

Subject Leader Impact



Presentation to staff and Governors 2021 Design & Technology

Lisa Voss



The most important thing about **Design and Technology** is solving problems

We research

We design

We evaluate

And we develop our ability to think critically and innovatively

But the most important thing about **Design and Technology** is solving problems

DT

- Policy to be updated related to new scheme of work
- Website updated: in process (with Sarah)

(intent poem, updated policy, photos, pupil voice/feedback, links to progression docs/ vocab/ knowledge organisers/ parental links etc)





- Curriculum map: to be completed once new Scheme of Work purchased (July 2021)
- Following research into different schemes and feedback from other schools, we will trial Kapow Primary during 2021-2022









- Kapow Primary scheme includes:
 - Video tutorials
 - Risk assessments
 - Curriculum plans
 - Skills progression
 - Assessment support
- Annual subscription covers Y1-6 but units and skills can be adapted for use in EYFS.

Kapow Primary

Food - Eating	seasonally	Key facts Kapo
Climate	The weather and temperature in each country in the world, depends on which climate group that country is located. There are five climate groups: polar, temperate, dry, tropical and mediterranean.	Not all fruits and vegetables can be grow in Britain. Many foods are imported from all across the globe. Here are some examples:
Dry climate	Less than 250mm of rain, fog, sleet or snow in total across a whole year.	Cod from Iceland Plums from China
Exported	When products or produce, such as fruit and vegetables, are sent to another country.	
Imported	When products or produce, such as fruit and vegetables, are brought into a country.	
Mediterranean climate	Hot dry summers and cooler wetter winters.	
Nationality	Belonging to a particular country (e.g. a person with Italian nationality comes from Italy).	Olives from Greece
Nutrients	Substances in food that all living things need to make energy, grow and develop.	
Polar climate	Long periods of extreme cold.	Watermelons from South Africa
Recipe	A set of instructions for making or preparing a food item or dish.	
Seasonal food	Food that can be harvested and is ready to eat in a particular season.	Soya beans from Canada
Seasons	The seasons of the year are spring, summer, autumn and winter.	
Temperate climate	Mild temperatures, where the summers are not too hot and the winters are not too cold.	Cranberries from America
Tropical climate	High temperatures and a lot of rain. This is where you will find the world's rainforests.	

Fruits and vegetables are full of vitamins, minerals and fibre. These **nutrients** help us to grow, heal, give us energy and keep us healthy.





Kapow Primary

Assessing pupils' understanding and progress

Pupils with secure understanding **indicated by:** Their ability to explain that fruits and vegetables grow in different countries based on their climates.

Pupils working at greater depth indicated

by: Their ability to explain the features of the various climates of the world and name some countries that have this climate and the fruits and vegetables that grow there.

Next steps

Pupils needing extra support: Will need support reading and interpreting the map and answering the questions. Complete a few letters or words within the crossword and photocopy for those children requiring additional help.

Pupils working at greater depth: Will need to consider quantities and costs when comparing recipes. These children could be extended to look at when the ingredients needed for their soups would need to be planted.

Japanese Fruit Skewers with Plum Sauce

Equipment

- Wooden Skewers
- A pre-heated grill Chopping boards
- Knives

These skewers are an Asian speciality, made with the tropical fruits grown in that region.



Ingredients

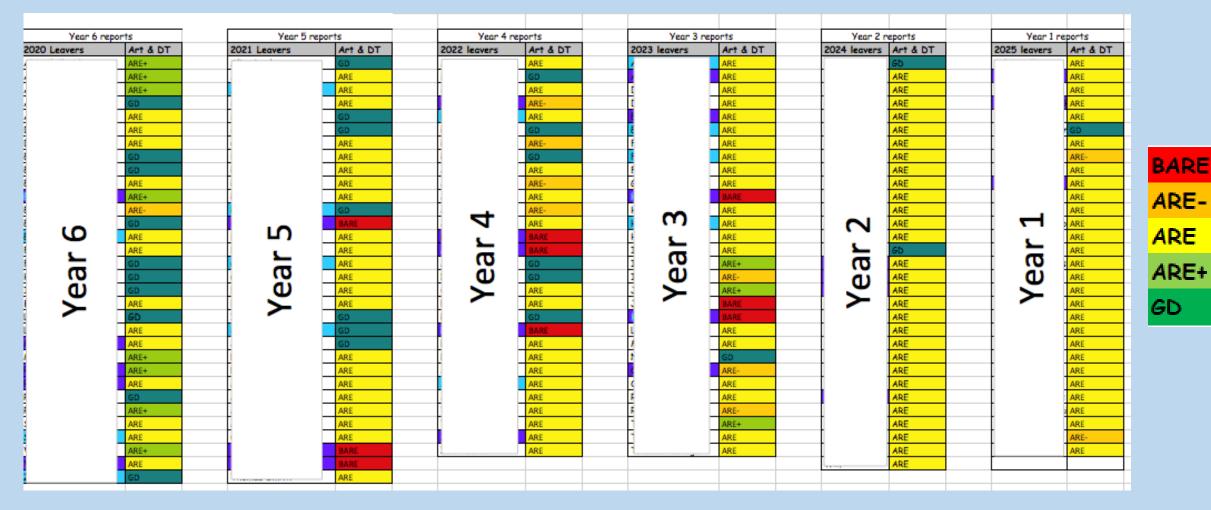
- Bananas, peeled and sliced into 1 .5 cm discs
- Watermelon chunks
- Tinned pitted lychees, drained
- Fresh Strawberries, hulled and halved
- Plum souce.

