



# Wood End Park Academy

## DT Policy

- **Daring Designer: the basic expectations of DT at WEPA**
- I can design and make products that solve real problems.
- I can think about my own and others' needs, wants and values.
- I can improve my subject knowledge in DT.
- I can use other skills in DT such as maths, science, art and computing.
- I can learn how to take risks.
- I can think about the best way to work safely.
- I can be resourceful.
- I can be innovative.
- I can understand how the past and present of DT can affect our lives.
- I can understand why DT is an important subject in our nation.

### Structure of unit

Units and plans will follow the structure 'design- make- evaluate'.

- Design- in this phase the children will plan their task by looking at examples, visualising the end outcome and drawing several designs before choosing a final one.
- Make- in this phase the children will learn the skills needed to create their final piece. They may need to make prototypes first to test *e.g. a simple lever on card.*
- Evaluate- in this phase the children will evaluate their final piece or the piece of another. They will discuss strengths, next steps and the process involved.

### Teaching and Learning (in addition to T&L policy)

Teachers need to have a thorough subject knowledge of the topic that they are teaching. A clear purpose and outcome needs to be displayed for the children at the start of the topic *e.g. photos of real products, examples made last year or by teacher, photos of previous children making.*

Children need to develop a critical understanding of DT's impact on daily life and the wider world, which should be referred to throughout the unit *e.g. nutrition of food, where it is grown and the process from there to a meal.*

### Units covered across the school (see overview for details)

Year 1	Cooking and Nutrition	Structures	Mechanisms
Year 2	Cooking and Nutrition	Structures	Textiles
Year 3	Cooking and Nutrition	Structures	Textiles
Year 4	Cooking and Nutrition	Electrical systems	Mechanisms
Year 5	Electrical systems	Mechanisms	Textiles
Year 6	Cooking and Nutrition	Structures	Textiles

### Pupil Books (in addition to T&L policy)

Booklets are to be used for at least one of the DT units to ensure quality planning time is given. This covers most of the planning skills. Children can use their sketch books for all other designing and evaluating (photos can be included of their final product).

### Foundation Curriculum

*Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology*

*[Statutory framework for the early years foundation stage (2014)]*

### Displays and Classroom Environments

Whole school DT display will be created each year with the process of the DT, including photos, final products, planning and evaluating. This will be a whole school display.

### Promotion of Art

**Arts exhibition-** bi-yearly 'exhibition of arts' will include DT work that the children have completed. They will show the skills used to make these *e.g. sewing, joining techniques*

**Daring Designers-** promoted in each topic with emphasis on the process not just the outcome.

**Cross- curricular-** DT projects will link to topics in other subjects to engage and inspire the children *e.g. tudor ships, Roman mosaics.*