

D&T – How is D.T. taught at SJS?

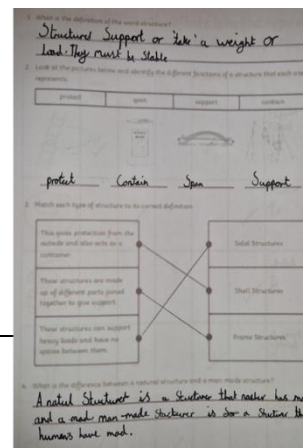
This document is to outline how Design and Technology is taught at SJS. This has been created from looking at our POAP (Projects on a Page) bought in scheme used across the school and best practice in the subject of DT in the national curriculum. Sessions/ Lessons might cross over into more than one week and might be adapted due to the topic for each year group. In this document are examples of best practice across SJS school, in order to give staff ideas for future lessons and projects. Copies of D&T work can be found in the curriculum folders.

D&T Projects on a Page scheme at SJS:

“Projects on a Page” (POAP) is based on the six essentials of good practice in D&T. This is the scheme created by the national ‘Design and Technology Association’. These six essentials need to be in place in all teachers' projects / unit planning, to ensure children’s learning is genuinely design and technological in nature. They are consistent with the National Curriculum requirements and should be applied whenever children are designing and making products:

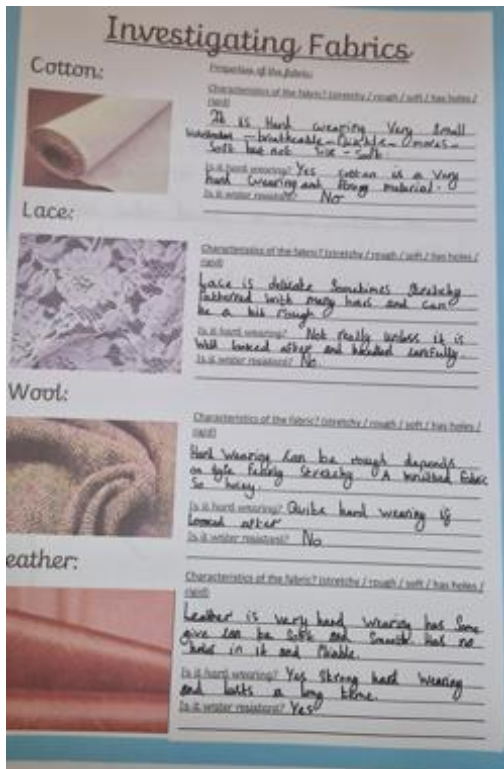
- **User** – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
 - **Purpose** – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
 - **Functionality** – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
 - **Design Decisions** – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
 - **Innovation** – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.
 - **Authenticity** – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.
- The six essentials are embedded into the Project Planners, each of which has suggestions for teachers at SJS and purposes, and a list of authentic products that children could design and make.

Session seven: Evaluate: Evaluate own final products and ideas against intended purposes, criteria and user needs. Complete a design evaluation as part of a project booklet.

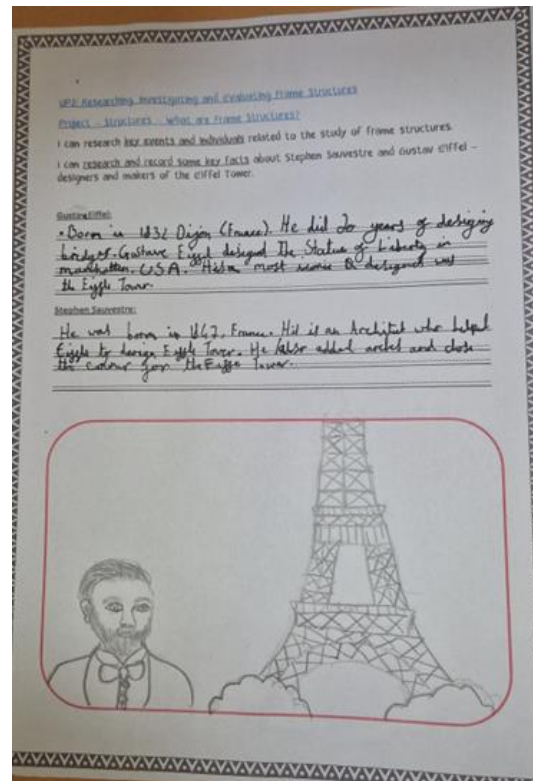


Lesson two: IEPs: Investigate / Evaluate range of existing products

Year 3 and 4:



Year 5



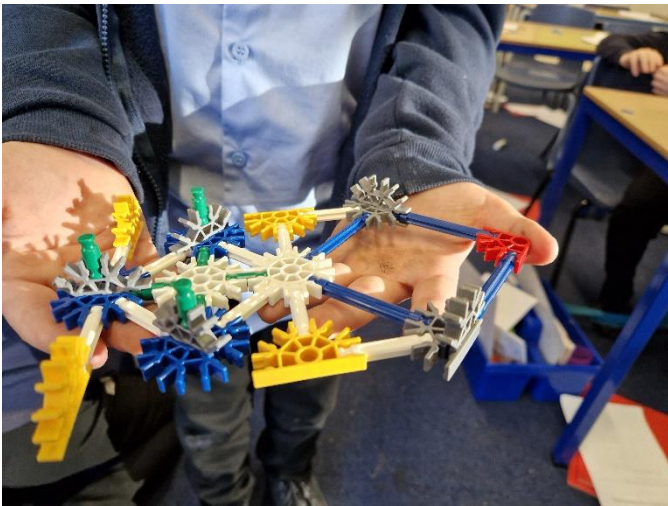
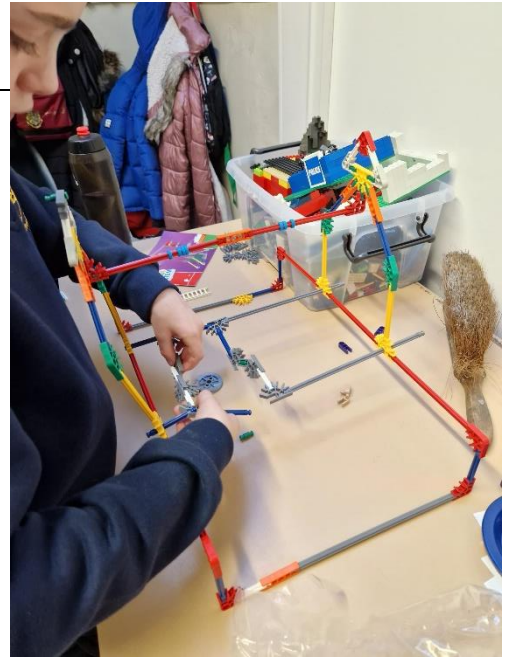
Lessons four/five: FTs: Teaching children specific skills and techniques:

