



Design Technology at Hyde Park Schools



Intent

At Hyde Park Infant 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, alongside our school values, 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, wealth 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.

The design and technology learning at Hyde Park Infant School is linked, where possible, to other subject areas such as mathematics, engineering, computing, 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. This enables the children to have the design technology foundations in readiness for the Junior school.



Implementation

At Hyde Park Infant 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. In both schools, 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 and food products.

When designing and making, the children are taught to design, make, evaluate and apply their technical knowledge. The children’s design technology contributions will be evidenced in their design technology books and learning walls, taking various forms of written and illustrated work with effective teacher feedback. Both the Infant and Junior design technology subject lead will engage in monitoring and evaluating the planning across all year groups, observe design technology lessons, complete a scrutiny of books and listen to the pupil voice to ensure a broad, balanced and progressive curriculum.



Impact

Quality teaching and coherently sequenced curriculum equips our children with the knowledge of how to create a range of structures, mechanisms, textiles and food products. As children progress through the school, they will be able to build on their prior learning to be able to plan, create and evaluate future products.



Progress

Children follow a progression through 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 design and technology teaching/learning. The collaborative work between the Infant and Junior schools enables a clear progression of vocabulary, skills and knowledge for our children. Children’s progression in design technology will be monitored closely through planning, book scrutiny, lesson observations, learning walks and discussions with pupils.



Cross Curricular Links



Local Links

Year 1

Pirates – making pirate ships.
Space – making a moon buggy.

Year 2

Lighthouses – making a lighthouse.
Nightingale and Seacole – Making a medicine bag.

At Hyde Park Infant 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.