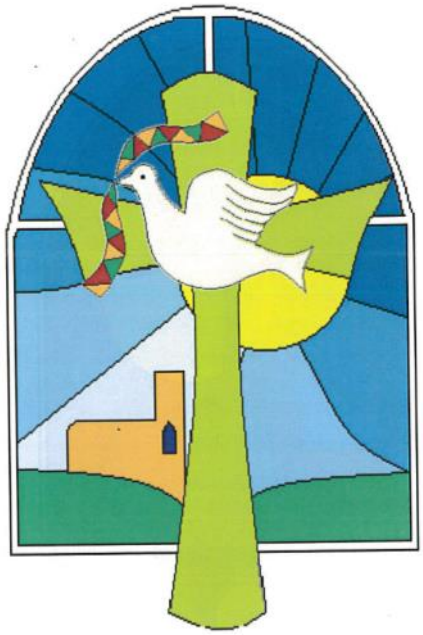
Design and Technology Policy
Wolds Federation

Version 1.0



Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

Version	Reason for amendment	Sections amended	Amended by / date	Reviewed by / date	Approved by / date	Next review date
1.0	KS2 requirement to use CAD in the design process added.	Curriculum organisation	SM 11.04.24	SM 11.04.24		April 2026

The Wolds Federation

Design and Technology Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Design and Technology in the Wolds Federation of Schools.

Aims

Our DT curriculum helps children to develop both the knowledge and the skills to become agents of change now by understanding that everything around them has been designed or engineered in some way. As they learn and remember more about the different elements of the design technology curriculum they will learn that they can impact positively on the manmade world around them and be a force for positive change.

The curriculum gives children first hand understanding of the importance of design, develops practical skills and effectively joins the knowledge and skills and attributes learned within school to wider society and the world of work. It is cross curricular and so builds on skills and knowledge from other subject areas such as measuring in maths, electrical systems in science, control in computing and obviously art and design skills. DT fundamentally encourages creativity.

The first element of DT- learning about the designed and made world and how things work is fundamental if children are to act as agents of change. Children need to recognise a need and seek to make those improvements if they are to change things for the better. Learning to design and make functional products for particular purposes and users is the second key element. This develops the collaboration, innovation and promotes ideas of sustainability and enterprise in the children. Again, this will support the children to become agents of change in their local, national and global communities.

Design and Technology offers children the opportunity to:

- Develop their capability to create high quality products through combining their designing and making skills with their knowledge and understanding.
- Nurture creativity and innovation.
- Explore values and attitudes towards the man-made world and how we live and work within it.
- Develop an understanding of products and processes and their contribution to our society.
- Research and explore past design and technology and use this knowledge in their own designing.
- To develop an understanding of health and nutrition and how to cook. Develop an attitude that is conscious of what a healthy lifestyle is and how food contributes towards this.

Curriculum organisation

KS1 and KS2

In the Wolds Federation we teach the national curriculum for design and technology through the four key strands.

1. Appraising and analysing
2. Designing
3. Making
4. Evaluating

We have identified 5 key concepts that are taught across the primary phase. At KS1 these are textiles, cooking and nutrition, mechanisms and structures. At KS2 there is the addition of the 5th concept; electrical and digital. KS2 will also incorporate computing skills through the use of CAD. This will be used to accurately produce designs and exploded diagrams. DT is taught as a blocked subject and the children will receive around 6 lessons on average per unit of work. At KS1 there are six units of work across a two-year cycle. In KS2 there are 12 units, three units over a four-year cycle. The long-term plan, part of the progression document, shows how we ensure coverage of the whole national curriculum.

The DT progression document sets out in detail for each topic the clearly identified substantive knowledge for each topic. The focus disciplinary knowledge to be taught through each topic is also identified and assessed through observation and discussion with the pupils. The children have multiple opportunities to develop their knowledge and DT skills in a variety of different contexts and, in this way, the curriculum design is ambitious and supports children to become procedurally fluent.

Foundation Stage

In our foundation stage the children are given the opportunity to find out about the world they live in and the role D&T plays within it through a number of ways:

- Asking questions about how things work.
- Learning about a variety of customs and cultures.
- Investigating and using a number of construction kits, materials, tools and products.
- Developing making skills.

This wide range of Design and Technology experiences the children encounter in the Foundation Stage provides a good basis for future learning in Design and Technology in Key Stages 1 and 2.

Equal Opportunities

In the Wolds Federation we are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in Design and Technology lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the Design and Technology curriculum. Teachers are aware of children who have a particular talent for Design and technology and aim to provide additional challenges for these children where appropriate.

Assessment

The progression document sets out clearly the expectations that children should achieve by the end of foundation stage, end of KS1, at lower KS2 and upper KS2. Teachers make use of formative assessment during the teaching sequence to ensure that misconceptions are addressed quickly and teaching can be adapted so that children make rapid progress. At the end of each topic an assessment is made on the assessment overviews, and these are stored in the DT staff folder on teams.

Resources

DT resources are ordered by the DT leader. Each school has access to general equipment such as scissors, glue, paper card etc. Each school also has their own supplies of sewing and cooking equipment. Where more specialised tools are required such as saws, wood etc or electrical elements such as motors are stored centrally at Bishop Wilton. The subject leader organises these for each topic and they are stored in labelled boxes and at Bishop Wilton. These boxes are transported round each school as the DT block is delivered in each of the federation schools.

Health and Safety

The safety of the children is the responsibility of the class teacher. Generic risk assessments are produced for the use of DT tools but the class teacher must make sure that these are personalised when working with their specific group of children. Whenever a new tool or technique is taught to the children the concept of working safely must be part of the teaching sequence.

Role of the Subject Co-ordinator

- To lead the development of Design and Technology in the school.
- To provide guidance on the teaching and learning of design and Technology in school.
- Order, organise and maintain Design and Technology resources.
- Monitor the development of the Design and Technology curriculum and give guidance on assessment, recording and reporting.
- Keep up to date with local and national developments in Design and Technology.