

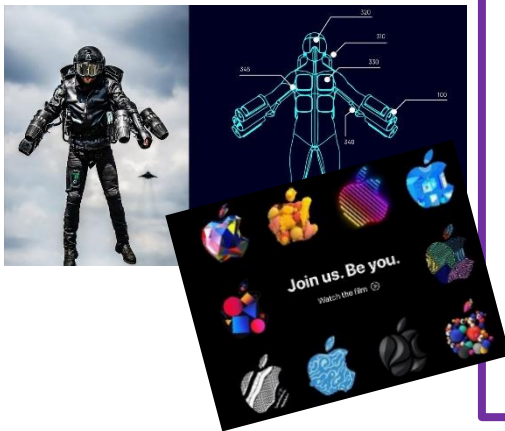
DT at Horncastle

At Horncastle Primary School, we provide children with the opportunity to design and make functional products and gain the skills and understanding associated with the design process. DT projects should nurture creativity and innovation in thinking to solve real and relevant design problems. Children will explore the designed and made world in which we all live and work, testing and analysing products to see how well they work.

“Design is not just what it looks and feels like, design is how it works” Steve Jobs.

Aims and Purpose

To use creativity and imagination to design and make projects that solve real and relevant problems within various contexts. To consider our own and other’s wants and needs and develop creative technical expertise to carry out a range of everyday tasks.



DT role models

James Dyson

Red Bull

Apple

Dragon’s Den

Steve Jobs

Heston



How do we do it?

Teaching sequences are planned to cover the four key strands of Design Technology; design, make, evaluate and technical knowledge.

Tasks planned focus on a problem to be solved – rather than ‘we are making one of these.’ We allow children to understand problems in a way that is relevant to them. e.g. ‘Your little brother keeps trying to take your things. Create an electronic warning system to alert you to when he is nearby!’ Rather than ‘Make a light up game.’ DT skills are skills for everyday living such as - changing a light bulb, replacing the fuse in a plug socket, hanging a picture, putting up shelves mending a hole in an item of clothing or cooking a healthy meal.

The fundamentals

Design and Technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable.

Planning

At Horncastle we follow the Kapow Primary combined Art and Design and Design Technology scheme which alternates between the two subjects every half term. Units have been selected to ensure gradual progression towards the National curriculum end of key stage attainment targets.

How do we support our SEND learners?

- Visual, tactile, auditory and kinaesthetic approaches are used.
- Alternatives to written recording are offered.
- Pictures and symbols are used to illustrate concepts.
- Pre-teaching of important vocabulary, concepts and/or processes, where appropriate.
- Scaffolding speaking or writing (Use of sentence starters, writing or speaking frames).

Open ended skills are taught which will transfer to KS3 -and beyond!