Our Curriculum
Design & Technology

British Values

At Hayfield Cross, these values are regularly promoted through high quality teaching, a rounded programme of assemblies and a positive behaviour policy as well as through SMSC development through relationship and health education. This gives pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Specifically in Design Technology:

Democracy

We take turns in speech and during practical tasks with others. We also take others views and opinions into account but still have the right to make our own choices. We understand that it is not always possible or right to have our own way and understand the value of compromise.

Respect

We listen to and consider the ideas and opinions of others even if they differ from our own. We take turns during discussions to resolve difficulties or make decisions. We offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive. We embrace diversity and the importance of religion, history, traditions, cultural heritage and preferences (e.g. learning about the great ideas that have come from other cultures). We tackle stereotyping, labelling, prejudice and discrimination.

Tolerance

We tolerate ideas from others that are different to our own and understand that many great design ideas originate from other cultures.

Liberty

We are able to listen to others but can use our own ideas and design choices when making an artefact. We accept that others ideas may not be the same as their own.

Rule of Law

We understand the importance of health and safety rules when using tools. We understand and accept that if these rules are not followed that there are consequences to this.

BE BRAVE

Design & Technology lessons should be **Buzzing** with pupil **Engagement** and practical activities allowing children to use their creativity and imagination to solve real and relevant problems within a variety of contexts.

Each unit is designed to **build upon prior learning** and experiences. Any relevant learning points and skills from previous lessons will be discussed and developed. Children will be encouraged to look back at their Design and Technology work in the back of their sketchbooks to remind themselves of their learning journey so far.

Children are encouraged to embrace challenges and be **resilient**. Children will take risks, learn from their mistakes and keep trying until they have mastered a skill. Children are encouraged to progress at their own pace and they are shown a variety of different techniques and skills. This allows children to **aspire** to become resourceful, innovative, enterprising and capable.

New **vocabulary** is explicitly taught and children are encouraged to use the correct terminology. When reflecting on their work, sentence stems are often used to support children with explanations.

Children are encouraged to reflect and complete regular **evaluations** of their work, both through self and peer assessment. Children have ownership over their designs and sketchbooks as a reflection of their individual learning journey.

Reading, Writing & Maths

In design and technology, children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, reading, writing, science, engineering, computing and art. For example, design and technology can promote technical vocabulary and provide a meaningful purpose to promote reading and writing. During the design and evaluation stage, children can communicate, plan and evaluate their ideas through discussion and written work. This can support learning about writing for a purpose and the organisational structure and language features of this. Children will be encouraged to follow design briefs, read each others work and conduct research during each project. Design and technology is also a fun and practical way to practice mathematical skills such as measuring, addition and problem solving.