

Design technology at Shears Green Junior School

September 2022

It is the expectation that Design Technology (DT) lessons at Shears Green encompass the Key Stage 2 National Curriculum (2014). This states that pupils should learn to create with a range of different materials (card, clay, food, fabrics and wood) as well as learning about artists, architects and designers throughout history and have the opportunity to use their imagination. All staff have access to the DT cupboard which is replenished on a regular basis (based on the needs of the class teachers) and organised by the DT lead.

It is the expectation that Design and Technology lessons at Shears Green involve practical activities, where children are taught knowledge, understanding and skills in the process of designing and making. To ensure children are given the opportunity to design, make, evaluate and understand the technical aspects of DT, a project should take place over a series of lessons.

1. Work should be completed in pupils sketch book, to keep the work together and allow for drawings and annotations.
2. Each DT lesson should start with an explanation of the learning objective (that is selected based on skills not item being made) and clarify the terminology used within the learning objective, to ensure children understand the skill they are being taught. Vocabulary that will be used within the project must be provided to children for them to glue into their sketch book at the start.
3. Each series of lessons should lead to a child having the opportunity to practise a skill (cutting, shaping, sewing, moulding), as well as evaluating and reflecting on their work. Depending on what is being made, an extensive planning process may also be needed for pupils to look at realistic versions of their products and to select the best fit materials.
4. Wherever possible, DT lessons should link to the topic being taught (i.e. Vikings and the making of longboats) and are in relevant context (for example, home, leisure and culture) so they have an understanding as to why they are carrying out the activity, (boats were used for sailing around Europe).
5. Children should be given the opportunity to carry out a series of tasks to research, review and revisit ideas before creating a finalised piece (research, design, create, evaluate). Do note, not all topics will need same time dedicated to particular areas, i.e. designing was not required for the longboats, as a boat has a set design/ appearance. Whereas make do and mend dolls will require individual designs and styles, so a longer planning process.
6. Sketches should be made in sketchbooks or on squared paper (for to scale drawings) to allow the children to design their work clearly and carefully and allowing room for annotation.
7. Teachers should model how to use materials and mediums, demonstrating the skills required to complete the task whilst using the correct technical vocabulary and allowing the pupils to know the equipment too. For example "use your **ruler** and **pencil** to **measure** and **mark out** the line you need to **cut accurately** with **scissors**".
8. Teachers should work alongside the pupils and assist them with their designs and creations to ensure they are meeting expectations, but the products must be made by the children as they are learning a skill.
9. Photographs should be taken of each child's work, ensuring it is clearly visible in the image and this should be stuck into their sketch book alongside their evaluation of their own work.
10. Pupils self-evaluation can be a success criteria (linked back to skills used and words selected for vocab bank), where they mark whether they think they achieved the skill or not, as they progress through the school, they will need to add written responses too, i.e. "I liked my colour choice for the fabric but if I was to make this again, I would use smaller buttons for the eyes as they are too big on the face of my doll".