



Design Technology at Hyde Park School



Intent

At Hyde Park Schools, we believe that design and technology is a vital part of children's education in a fast developing world. Through the evaluation of past and present design and technology, the children develop a critical understanding of its impact on daily life and the wider world. The teaching of design and technology enables children to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation and encourages the curiosity of the children. It teaches children how to take risks and so become more resourceful, innovative, enterprising and capable.

The design and technology learning at Hyde Park Junior School is linked, where possible, to other subject areas such as mathematics, engineering, computing and art and cross-curricular links are present throughout sequences, thereby pupils notice connections and patterns within their learning. Children will develop their understanding of design and technology through a broad and balanced curriculum with effective teaching and carefully thought out sequences of lessons and experiences.



Implementation

At Hyde Park Schools, design and technology is taught through a variety of creative and practical activities, alongside the knowledge, understanding and skills needed to engage in the process of designing and making. All teaching of design and technology follows the design, make and evaluate cycle. The children design and create products that consider function and purpose, and which are relevant to a range of structures, mechanisms, textiles, electrical systems and food products.

When designing and making, the children are taught to: design, make, evaluate and apply their technical knowledge. The children's design technology contributions will be evidenced in their design technology books and learning walls, taking various forms of written and illustrated work with effective teacher feedback. Both the Infant and Junior design technology subject lead engages in monitoring and evaluating the planning across all year groups, observing design technology lessons, completing a scrutiny of books and listening to the pupil voice to ensure a broad, balanced and progressive curriculum.



Impact

Quality teaching and coherently sequenced curriculum equips our children with the knowledge of how to create a range of structures, mechanisms, textiles and food products. As children progress through the school, they will be able to build on their prior learning to be able to plan, create and evaluate future products.



Progress

Children follow a progression which is aligned to the National Curriculum objectives. These objectives are underpinned by a progression of non-procedural knowledge indicators. These enable teachers and children to plan and track their own progress throughout the design and technology teaching/learning. This assessment is then used to inform differentiation, support and challenge required by the children. The development of their design and technology skills will be evaluated against the National Curriculum indicators.



Cross Curricular Links

Meaningful links across the curriculum are present within the design and technology learning. Design and technology at Hyde Park Schools contribute to children's personal development in creativity, innovation, independence and self-reflection which is centred upon building a wider view of the world in which they live. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values.



Local Link

At Hyde Park Schools, we believe that it is important, wherever possible, to link to our locality and community. Our school is located in a very art and craft rich part of the United Kingdom and we try to incorporate those rich links within the experiences our children have. Local designers and businesses, with specific expertise, are also used to engage the children in the learning they are receiving.