



WESTFIELD PRIMARY SCHOOL

2023

DT Subject Report

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| Subject | DT | Date | September 2023 |
| Report prepared by | Catherine Thomas | | |
| Overview of the year: Sept 2022 – July 2023 | | | |
| <ul style="list-style-type: none">• Subject lead has undertaken a National College courses on Intent, Implement and Impact in DT• STEM focused Diversity Week• In school workshop days linked to Creative Curriculum week with the theme of Healthy Living• New resource books in EYFS inspired a range of DT projects and encouraged greater autonomy for pupils• New vocabulary list generated for each year group specifying key words to be introduced within each DT topic• Seesaw used extensively and increasingly effectively to evidence and detail and different aspects of DT• New medium-term plans developed across each Key Stage ensuring a range of DT skills are accessed and developed by all children throughout their time at WPS | | | |
| Curriculum: Intent, Implementation, Impact | | | |
| <u>Intent</u> <ul style="list-style-type: none">• To encourage pupils to become creative problem solvers, both as individuals and as part of a team.• To develop their ability to design purposefully using their creative skills; to understand how to use a range of tools and materials effectively; to make use of their problem-solving skills by evaluating their work, finding new ways to do things and developing technical knowledge linked to their experiences.• To give all children a broad range of opportunities to develop their critical thinking and creativity without limits from their starting point in EYFS through to Year 6.• To enable children to see links between the DT tasks they undertake in school and their relevance in the wider world.• To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs. | | | |
| <u>Implementation</u> <p>In all year groups, DT lessons will be planned using direct links to the creative curriculum topic within each year group. We use a variety of teaching and learning styles in Design and Technology lessons but teachers lead discussions and model skills to pupils, alongside discussions about health and safety. Teachers then ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.</p> <p>Within lessons, the children have the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a broad range of materials and resources, including Computing.</p> <p>As DT can be successfully embedded within a wide variety of subjects, the children have countless opportunities to apply the skills that they have learnt. These cross-curricular opportunities allow for more engaging, creative lessons and opportunities for children to practically apply their learning.</p> | | | |

How this looks in context at Westfield:

In Year 1, the children learn about Dinosaurs and make dinosaur moving pictures as part of DT. The children are supported to apply their historical and scientific knowledge about how dinosaurs may have looked and moved when creating their moving pictures so they are represented appropriately.

In Year 4, the children learn about Romans as their overarching topic in the Summer Term. The children have the chance to research defences used by the Roman army and, applying the DT vocabulary and knowledge they have learnt, design and make their own catapults using the same technologies they have learn about on a small scale.

Impact

Pupil voice this year indicates that the children of WPS understand the purpose of DT and enjoy being creative in a way that makes sense to them – namely through links with our creative curriculum.

'Every time we do the making part of DT we learn something new' Year 5

'My favourite activity was sewing because I'd never done it before and I really enjoyed it' Year 5

However, they lack confidence in executing specific design techniques independently. This is an area that requires further teacher input and guidance so children fully recognise and understand the links between past and current DT learning and skills.

'Our teacher talks us through things so we understand and she helps us with some practical aspects' Year 5

Pupil sketchbooks are used to log design and making ideas in DT. Alongside this, there should also be photos of final products for children to annotate and evaluate. The children can also evaluate their final products via Seesaw, which also allows for teacher and pupil feedback. This would not only show their ability to reflect on their own and others' designs, but also serve as a working document for pupils evidencing their DT skills development as they move throughout the school.

Our skills progression and overview rationale documents provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact.

Next steps:

Next year, we will look at more opportunities to enhance learning, by encouraging the children to use DT as an opportunity for children to demonstrate creativity and imagination and to solve real and relevant problems. We will continue to look at ways to continue to build teacher confidence so they can support children in executing specific design techniques.

| 5 Key messages of the year: | What Performance Information is monitored? What are the 3 questions are you considering for future developments? |
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| <ol style="list-style-type: none"> 1) Cross curricular links create a hook for learning and make it meaningful. 2) Children have a greater understanding that DT provides valuable life skills. | <ol style="list-style-type: none"> 1. How can we ensure consistency and skills development between year groups? 2. How can we ensure assessment is |