Year 3 and 4;



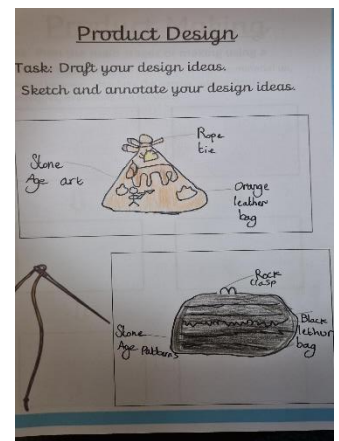
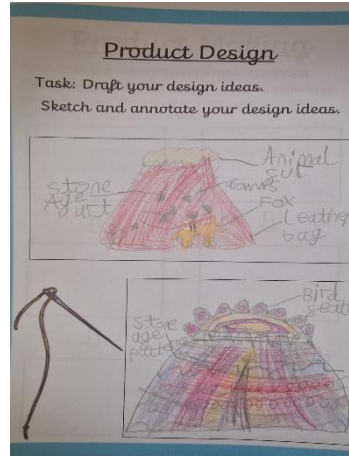
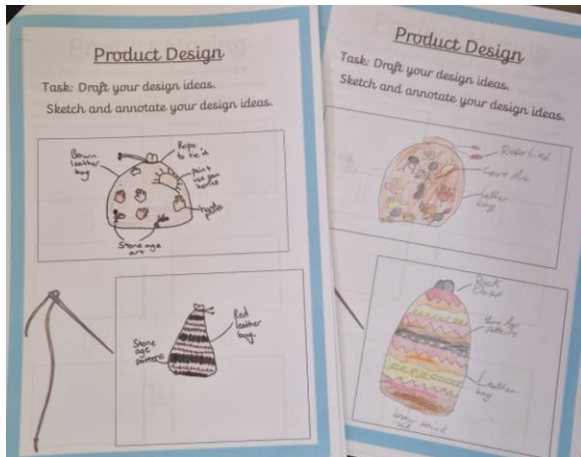
Year 5:



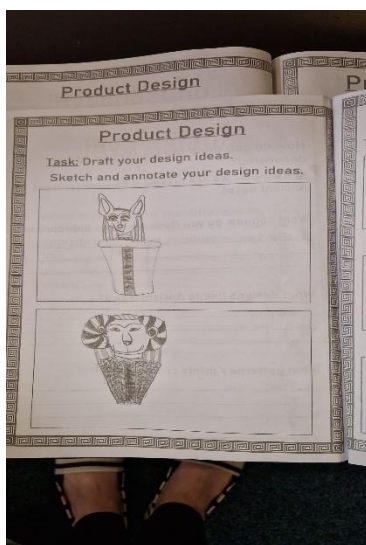


Lessons six/seven: DMTs – Designing and Making

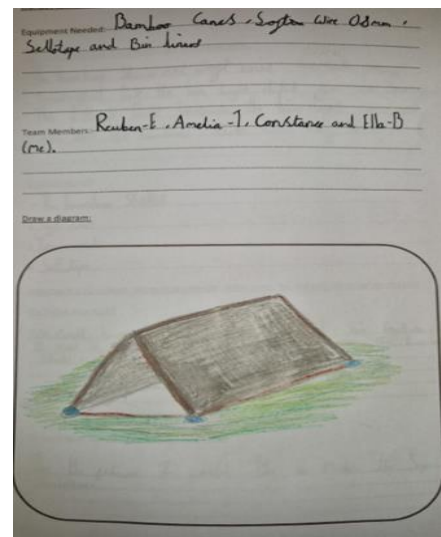
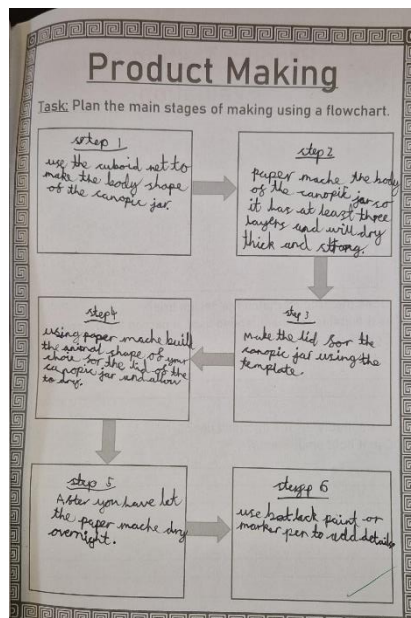
Year 3



Year 4:



Year 5:



Lesson seven: Evaluate – Evaluate final products against criteria

