



DESIGN TECHNOLOGY



Subject Leader - Roseanne Farrall

INTENT

At Britannia Bridge, we aim to give each and every one of our children a **high-quality DT education**, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** they need for their next phase of education, regardless of their **range of starting points** and any **barriers to learning**.

We offer a DT curriculum, which involves our children **researching, designing and making** products for a specific purpose.

Our DT curriculum ensures that our Britannia Bridge children **develop an appreciation of our ever-changing technological world**.

Our children use their **creativity** to **invent** new products and learn how to **problem solve** independently.

Through their DT learning, our children learn how to **organise** themselves, how to be **constructive critics** and **future innovators**.

Our aim is for them to fully understand the importance of **nutrition and food hygiene** and develop the knowledge and skills to make **life-long, healthy meal choices**.

Our **HEART Core Values** underpin our children's learning in DT (Happiness, Encouragement, Aspiration, Respect, Teamwork):

Happiness: our children **enjoy their DT learning** and are self-motivated, happy learners.

Encouragement: they encourage themselves and their peers, in DT, using a strong Growth Mindset and understand that **mistakes are a valuable part of the DT process**.

Aspiration: our aim is that our children leave us knowing that they have the essential knowledge and skills to **succeed in subjects and occupations linked to DT** and we aim to inspire them to be the **next generation of designers, problem solvers and innovators**.

Respect: we aim for our children to evaluate their own products and products made by others using **constructive criticism**, which leads to improved outcomes.

Teamwork: we aim for our children to leave us knowing that teamwork and collaboration can be vital prerequisite to **achieving an end goal/creating a successful product**.

IMPLEMENTATION

At Britannia Bridge, our teachers plan DT learning using our bespoke DT Progression Documents.

We network with other schools to share excellent DT practice.

Our Curriculum Leader monitors and evaluates our DT curriculum to make sure that it is the best it can be for our children. He/she is supported by our Curriculum Leader and our Governing Board review our curriculum, termly, to ensure standards are continually improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our DT curriculum has clear end points identified plus previous and future learning.

Our DT curriculum is based on a cyclical approach and involves regular Retrieval Activities to ensure 'sticky learning' of essential DT knowledge and skills.

Our DT curriculum is beginning to be enriched by inspiring visits/visitors and enrichment opportunities. We now have a Fire Pit area, for outdoor cooking and our After-school Cooking Club inspires our young chefs and their families.

Our Early Years Curriculum is underpinned by high quality adult/child interactions and sensory learning. Our children's personal interests inform our planning, to inspire our youngest learners and outdoor learning is integral. Please see our DT Progression Documents from Nursery 2 to Year 6.

Our DT curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles and next learning steps.

Our DT Enquiry Approach, including Enquiry Questions and Dig Deeper Challenges (based on Bloom's Taxonomy), encourage all our children, regardless of starting points, to use their higher order thinking skills (to be critical thinkers and to apply their essential knowledge and skills).

We have a consistent approach to vocabulary development in DT (VIV- Very Important Vocabulary) to ensure our children develop a wide, aspirational repertoire of vocabulary to take with them into their adult life.

Our DT Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods (including End of Unit Quizzes) to ensure that our children know more and can do more.

Our Britannia Bridge DT Knowledge Organisers are under construction and they will make essential knowledge and skills even more clear, for all our children.

IMPACT

Our children leave us with the **essential, transferrable knowledge and skills** and **cultural capital** they need to go on to the next phase of their DT learning journey. Linked to Design Technology, they **know more, remember more and can do more**. They start their High School journey as confident **researchers, designers, problem-solvers** and **product innovators**. They leave us able to **organise** themselves, ready for High School, and with the ability to use **constructive criticism** and **evaluation** skills. They continue their learning journey with the understanding that **mistakes are useful** and that they can be anything that they want to be in a world full of ever-changing technology. They leave us understanding the importance of **collaborative working**, as a tool to take to their next phase of education.