

# Subject Leader Impact



Presentation to staff and Governors 2021

Design & Technology

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

We research

We design

We evaluate

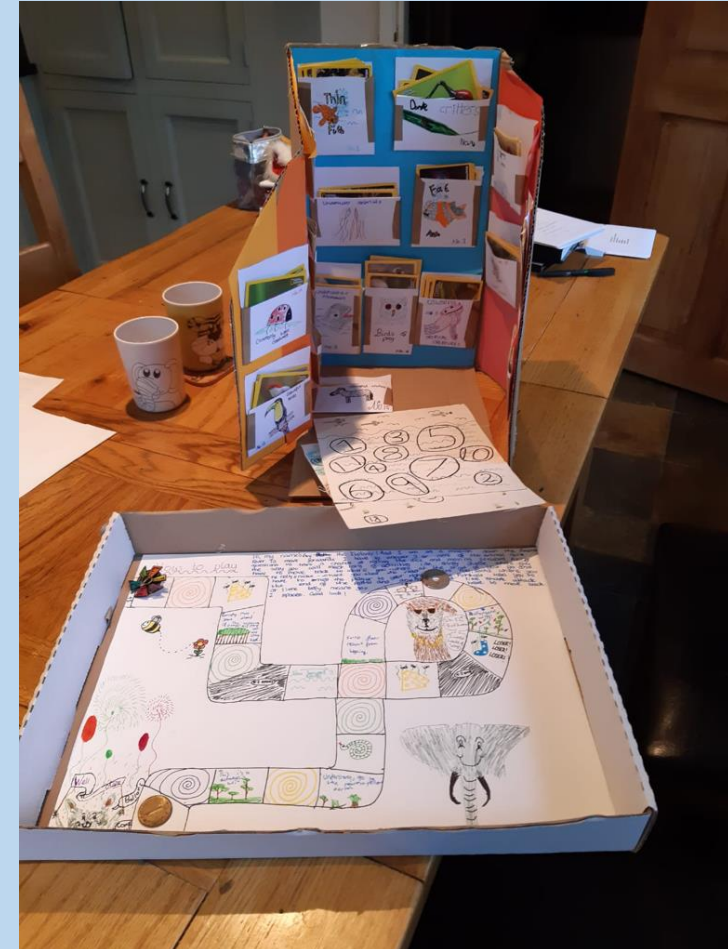
And we develop our ability to think critically and innovatively

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)



# Implementation

- 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





# Implementation



- 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

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.
Dry climate	Less than 250mm of rain, fog, sleet or snow in total across a whole year.
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).
Nutrients	Substances in food that all living things need to make energy, grow and develop.
Polar climate	Long periods of extreme cold.
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.
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.
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.



## Key facts

Kapow Primary

Not all fruits and vegetables can be grown in Britain. Many foods are **imported** from all across the globe. Here are some examples:





# 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.

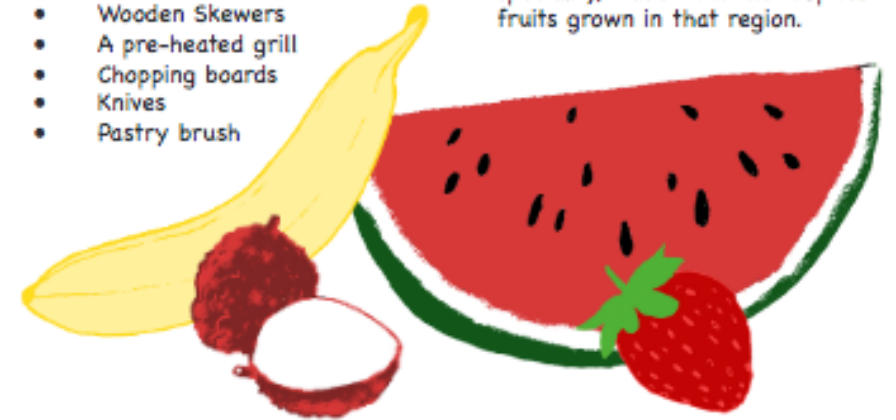
**Pupils working at greater depth:** Will need to consider quantities and costs when comparing recipes. These children could be extended to look at when the ingredients needed for their soups would need to be planted.

## Japanese Fruit Skewers with Plum Sauce

### Equipment

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

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 sauce

### Method

1. Soak skewers in cold water for 30 minutes – this is so they do not burn when put under the grill.
2. Pre-heat grill.
3. Prepare fruit ready to skewer.
4. Thread one of each fruit onto the skewer one at a time and then repeat.
5. Drizzle or brush the plum sauce over the fruit.
6. 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!

