**Self Audit**Complete the following audit of your skills and understanding in this subject area. Choose one box for each area and rate this (Grey, Amber, Green , Purple):

**Grey** : no knowledge /confidence in this area and/or no experience.

(Only grade yourself grey if you have no experience whatsoever of a particular aspect).

**Amber**: some knowledge in this area and/or limited experience and in need of further development

**Green** : good knowledge in this area and /or some experience

**Purple** : totally confident in my knowledge of this area and/or lots of experience

The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | | **DT:** Design and Technology | | **Baseline** | **Summer** |
| **Subject Knowledge** | | | |  | |  |
| DT 1 | How would you rate your understanding of the Health and Safety requirements for Design and Technology in the classroom ? | | | |  |  |
| DT 2 | How would you rate your understanding of how to generate Design and Technology design ideas ? | | | |  |  |
| DT 3 | How would you rate your understanding of the Health and Safety requirements for Design and Technology design to a specification ? | | | |  |  |
| DT 4 | How would you rate your understanding of the key DT element – Design ? | | | |  |  |
| DT 5 | How would you rate your understanding of key DT element – Make ? | | | |  |  |
| DT 6 | How would you rate your understanding of key DT element – Evaluate ? | | | |  |  |
| DT 7 | How would you rate your understanding of key DT element – Technical knowledge ? | | | |  |  |
| DT 8 | How aware are you of the age related attainment in DT at the end of Key Stage 1 and Key Stage 2 ? | | | |  |  |
| **Knowledge of Pedagogy** | | | | |  |  |
| DT 9 | How would you rate your understanding of the contribution of DT to support learning in Science ? | | | |  |  |
| DT 10 | How would you rate your understanding of the contribution of DT to support learning in PSHE ? | | | |  |  |
| DT 11 | How would you rate your understanding of the contribution of DT to support learning Computing ? | | | |  |  |
| DT 12 | How confident are you in understanding the importance of cross curricular links in DT ? | | | |  |  |
| DT 13 | How would you rate your understanding of the units of work for teaching DT ? | | | |  |  |
| DT 14 | Are you aware of how DT can be differentiated to allow all children of diverse needs to access it appropriately, for example, special educational needs (SEN), gifted and talented (G&T), English as an additional language (EAL) ? | | | |  |  |
| **Pupil Development** | | | | |  |  |
| DT 15 | How would you rate your understanding of the progression of National Curriculum ‘levels’ of attainment in DT ? | | | |  |  |
| DT 16 | How would you rate your understanding of the progression of DT skills ? | | | |  |  |
| **Motivation / Attitude** | | | | |  |  |
| DT 17 | | If you were required to teach an DT lesson in the early part of the programme , how confident would you be to do this ? | |  | |  |
| DT 18 | | Are you confident in your understanding of why DT should be part of the Primary curriculum ? | |  | |  |
| DT 19 | | If you were unsure of a topic you had to teach, do you know where to carry out the research before delivering lessons to children ? | |  | |  |
| DT 20 | | Could you foster a love of DT and an enthusiasm for writing in the children that you teach ? | |  | |

1. Once the audit is complete, please carry out the pre-course task (before starting your training course).
2. Pre training task(s) to be completed prior to the training day.
3. Post training task(s) to be completed after the training day.

Notes:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mentor) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Pre-course Task**

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

1. Use the National Curriculum (2014 updated version) or if using an electronic version of this document, follow the link below and select Design and Technology.

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

This will allow you to access the programmes of study for Key Stage 1 and Key Stage 2 DT

Read this section of the document. (If you are using the electronic version, you will have to select Key Stage 1 then go back and select Key Stage 2)

In light of what you have read, can you identify your main strengths and main areas for development in relation to **your** knowledge, skills and understanding of the Design and Technology curriculum.

**Areas of Strength**

**Areas for development**

**Pre training Task - Lesson observation Design and Technology**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  | **Class:** |  | **Topic:** |  |
| **What was the objective ?** | |  | | | |
| **How did the lesson link to DT ?** | | | | | |
|  | | | | | |
| **What specific DT vocabulary was used ?** | | | | | |
|  | | | | | |
| **What specific DT resources were used to teach ?** | | | | | |
|  | | | | | |
| **What specific DT resources were used to support the learning of the children ?** | | | | | |
|  | | | | | |
| **What specific DT skills were used by the children ?** | | | | | |
|  | | | | | |
| **What did the children do, create or produce ?** | | | | | |
|  | | | | | |
| **What did the children learn ?** | | | | | |
|  | | | | | |

Post training task

Following your DT training, reflect on how you could use the following core elements within your Art and design teaching . . .

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Setting high expectations and managing behaviour ( CCF 1 and 7 )**  Describe what you need to consider to . .   * Develop a positive, predictable and safe environment aswell as a culture of respect and trust in the classroom within a DT lesson ? * Maintain high standards in a DT lesson ? | | | | |
|  | | | | |
| **How pupils learn and classroom practice ( CCF 2 & 4 )** | | | | |
| Small steps | Questioning | | | |
| Modelling / Scaffolding | Repeated practice | | | |
| Checking understanding | Building on prior knowledge | | | |
|  | | | | |
| **Subject and curriculum - engaging the learner ( CCF 3 & 4 )** | | | | |
| Curriculum / Activities to engage | | | | Resources to engage |
|  | | | | |
| **Adaptive Teaching ( CCF 5 )** | | | | |
| Identify potential barriers to learning | | | Differentiate to allow all pupils to achieve | |
|  | | | | |
| **Assessment (  CCF 6 )** | | | | |
| Assessment during the lesson | | Assessment after the lesson | | |
|  | | | | |
| **Through discussion with your mentor, identify ongoing target(s) from your training *( Record these in your reflective journal as well )*** | | | | |
|  | | | | |

Supplementary subject knowledge development materials

The following materials are not compulsory but support the subject knowledge of any trainee that feels they need direction and structure. Use the audits as a guide, choosing key, weaker areas and linking them to activities to support development in that area.

