DT at Boxgrove

Enable children to be inspired to be the best they can be by studying ambitious people and their influence on the world.
Inspire children to be brave about their learning and their life; to be creative and confident to innovate.
Act as a springboard for children to be continually inquisitive about the world around them.
Support children to develop independence in their learning; a keen interest in the pursuit of knowledge and a restless need to find out for themselves.
Encourage children to become good citizens who care about themselves, others, their community and the world.
Create resilient learners who take risks and welcome mistakes on their learning journey.

Statement of Intent

DT should offer children the chance to use critical thinking and creativity with a defined purpose and a tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making. They work in a range of contexts through our topic-based approach which allows for cross-curricular links to be made.

Children will:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Big Ideas

Children realise that DT incorporates a range of skills using a variety of materials.

Children at Boxgrove are provided with opportunities to use DT to express themselves.

Children recognise that DT is not just a creative process but also a practical one. It is all around us and an important component in everyday life.

Children in EYFS have access to clearly-labelled construction materials at all times. This includes: lego, blocks, outdoor tyres, scissors, glue etc.

Content & Sequencing

Throughout their DT journey children should:

• Master practical techniques

This concept involves developing the skills needed to make high-quality products.

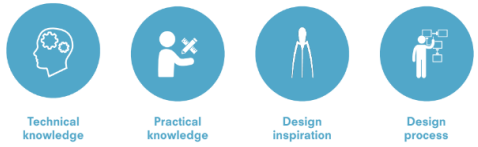
• Take inspiration from design

This concept involves appreciating the design process that has influenced the products we use in everyday life.

• Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as an iterative process

Concepts should be enhanced by the following knowledge categories:



Across the school the breadth of experience should include:

Food
Textiles
Mechanics
Materials
Construction
Electricals and Electronics

Children should experience each of these areas at least once in a milestone (two year period).

Links With English & Maths

Maths

- Number
- Weight and measure (using scales, using rulers, estimating)
- Fractions and proportion
- Shape and space
- Geometry (angles)

English

- Imperatives
- Instructional texts
- Explanations
- Writing an evaluation (discursive)
- Advertising (persuasive)

Retrieval Practice

Recalling skills used for previous creations.

Retrieval happens throughout the DT process as children: think, make, break, repeat.

Progress

Through the milestones progress is measured through the increasing complexity of skills and knowledge required to complete a task.

Support

Practical support handling materials and equipment for younger children.

Develop fine motor skills.

Lots of opportunities to ‘have a go’/test/trial equipment. This is known as ‘finger fluency’

Safety: modelling is vital especially when equipment such as saws or hot ovens are being used.

Moderate/adapt equipment for those with physical needs.