

### **Design and technology @ Granby Juniors:**

Design and technology at Granby Junior School aims to inspire our children to be the best young designers. Through exploration, creativity and evaluation, we create a breadth of knowledge and skills to create brilliant citizens. This enables our children to be practise skills needed to successfully participate in our ever-increasing technological world.

Children will participate in Enterprise projects throughout the year, specifically related to the year group topics and will use a range of creative, practical and extensive evaluation to be fully immersed.

Our work is underpinned by our core values: 'CARE by enriching the children with different career prospects, exciting local projects and individuals, regardless of race, gender or background'.

Links to engineering with the community takes place through STEM ambassador visits to school and the children's visits to the local area. STEM links within school are also developed through the STEM after school club.



### **'Golden Nuggets'**

**We would like our pupils to:**



#### **Design**

By the end of KS2, children will have used a range of programmes to research and develop different products that are relevant to specific groups.

#### **Make**

By the end of KS2, children will have been exposed to and be confident using a wide range of tools and materials.

#### **Evaluate**

By the end of KS2, children will have evaluated a range of existing products and their own designs. Children will have a strong understanding of key events and individuals in design and technology that have help shaped the world.

#### **Technical knowledge**

By the end of KS2, children will have developed an understanding of how to strengthen different structures, understand mechanical systems, electrical systems and apply their understanding of computers to program.

#### **Cooking and nutrition**

By the end of KS2, children will learn the crucial life skill of preparing and cooking a variety of different meals. They will understand the basic principles of a healthy diet and where food comes from.

### **Content and Sequencing:**

Content has been mapped out throughout the different year groups, which is related to the year group topic. Each lesson builds upon the last and the progression map should be followed when planning a sequence of work to ensure learning is sequential throughout the year groups. This will ensure there are no gaps in learning and learning has not been repeated.

### **Planning**

All lessons will be mapped out on the termly overview document. For each week Planning should follow the Granby Junior School's planning policy and should be presented in the correct format.

Resources, key vocabulary, and adapted work must be documented on the planning document.

### **Progress/Assessment**

Within each unit of work expectations are given for children at varying levels of ability. These should be used to assist teachers in their assessment of children's progress, to inform future planning and to contribute towards enhancing future performance. This includes the child's ability to evaluate and develop work, commenting on similarities and differences between their own pieces and those of others. Computer aided design can be accessed on PurpleMash by class teachers when making their assessments.

Assessment should be ongoing throughout the year, assessing children's understanding, knowledge and skills. This is recorded either in individual project books or in the class recording books by the teacher/LSA.

A written report is provided to parents in the Summer term to advise on each child's attainment, attitude and effort in Design and Technology.

For a more detailed account of Assessment and record keeping please refer to the school's feedback and assessment Policies.

### **SEND:**

Work should be adapted to match the needs within the classroom to ensure all children can participate in activities. Paired work/group, teacher support and members of support staff can be utilized to ensure all make good progress.

### **Safeguarding**

It is the responsibility of the teacher to manage the risks involved in an activity and make appropriate arrangements to safeguard the pupils' health and safety. Such arrangements would include careful adult supervision when using tools in the classroom. Please see the subject policy.

### **Support for staff:**

- Design and Technology Lead - Connor Staincliffe
- All documentation for planning and sequencing lessons can be found on in the curriculum 2022 folder.
- Staff can ask the subject lead for any advice or instruction on teaching, planning or resourcing.
- Staff meetings will be provided on the teaching of the subject.



### **Outdoor Learning:**

- STEM trips into the local area – Bennerley viaduct
- Textiles can have schools trips to textile factories.
- Lots of local area trips can be linked very closely to the different design and technology areas.
- The play ground can be used for measuring, building and testing.

### **Links to other curriculum areas:**

- STEM - allows visits from professionals which enables our children to see a range of careers available to them.
- English – write instructions and reviews on products evaluated and created.