








Design Technology at Hyde Park Junior School

 Intent	
<p>At Hyde Park Junior School, we believe that design and technology is a vital part of children’s education in a fast-developing world. Through the evaluation of past and present design and technology, the children develop a critical understanding of its impact on daily life and the wider world. The teaching of design and technology enables children to actively contribute to the creativity, culture, health and well-being of themselves, their community and their nation. It teaches children how to take risks and so become more resourceful, innovative, enterprising and capable.</p> <p>The design and technology learning at Hyde Park Junior School is linked, where possible, to other subject areas such as mathematics, engineering, computing and art and cross-curricular links are present throughout themed sequences, thereby pupils notice connections and patterns within their learning. Children will develop their understanding of design and technology with effective teaching and carefully thought-out sequences of lessons and experiences.</p>	
 Implementation	
<p>At Hyde Park Junior School, design and technology is taught through a variety of creative and practical activities, alongside the knowledge, understanding and skills needed to engage in the process of designing and making. All teaching of design and technology follows the design, make and evaluate cycle. The children design and create products that consider function and purpose and which are relevant to a range of structures, mechanisms, textiles, electrical systems and food products.</p> <p>When designing and making, the children are taught to: design, make, evaluate and apply their technical knowledge.</p>	
 Impact	 Progress
<p>Assessment of children's learning in Design Technology is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. The development of their design and technology skills will be evaluated against the National Curriculum indicators.</p>	<p>Children follow a progression of the National Curriculum objectives. These objectives are underpinned by a progression of non- procedural knowledge indicators. These enable teachers and children to plan and track their own progress throughout the design and technology teaching/learning.</p>



 Cross Curricular Links	 Local Link
<p style="text-align: center;"><u>Year 3</u></p> <p>Levers and pulley for prehistoric people on Dartmoor.</p> <p style="text-align: center;"><u>Year 4</u></p> <p style="text-align: center;">Anglo Saxons/Vikings – Viking boats</p> <p style="text-align: center;"><u>Year 5</u></p> <p style="text-align: center;">Journey to Refuge – portable water filters</p> <p style="text-align: center;"><u>Year 6</u></p> <p style="text-align: center;">The Victorians - Victorian samplers World War II - war time ingredients to create recipes</p>	<p>At Hyde Park Junior School we believe that it is important, wherever possible to link to our locality and community. Our school is located in a very art and craft rich part of the United Kingdom and we try to incorporate those rich links within the experiences our children have. Local designers and businesses, with specific expertise, are also used to engage the children in the learning they are receiving.</p>