# Implementation

- Assessment and data:

Year 6 reports		Year 5 reports		Year 4 reports		Year 3 reports		Year 2 reports		Year 1 reports	
2020 Leavers	Art & DT	2021 Leavers	Art & DT	2022 leavers	Art & DT	2023 leavers	Art & DT	2024 leavers	Art & DT	2025 leavers	Art & DT
Year 6	ARE+	Year 5	GD	Year 4	ARE	Year 3	ARE	Year 2	GD	Year 1	ARE
	ARE+		ARE		GD		ARE		ARE		ARE
	ARE+		ARE		ARE		ARE		ARE		ARE
	GD		ARE		ARE-		ARE		ARE		ARE
	ARE		GD		ARE		ARE		ARE		GD
	ARE		GD		ARE-		ARE		ARE		ARE
	ARE		ARE		GD		ARE		ARE		ARE-
	GD		ARE		ARE		ARE		ARE		ARE
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	ARE		ARE		GD		ARE		ARE		ARE
	ARE+		ARE		ARE-		BARE		ARE		ARE
	ARE-		GD		ARE-		ARE		ARE		ARE
	GD		BARE		ARE		ARE		ARE		ARE
	ARE		ARE		BARE		ARE		ARE		ARE
	ARE		ARE		BARE		ARE		ARE		ARE
	GD		ARE		GD		ARE+		GD		ARE
	GD		ARE		GD		ARE-		ARE		ARE
	GD		ARE		ARE		ARE+		ARE		ARE
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	GD		GD		GD		BARE		ARE		ARE
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	ARE		BARE		ARE		ARE		ARE		ARE
	GD		ARE		ARE		ARE		ARE		ARE

BARE
ARE-
ARE
ARE+
GD



# Implementation

- Assessment and data:



Art & DT (2020 REPORTS)					
Y 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?



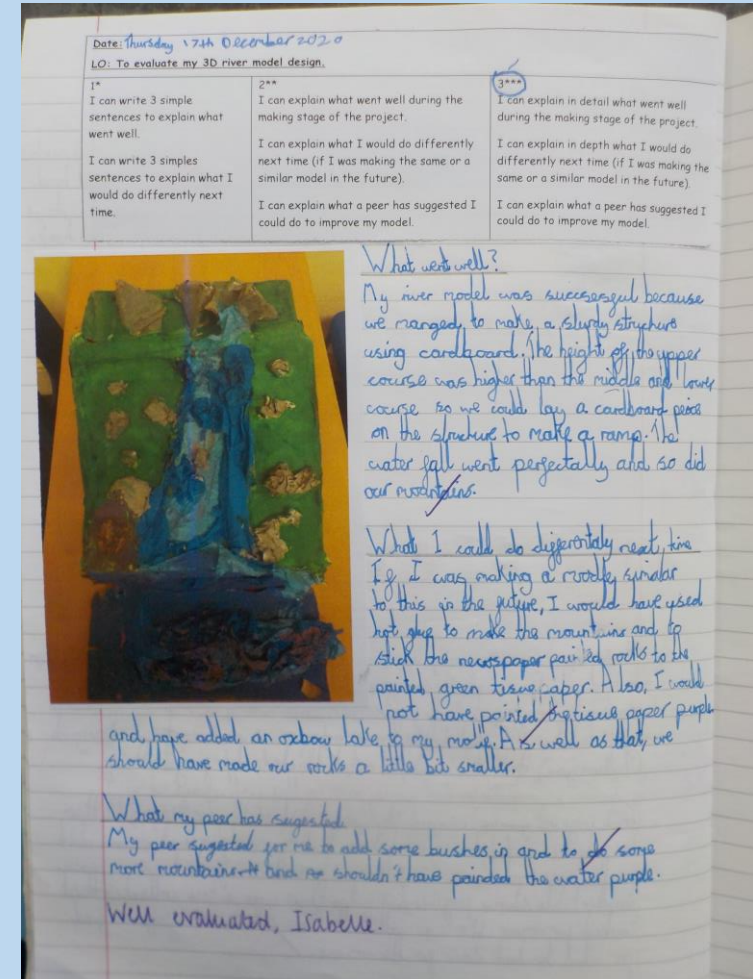
What do you enjoy most about DT?