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 1**

**TITLE – Health and Safety Requirements**

**Health and safety is a key part of the Primary classroom. Particularly in a subject that is as practical as DT. Using the internet, research what sort of things class teachers need to consider before undertaking Design and Technology activities. Think about the materials that the children are using, the tools, the environment and don’t forget the simple things. Also don’t forget that DT also includes electrical circuits and cooking. Use the box below to make notes.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 2, DT 3, DT 4, DT19**

**TITLE – DT ideas**

**There are a wide variety of ways of getting children to generate ideas that will help them to create a design within a DT lesson. Here are some ways that teachers use. Find out what they mean and write an explanation what each design tool is.**

**Mind Mapping**

**Mood Boards**

**Thinking Hats**

**Word Association**

**Organic forms**

**Exploded diagrams**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 3, DT 4**

**TITLE – DT design specifications**

**A design idea must meet a certain specification. It needs to meet the requirements of the design brief. To meet certain specifications, the design could be any one of the following. What do each of these design considerations mean ? Write a definition for each one.**

**Functional**

**Aesthetic**

**Economic**

**Technical**

**Environmental**

**Ethical**

**Social**

|  |  |  |
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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 5, DT 19**

**TITLE – DT Make**

**It is amazing what is made during DT lessons. You could find cars, houses, biscuits, lighthouses, sandwiches, musical instruments and slippers to name but a few. Research six objects that are the end product of a DT lesson. What techniques or skills have the children used to make that object ? Think of the simple and the complex, don’t miss out any elements.**

**Make a list. below**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 6**

**TITLE – DT Evaluate**

**Using an internet search, find different ways of getting children to evaluate their deisgn and technology products. Collect, print and staple in examples of formats and why you like of dislike them.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 7**

**TITLE – DT Technical Knowledge**

**Within the Design and technology programme of study, ‘Technical Knowledge’ is…**

**KS1**

**Build structures, exploring how they can be made stronger, stiffer and more stable.**

**Explore and use mechanisms (for example, levers, sliders, wheels and axles) and their products**

**KS2**

**Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**

**Understand and use mechanical systems in their products ( for example, series circuits incorporating switches, bulbs, buzzers and motors)**

**Apply their understanding of computing to program, monitor and control their products.**

**For each element of ‘Technical knowledge’ make a list of the sorts of design and technology products that could be made to satisfy that statement.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 8**

**TITLE – DT Progression**

**Using the ‘Design and Technology programmes of study: key stages 1 and 2’ look at each of the ‘Design,’ ‘Make,’ ‘Evaluate’ and ‘Technical Knowledge’ elements for Key Stage One. Now compare the requirements to Key Stage Two. How do they differ ? Look carefully at the language and terms used. Make comments in the box below as to how they differ.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 9, DT 12, DT 19**

**TITLE – DT in Science**

**Science is a key part of the DT curriculum. Using any resources you think would help, write down any activities that would show science in the DT curriculum. E.g. Adding electrical circuits to a model.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 10, DT 12, DT 19**

**TITLE – DT in PSHE**

**PSHE is another key part of the DT curriculum. Using any resources you think would help, write down any activities that would show PSHE in the DT curriculum. E.g. Healthy eating.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 11, DT 12, DT 19**

**TITLE – DT in Computing**

**Computing is another key part of the DT curriculum. Using any resources you think would help, write down any activities that would show computing in the DT curriculum. E.g. Controlling a model with a computer.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 12**

**TITLE – DT cross curricular**

**DT can be the focus for a range of cross curricular links. Make a mind map in the box below. In the middle of the map write a finished product from a DT lesson ( E.g. A Tudor house ) Then try to think of links to as many other subjects within the Primary Curriculum as you can.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 13**

**TITLE – DT Units of work**

**The programmes of study for Design and Technology only forms a skeleton for the DT curriculum in schools. Do an internet research to find DT units of work. Make a list below of the different links you find with the types of activities suggested within each unit.**

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 14**

**TITLE – DT SEN, G and T, EAL**

**All children should be able to access every subject, knowing that it meets their needs. Using internet searches, identify techniques that will support the Special Educational Needs, Gifted and Talented and English Additional Language children in their DT lessons.**

|  |  |  |
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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 15, 16**

**TITLE – DT skills progression**

**Using the two following sheets which detail the progression of DT skills, look at each element of skill within KS1 or KS2 ( make sure you do elements of both)**

**For each skill, write down what you might actually *do* to ensure the fulfil the progressive requirements for the curriculum.**

 

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| **Subject Area:** | **DT** | **Knowledge and Understanding  Development Tasks** |

**Task Bank 1 CODE DT 18**

**TITLE – DT Relevance**

**Using the box below make a mind map of what the benfits of teaching DT might be for the children in school. What skills, knowledge, understanding, processes etc will they acquire ?**