

# Diversity Audit Tool

Subject DT	Subject leader S.Dickinson
Indicators of Good Practice	Evidence
Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.	Y2 – structures and mechanisms unit – design and make a toy that can be pushed or pulled [summer 2] Y5 – Structures and mechanisms – Cams system – children design and make a moving toy for a younger child (Viking long ship) [spring 1] Y6 – structures and mechanism unit – design and make a vehicle to carry a fragile object [autumn 1]
Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils' every day experiences.	All DT units have a design problem to solve and a design brief (make a <b>product</b> for a <b>purpose</b> for a <b>someone/ something</b> e.g. Make a <b>bag</b> for <b>Paddington</b> to <b>carry his sandwiches</b>  Rec – Textiles unit – Design and create a stocking for Christmas to store things in [Autumn 2] Rec – Assemble food products from different cultures (sandwiches / crackers/ poppadum/ pancakes / dips [spring 2] Y1 – Textiles unit– children Design & make a clothing item (hand muffs) to keep your hands warm at playtimes. Y2- Textiles unit – children design a bag to carry sandwiches in [autumn 1] Y2 – Food unit – children make a decorated cake desert to take to the sports day picnic [Summer 1] Y4 – Textiles unit – design and make a cushion [autumn 1] Y5 – Textiles unit – design and make a hat to keep your head warm [autumn 2]
Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.	Rec – study toys from the past and present in the DT unit – explore wooden toys from the past. Replicate a toy from the past (peg dolls) [spring 1] Y3 – structures and mechanisms unit – children design a box to keep their treasures in (Ancient Egyptian link) [summer 2] Y4 Food Unit – look at where pizza originated from and how it looks today [spring 2]
Pupils acknowledge the historical and political factors involved in the development of technology.	Y3 – Explorers – textile unit[spring 1] Y4- Spotlights for a Greek theatre production [spring 1], Roman food (pizza) [spring 2] Y6 – Coco Chanel inspired aprons– textiles unit [summer 2]
The response of people from diverse cultures in their design solutions is reflected on and valued.	Y1 – Structures and Mechanisms – Moving Pictures – aeroplane flight. Design and make an aeroplane that can be moved in all directions for Emma Jane (character) to help her fly over the places she visits around the world. [summer 2]
A global perspective is promoted regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.	FPTs use scraps and left over materials from previous units  Rec – Food Unit – create healthy fruit using a range of fruit [summer 2] Y1 – Food unit – create a fruit salad using a range of fruit [spring 1] Y6 – Food unit – work within a budget to create a healthy dish (pasta bake) [spring 2]