HIPPINGS METHODIST PRIMARY SCHOOL

Design Technology Policy

'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally.

Intent

In teaching Design Technology, we prepare our pupils for a rapidly changing society. Through mainly practical, process based activities we will develop the skills of designing, making and evaluating products. We encourage the children to think creatively, be creative problem solvers, work individually and as part of a team, drawing on the knowledge and skills of all subjects. We encourage the children to reflect on and evaluate present and past technology, its uses and its impacts, enabling all children to be reflective and informed consumers and innovators.

Design Technology can easily be recognised and developed within our school Christian ethos. The Bible speaks of God the Creator and as we were made in His image, each human being shares creative qualities and talents to some degree or another. In Design Technology we encourage pupils to both think and create constructively for both themselves and a wider audience.

Aims

*To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
*To enable children to talk about how things work, and to draw and model their ideas.
*To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
*To develop an understanding of technological processes, products, their manufacture and their contribution to our society.
*To foster enjoyment, satisfaction and purpose in designing and making.
*To teach practical skills and to work with a wide range of materials, including food.
*To develop the ability to identify hazards/risks and take appropriate action.
*To help develop the social skills necessary to work as part of a team, as well as the ability to work independently when the situation demands.

Design Technology Curriculum

The curriculum has been redeveloped and created by the Design and Technology Subject Lead. New long term and medium term plans for each year group and each area of the curriculum have been devised. The curriculum has coverage of each area and skills have been developed to show progression.

Statutory requirements for the teaching and learning of the Design and Technology are evidenced in the following documents:
*The National Curriculum 2014
*Early Years Foundation Stage Framework 2023

Key Stages 1 and 2 Design and Technology is a foundation subject in the National Curriculum. The skills and knowledge are set out in the National Curriculum 2014.

EYFS Framework

When designing and making, EYFS pupils should be taught to:
*use a range of small tools, including scissors, paintbrushes and cutlery.
*begin to show accuracy and care when drawing.
*safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
*share their creations, explaining the process they have used.

Key Stage 1

When designing and making, Key Stage 1 pupils should be taught to:

Design

*design purposeful, functional, appealing products for themselves and others based on design criteria.
*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

*select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

*explore and evaluate a range of existing products
*evaluate their ideas and products against design criteria.

Technical Knowledge

*build structures, exploring how they can be made stronger, stiffer and more stable.
*explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.
Key Stage 1 pupils should be taught to:
*use the basic principles of a healthy and varied diet to prepare dishes.
*understand where food comes from.

Key Stage 2

When designing and making, Key Stage 2 pupils should be taught to:

Design

*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design (CAD)

Make

*select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately;
*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic. Evaluate
*investigate and analyse a range of existing products;
*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
*understand how key events and individuals in design and technology have helped shape the world.

Evaluate

*investigate and analyse a range of existing products.
*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
*understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

*apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
*understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages);
*understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors];
*apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Key Stage 2 pupils should be taught to:

*understand and apply the principles of a healthy and varied diet.

*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Assessment/Monitoring and Evaluation

Assessment is used to inform future planning and is used by teachers to assess the on-going process and not just the finished products or outcomes. The subject lead monitors the subject through lesson observations, looking in pupil's books and pupil interviews.

In assessing a pupil's progress in Design and Technology, teachers assess

*knowledge and understanding of materials and components.

*ability to develop, plan and communicate ideas.

*ability to work with tools, equipment, materials and components to make quality products.

*ability to evaluate processes and products.

*ability to reflect on and evaluate past and present design and technology, its uses and its impact, of knowledge of cooking and nutrition.

Each year group will evidence their Design and Technology projects in a Design and Technology book and teachers will follow the design, make and evaluate process for each project. The subject leader will use the school website to gather photographic evidence which will also help show the progression of skills throughout the school.

Design Technology Ambassadors will work alongside the subject lead and monitor the subject/unit being taught and provide pupil voice.

Inclusion

At Hippings Methodist Primary School, we aim to

*provide all children with equal access to the Design and Technology curriculum.

*provide for all children so that they can achieve as highly as they can.

*identify which pupils or groups of pupils are under achieving and take steps to improve their attainment through offering additional support in class or extra-curricular opportunities.

*identify children who demonstrate evidence of working at 'Greater Depth' and provide suitable learning challenges.

Equal Opportunities

At Hippings, all children are provided with equal access to the Design and Technology curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Design Technology Subject Lead

At Hippings, the subject lead is responsible for improving the standards of teaching and learning in Design and Technology through monitoring and evaluating:
*pupil progress (through work scrutiny, lesson observations and pupil interviews).
*the quality of teaching.
*provision in the quality of the learning environment.

The subject lead will:
*take the lead in policy development.
*audit and support colleagues in their CPD.
*purchase and organise resources.
*keep up to date with recent developments.

Policy updated – October 2026
Mrs S Griffiths – Design and Technology Subject Lead