

Hateley Heath Academy Design and Technology Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best Design and Technology (DT) provision for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

Aims & Principles

The aim of this policy is to explain how our DT curriculum is implemented at Hateley Heath Academy.

Curriculum Overview

Our Design Technology curriculum is bespoke to our children and the community around us. It is designed to be ambitious for all pupils and to prepare them for their next stages in life. A knowledge rich and progressive curriculum has been implemented to broaden children's experiences, their understanding of the world and to add depth to their knowledge and skills. Through our curriculum, we will provide opportunities for the children to seek knowledge by asking questions. Our Learning Clouds support independence and responsibility for their own learning and encouraging the children to develop a growth mindset. They also develop positive dispositions and habits for lifelong learning.

Collaboration

Contemplation

Curiosity

Creativity

Challenge

Confidence

Our Design and Technology curriculum has been designed around a series of principles that reflect our school values, British Values, pedagogical approaches and needs. We clarify our vision of the curriculum through a carefully sequenced and progressive journey that has key knowledge allowing the children to make connections with other subjects. Within this journey, the children are exposed to both substantive and disciplinary knowledge, which is appropriate to their level of understanding and supports the development of schema.

We teach Design Technology as a discreet subject with an aim of children having a deeper understanding of the subject discipline, whilst at the same time, we encourage the children to make connections where appropriate. We ensure that our curriculum provides the children with both substantive and the disciplinary knowledge that is needed for children to appreciate and understand what is unique about historians, scientists and engineers. By doing this, our curriculum support schema development. Key concepts in each subject area are carefully considered and interconnected with other subjects. These concepts and skills are carefully sequenced, revisited and built upon from Early Years to Year 6.

Curriculum Implementation

By the end of Year 6, children at Hateley Heath will have experienced a variety of creative and physical activities with an understanding of the knowledge and skills needed to engage in a process of designing, making and evaluating. Our curriculum is broken into three strands of design and technology: mechanical systems (construction), textiles and food technology allowing our children to explore, gain knowledge and experience in all three areas. These strands are built progressively allowing children skills and knowledge to flourish year on year.

At Hateley Heath, our Design and Technology curriculum is underpinned by stories, which feature within each MTP throughout the whole school. Each story brings real life purpose and meaning to learning and research shows that this has a significant impact on long term memory. Within our Design and Technology curriculum, these stories give a greater understanding to the purpose and need of products and gives our pupils a wider understanding of the usage of the products they design, make and evaluate.

Designing

When designing and making, our children are taught to use research and develop design criteria to inform their design to make innovative, functional, appealing products that are fit for purpose, for a particular audience. Children will also get the opportunity to disassemble existing products allowing them to gain hands-on experience to explore how existing products are made and gain an appreciation for the processes undertaken when creating different products. We encourage the children to generate, develop, model and communicate their ideas through discussion. They will use annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Making

When making, children will be able to select from and use a wider range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing with accuracy. They will select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Alongside this, children will gain a strong foundation of safety knowledge when using equipment and tools, knowledge which will support their lifelong learning.

Evaluating

When evaluating, children will be able to explore the products they have made against the design criteria developed through product research. Through discussion and targeted higher order questioning children will be able to reflect and consider changes that they would make to products to further develop and improve them. During this evaluation time, pupils will consider the views of others to improve their work through effective collaboration. They will

understand how key events and individuals in design and technology have helped shape the world we live in and how products have changed the way we live.

At Hateley Heath, our children experience the knowledge and skills of Design Technology through three key strands: Food Technology, Mechanical Systems (construction) and Textiles. As part of their work with food, pupils will know how to cook and apply the nutrition of healthy eating and understand the principles of a healthy and varied diet. They can prepare and cook a variety of dishes, using a range of cooking techniques.

