**We are Designers**

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| **In Design and Technology, when a child leaves Dean Gibson we would like them to…** | | |
| Be able to deal with tomorrow's rapidly changing world. As designers they will be encouraged to become independent, resilient, innovative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts. They will have knowledge of designers and their impacts in our world. Fundamentally, understanding the process of Design Technology enables our children to believe they can make a difference in the world. | | |
| **Enrichment** | | |
| Designers/  Inspirational people | Examples of how we enrich our curriculum | Whole School |
| Reception | * Visit a farm or a visit from a farmer or local supermarkets/green grocers (Farm to fork type of projects/talks) * Take part in the whole school themed days/weeks | * For Year 6 children to do a joint project with Reception * Food hygiene workshops * D&T focus days/weeks |
| *Jamie Oliver*  *Mary Berry* |
| Year 1 & 2 | * For children to have access to real equipment when completing projects and make sure they all have opportunities to use them. For example, real needles for sewing; food preparation equipment such as vegetable peelers and child friendly knives * Take part in the whole school themed days/weeks |
| *James Martin*  *Mary Berry*  *Linda McCartney* |
| Year 3 & 4 | * Have access to school’s kitchen when completing food linked projects * Visit a local restaurant/cafe/High school to observe how food is prepared and cooked when possible * Take part in the whole school themed days/weeks |
| *Joe Wicks*  *Mary Berry*  *Hannah Rampley* |
| Year 5 & 6 | * Take part in the whole school themed days/weeks |
| *Simon Rogan*  *Ercol*  *Hannah Rampley* |
| How are designers taught in our school? | | |
| **This is how it works:**   * Lessons provided through cross curricular or discrete lessons * We will use DATA and Projects on a Page as a resource to work from. * A lesson every week or Double lesson every two weeks. * Clear progression of skills developed throughout school * Specific map progression will be known by staff and children. * Progression of knowledge developed each year building on prior learning. * Vocabulary will be taught and will be built upon each year. These will be in children's folders. * Children will have had the opportunity to use a range of good quality tools and resources and develop competency in using them safely. * Workshops, trips and visitors to bring topics to life. * We will ensure that our curriculum drivers are considered: outdoors, growth and diversity.   **This is what adults do:**   * Teachers work collaboratively to support each other in the teaching of Design and Technology, understanding and applying current developments in the subject, and providing direction for the subject in the school. * Teachers show enthusiasm for the subject regardless of personal capabilities * Curriculum leader evaluates the strengths and areas for development in the subject and indicate areas for further improvement. * Create a positive learning environment to encourage discussion and personal opinion * Ensure a safe working environment. * Look for opportunities to use specialists and outside providers when necessary and appropriate * Ensure that D&T lessons are thoroughly planned in advance and appropriately resourced     **This is how we support:**   * We teach Design and Technology to all children, whatever their ability, in accordance with providing a broad and balanced education to all children. * Teachers provide learning opportunities matched to the needs of children with learning difficulties. * Different technologies are used to allow children with special educational needs to have access and contribute to lessons. * We will use Enquiry questions for each lesson which will build knowledge towards curriculum milestones.   **This is how we challenge:**   * Adaptive teaching approaches * Additional activities to stretch learning or develop skills * Extra-curricular activities targeted at gifted and talented children * Provide opportunities above and beyond the National Curriculum.     **This is how we ensure all children can access the curriculum:**   * EAL and SEN children are introduced to vocabulary before the lesson and displayed. * Provide visual examples of work, especially for the younger learners * Peer support * Providing equipment that may support individuals | | |
| **Impact** | | |
| **This is the impact of the teaching:**   * At Dean Gibson Catholic Primary School the children will refer to themselves as Designers. * Pupils can talk confidently about what they have learnt. * Children understand the skills needed to be an effective Designer and can confidently talk about some famous designers that inspired them in their D&T projects. * Children are able to research, make and evaluate a purposeful project and they are **proud** to share it with others. * You will see children who are developing their own sense of identity and see the diversity of human experience through studying Design and Technology. * What they learn at Dean Gibson can influence their decisions about personal choices, attitudes and values. * Children demonstrate our gospel values in their learning when reflecting on their Design and Technology projects. | | |