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| <p>3) Teachers and pupils work effectively together to build confidence and develop new skills within this subject.</p> <p>4) DT is represented well in the creative curriculum.</p> <p>5) Workshops and dedicated DT days get children excited about their creations.</p> | <p>consistent across year groups and progress is shown in sketchbooks and on Seesaw for DT?</p> <p>3. How can we raise the profile of DT as a subject that develops skills for life, both academically and motivationally?</p> |
| What is progress like within this subject? | How much funding did you receive this year and what was it spent on? |
| <p>Teachers follow the skills progression and rationale documents when planning DT lessons. These have been carefully planned and written by the subject lead to ensure that there is progression starting from EYFS, to Year 6.</p> <p>Learning journeys are shared at the beginning of each new topic. This shows the children previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning.</p> <p>Children learn new vocabulary and skills specifically relating to each new DT unit. All new topic words are actively taught by teachers and all classes have vocabulary sheets that class teachers share with the children at the beginning of the topic.</p> <p>Seesaw gives children the opportunity to discuss their creations in detail and consider skills they have developed and changes they would make in the future.</p> | <p>£1000 for DT</p> <ul style="list-style-type: none"> - General resources - DT workshops - Megastructure Building Challenge Day - Food for Creative Curriculum week activities |
| How does your subject area help to further develop SMSC (Learning for Life) in and around the school? | How are Fundamental British Values promoted within your subject? |
| <ul style="list-style-type: none"> • Teamwork promotes social skills • Creative links ensure children develop knowledge of and respect for different cultures • Analysing their work and the work of | <ul style="list-style-type: none"> • Collaborative work in design and technology develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others |

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| <p>others enables children to learn the values of similarities and differences and learn to show tolerance</p> <ul style="list-style-type: none"> • Development of key life skills such as cooking • Consideration of environmental issues and ways in which DT can combat these through reduce, reuse and recycle concept | <ul style="list-style-type: none"> • Children are encouraged to work in a democratic way, exercising the 'give and take' required for successful teamwork • Builds resilience; persisting with and amending designs until they achieve their vision • Respecting different cultures and history. |
| If you could change/ develop one thing in this area what would it be and why? | What will be the three key resources you will be bidding for this year and why? |
| Purchase in school staff training in DT through inset or staff meetings, to inspire, motivate and increase confidence in this area. | <ol style="list-style-type: none"> 1. Adequate resources to ensure DT is delivered well 2. Workshops for KS1 and KS2 3. CPD for staff |
| <p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our Design and Technology teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Design and Technology curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding, through producing their own product linking to their creative curriculum topic, and promoting the moral and mental well-being and development of our pupils through evaluating their own and others' work. DT prepares pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Innovative skills 2. Creativity 3. Planning and problem-solving skills 4. Resilience 5. Communication and teamwork 6. Critical thinking and analysis <p>How do you ensure every skill is taught within your subject?</p> <p>There is a clear skills progression document and Curriculum Overview and rationale for DT that ensures knowledge and understanding required is covered, alongside the necessary skills development.</p> <p>Quality Assurance (recorded in Subject Leader files and using Seesaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.</p> <p>Topics taught across each year group:</p> | |

| | Autumn | Spring | Summer |
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| R | All About Me Space | Fairy Tales Farms and Transport | Going Wild! Let's Go Under |
| 1 | Once Upon a Time Textiles - puppets | Dinosaurs Mechanisms - Moving Pictures | Kings and Queens Cooking and Nutrition - fruit salad |
| 2 | Superheroes Textiles - superhero cape | All Around the World Structures - making a floating boat | Cracking Contraptions Mechanisms - design and build a moving vehicle |
| 3 | Ancient Egyptians Mechanisms - Pneumatic sarcophagus | James and the Giant Peach Electrical systems - make a torch with a switch | Tudors Structures - making a freestanding stable, strong house |
| 4 | Stone Age Cooking and Nutrition - Make Stone Age bread | What a Wonderful World Structures - Design and make a pavilion | Romans Mechanisms - Design and make a Roman catapult |
| 5 | Victorians Textiles - Design and sew a Victorian sampler | Space Electrical systems - Design and make a toy space rocket buzzer game with electrical components | Island Invasion Structures - Design and build a Viking bridge |
| 6 | World War Cooking and Nutrition - Design and make a rationed recipe | Greeks Structures - Design and build a playground | On Top of the World Textiles - Design and sew a pencil case with fastenings |

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

1 hour per week for a half term in each term alternated with Art.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Children to become confident in their relevant and innovative thinking
2. Children to have a positive and enthusiastic attitude towards the subject
3. Children to have acquired a range of skills, which they can talk about when presenting their creative work
4. Children have developed DT knowledge and vocabulary
5. Children are curious to learn more
6. Children have pride in their work both individually and as part of a team
7. Children are aware of how DT impacts the world around them

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| <p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p> | <p>Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?</p> |
| <p>Evidence of children self-correcting their work and re-drafting, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p> <div data-bbox="193 674 357 723" data-label="Text"> <p>Independent Work</p> </div> <div data-bbox="419 667 560 723" data-label="Text"> <p>Verbal feedback given</p> </div> <div data-bbox="609 674 738 723" data-label="Text"> <p>Teacher Assisted Work</p> </div> <div data-bbox="199 757 354 840" data-label="Text"> <p>I spoke with my teacher and ...</p> </div> | <p>DT is not an SDP priority</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points, research activities.</p> <p>Staff surveys enable areas where there is a lack of confidence to be addressed through CPD</p> <p>Pupil voice ensures the children have a clear understanding of the skills they are learning and the purpose of these</p> <p>Continued Quality Assurance ensures DT is being delivered to a high standard at WPS</p> |