- '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



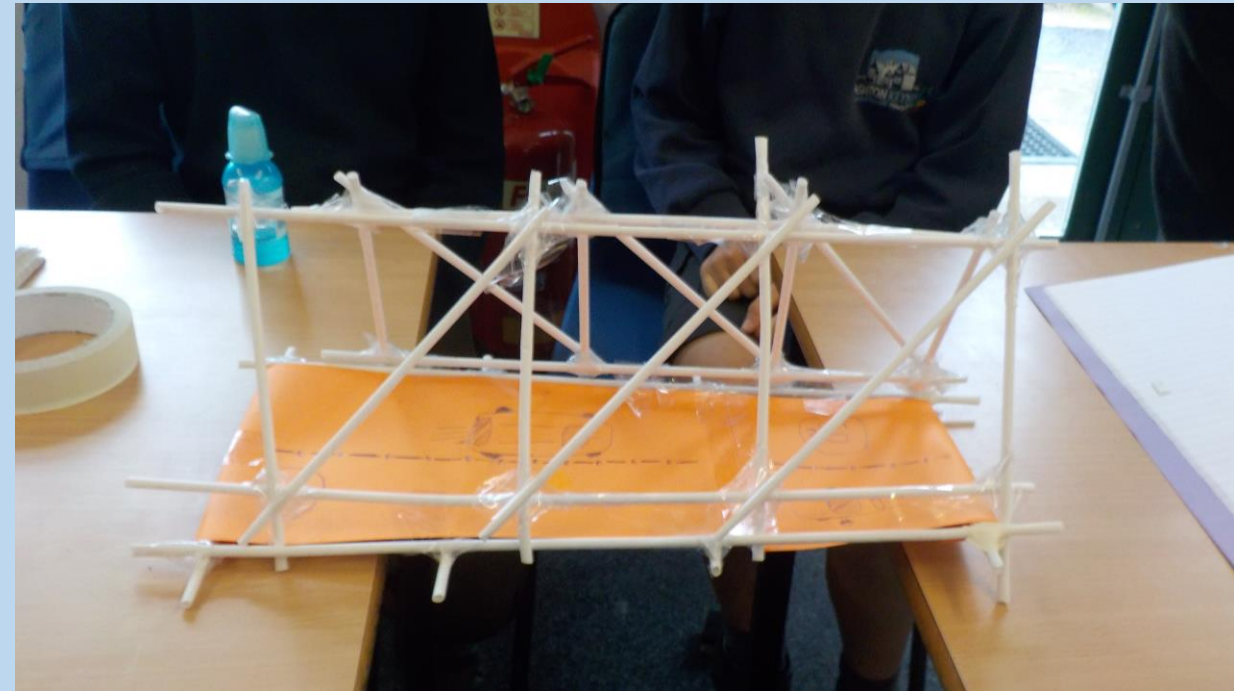
# How do you know how well you're doing?

- '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



# 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.

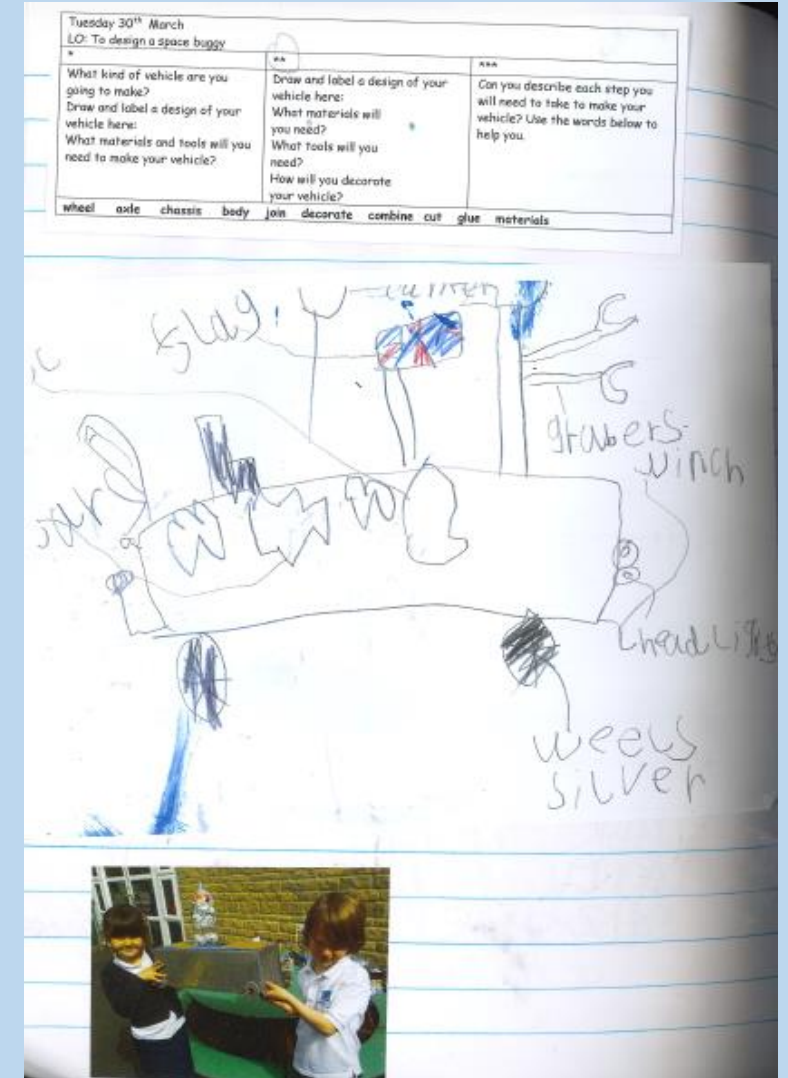
# Impact



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

