**Pupil Voice – DT**

**S. Haslam (Subject lead) December 2023**

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| Questions | Response summary – years 1-6 |
| What is DT?  Do you enjoy DT?  Why? | All knew DT stands for design technology. It is: inspiration, making a design (y1), creating things (y2), you get to make your own things like building houses (y3), you build things (y4), it’s designing and making (y5) and it’s when you design, make and use something. You can design on a computer and make it. Sometimes the computer makes it for you (y6).  All said they enjoy DT, it’s fun. They like when they are learning new stuff and when they are practising it instead of just being told. They said it’s easy. It’s fun making things that are real. ‘It’s like art, we can be creative and incorporate what we’ve learned in art. We can improve what we made.’ |
| What are you learning about at the moment in DT?  Why are you learning this?  What prior knowledge did you have?  Were you able to share the knowledge you already had? | Y1 – brick patterns, doing a tower design.  Y2 – litter pickers to pick up litter in the hall. We made labels for everyone’s recycle bins and presented them in their classrooms.  Y3 – designing iron age houses that we learned about in our history.  Y4 – structures – to make bridges.  Y5 – Victorian toys – I made a dinosaur for my little sister. It bobs up and down.  Y6 – pulleys – Archimedes.  Y2 – couldn’t remember but could explain the mechanism and agreed when they were reminded about levers.  Y3 – learning about different joints. We can use them for other things like making a pencil pot and other houses.  Y4 – structures made of triangles and squares can be used in lots of different things you make and triangles are strongest.  Y5 – To make others happy, to choose who and what to design and work out how to make it. We are learning to use cams for this.  Y6 – pulleys can be used to make ski lifts and transport things across gaps. we are making a gondola to go on a pulley.  Generally, younger children had minimal memory of things they had previously learned and couldn’t recall them, though y2 did remember learning about moving figures when making a book of The Gingerbread Man in y1. They therefore did not make connections with what they have learned this term. Year 4 had a better memory of their learning in year 3 but hadn’t applied that learning to their y4 project. Y5 and 6 recalled their previous KS2 learning. Y6 recalled making cams and could see how this prior knowledge linked to pulleys. None of the children could recall sharing the knowledge they already had from previous projects or more generally as they approached their current topic. |
| What new knowledge have you learned this term? | Y1 – arches – bridges to let water through the arch. labelling diagrams. running and stacking brick patterns in walls.  Y2 – we learned how to connect the parts of the mechanisms together and how to decorate it.  Y3 – different joints – flange, tab – and when things are natural and when they are manufactured like in shell structures.  Y4 – triangles are good to make strong structures.  Y5 – gave a brilliant explanation of how cams turn and the rotation causes the movement up and down.  Y6 – the mathematician Archimedes designed pulleys. We’ve learned to use the net of a cube and make the cube a gondola on a lift system using pulleys. |
| What has been your best achievement so far this year in DT?  Can you show me a piece of work that you are most proud of in DT? | All were able to talk about the items they made as their achievements. Some talked about how they were pleased that they had tried different things or improved their work and it worked better, such as in year 6 they had explored using different sized wheels at each end of their pulleys. They worked out that a little wheel at the top and big wheel at the bottom made the pulley more stable and move faster but 2 big wheels didn’t work as well.  All were able to show photos or the actual items they had made. All spoke with pride and enthusiasm that they had made their product. Even when it hadn’t worked, children were able to explain what they had learned and could do to improve. In year 5, one child understood why their product didn’t work and showed me what needed to be changed. |
| Can you give me an example of where you have designed something recently?  Could you talk me through the design process? | All could explain what they had designed. Y1 talked about towers and bridges. Y2 about litter pickers (they had designed the decoration but not the litter picker itself – they had been given a template to cut out.). Y3 spoke of making shell structures and then their Iron age houses. Y4 explained making trusses towards making bridge structure. Y5 explained the design of their cam toys. Year 6 explained their deigns of their lifts.  Children could talk through the design process. younger children spoke of drawing the thing they wanted to make and then making it. older children were able to give more detail, explaining drawing their design, showing how it fitted together, explained their choices of materials, making the product and reviewing it in order to improve it. |
| How do you know if you have produced good work in DT? | Various answers included self-evaluation and teacher evaluation. ‘If you hold it and give it a wibble to check if it’s stable.’ ‘It needs to work.’ ‘Miss gives it a tick.’ ‘A smile from Mr Hilton.’ Some children remember the opportunity to evaluate their work and say what they would add or improve about it. |
| How do you find your work in DT? (Challenging? too hard? too easy….) | Younger children find the work easy. From year 4 upwards children recognise that some of the work is challenging because they initially think it is easy when they begin designing, but when they have to solve problems when things don’t work they realise that it is more challenging than it seemed at first. A UKS2 child said that it was too hard and felt the teachers could help more, that the work was too independent and felt he needed more practice before he had to make his product. |
| What did you learn in your last DT lesson? | As it was near the end of most projects, children spoke about testing their products, talking about or presenting what they had made and doing an assessment. |
| If you were going to invent something, what would it be? | Children found this a difficult question – most suggestions involved things that had already been invented and could not think of a ‘problem’ that they could solve with their inventions. They spoke about things they would like to make: books / art books, purses, a boat, rocket ship, a computer console, an AI version of the favourite cuddly toy, medicines, electric cars. |
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| Analysis of Pupil Voice | Actions / Way Forward |
| Strengths | Children of all ages understand the design process and there is progression in their ability to explain it. This shows that sequences of lessons are carefully and consistently planned.  The majority of year groups used appropriate, topic-specific vocabulary and used vocabulary planned for previous year groups to explain their work.  Children speak positively and enthusiastically about DT. |
| Areas to develop | Children find it difficult to make connections to their previous learning and apply it to current learning. Teachers need to plan these opportunities very specifically.  Children found it difficult to be inventive. Planning should include opportunities to talk about how skills could apply to other products and think about real-world problem solving.  One child spoke about work being too hard. Though this child was a minority, planning should be designed to ensure that all pupils can achieve and appropriate scaffolding and support should be planned for or incorporated when it becomes clear a child is not able to achieve with the current level of support. |