Method

- Soak skewers in cold water for 30 minutes this is so they do not burn when put under the grill.
- 2. Pre-heat grill.
- Prepare fruit ready to skewer. 3.
- Thread one of each fruit onto the skewer one at a time and the 4. repeat.
- 5. Drizzle or brush the plum sauce over the fruit.
- Put the kebabs under the grill and cook for five minutes, turning frequently so that they do not burn.
- 7. Leave to cool before eating
- 8. Enjoy!



• Assessment and data:



• Assessment and data:

Art & DT (2020 R	EPORTS)					
У 1 - 6 (185)	Total					
BARE	9					
ARE	149					
GD	27					
				°		
			PPG			SEND
		Total	%		Total	%
		4	22%		8	32%
		11	61%		17	68%
		3	17%			



BARE
ARE-
ARE
ARE+
GD

What do AK children say about DT?





What do you enjoy most about DT?

- 'Teaming up with friends to create things.' Y4
- 'Making and testing things.' Y1
- 'Designing things.' Y2
- 'I enjoy building, cutting and assembling parts together.' Y5



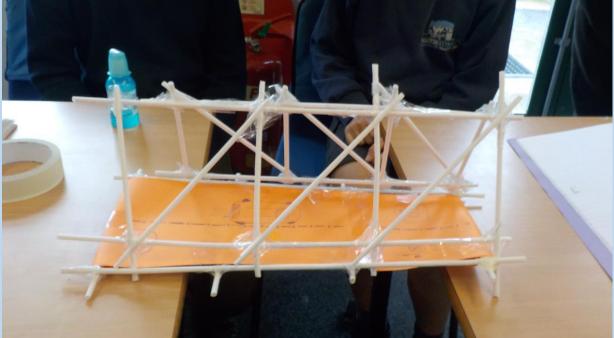
How do you know how well you're doing?

- 'My teacher tells me or writes it on my work.' Y3
- 'If it works or if it falls apart!' Y5
- 'I get to share my work with the class.' Y1
- 'The thing I've made is working.' Y2

sentences to explain what I similar model in the future). Same or a similar model in the future).	Date: Thursday 17th Old			
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	What my peer b	as sugested.		

What do you do to improve your learning?

- 'You can swap parts of your creation with different materials that will help it look better/ move faster/ work better.' Y5
- 'Listen, check the board and evaluate after we've made something.' Y1
- 'Add more detail and take on a challenging task.' Y2
- 'I try to make my design better by noticing my design flaws.' Y5





What?



- Action plan linked to SIP including monitoring teaching of DT and skills progression, auditing equipment and resources, raising the profile of DT/STEM around the school
- Skills and progression investigating possible schemes of work to ensure breadth of study throughout the school
- Data Comparison with other subjects e.g. power of 10 to raise aspiration. New scheme of work will provide a more structured way of assessing.

Impact



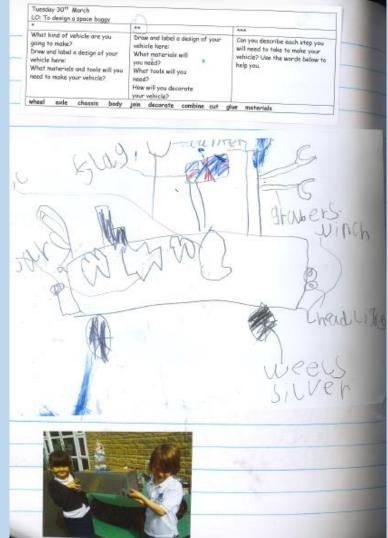
How have I made a difference?

- 1. Research for DT scheme of work and audit of existing resources in school has helped to identify areas of strength and those needing extra focus
- 2. Children's LJ books are beginning to show more of the full design process (evaluate existing products, learn technical skills, design, make & evaluate own product)

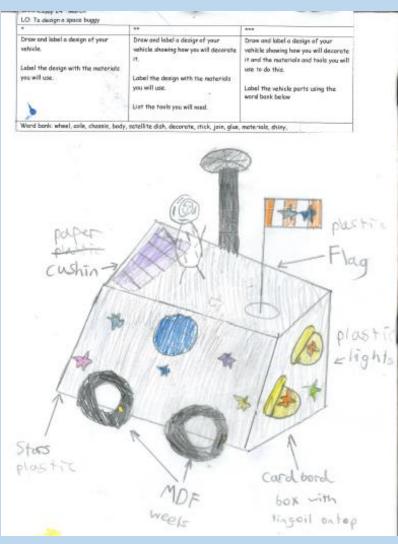
Photos/scanned examples







Photos/scanned examples





O evaluate current or myc more	and identify features of an effective	()
recognise there are different bridge leagns	can identify and name different bridge designs and talk about their features suspension arch	can give real life examples of different bridge designs e.g.a suspension bridge in Clifton, Bristol
	It has at the why it This b to A This This is beam be Nery they	are is a arch bridge and from stone. got litle hous hotom that is is a arch bridge. Fidge is located shton keynes. bridge is strong. a beam bridge ridges cant be long but som times gan they go ss water and have sto hold them up.
	offer nge	dge has more arches it is longer. th holds the weight
	is locate it is a bridge Desinge	suspension bridge 1+ ed in Bristol and clifter Suspension this bridge was a by Brunela idge is made from d cable.