

All year groups are taught in class groups. This enables support, challenge and high aspirations.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- 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.

Design & technology should be taught in the context of current topics and themes in the classroom. It should possess tangible and evident cross-curricular links to other subjects.

Design and making tasks should serve to reinforce collaborative work in group sizes that allow a challenging and appropriate division of labour.



DT at Uplands

What does it look like?



At Uplands we aim to provide a rich and engaging sequence of lessons, encouraging children to develop their skills and broaden their knowledge across the various areas of Design and Technology. Pupils use their creativity and imagination; they design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

By the end of key stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the attainment targets within the following areas: design, make, evaluate, technical knowledge and cooking and nutrition.

Children are given the opportunity to take part in workshops and trips based on their DT topics in some year groups.

Progression and continuity should be sustained by regular consolidation of previously taught skills and knowledge. The acquisition of new ones will then be a smoother process.

All pupils should have equal opportunities to access the curriculum irrespective of race or gender. Provision should be made for pupils with SEN to be provided with appropriately challenging tasks to develop their D&T capability.

Data gathering, termly tracking through teacher assessments identify individuals and groups requiring extra support.

Pupils' achievements can be assessed in a variety of ways. These include direct observation, discussion and questioning of pupils as well as by evaluation of the finished product itself.

The types of activities that take place should broadly fall into one of the following categories. Over a year there should be a balanced blend of all three:

- Focussed skills tasks
- Design tasks
- Investigation tasks

Time allocated may vary from week to week and term to term. Teachers may prefer to structure their coverage in blocked or modular termly units of work, rather than in an allocated weekly timetabled 'slot'.

Whilst Health and Safety considerations and risk assessment remain the primary responsibility of the teacher in charge, the children should be taught to abide by simple safety rules when using tools or equipment and to reduce risks through behaving responsibly at all times.

D&T assignments should provide pupils with opportunities to enhance their learning through incorporating the use of ICT, by enhancing skills in design and making through the use of paint/draw/CAD/CAM software, research and background knowledge, aiding presentation of a completed project, collecting and interpreting data collected during a project.