



Design and Technology

<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<p>Our Design and Technology curriculum is designed to meet the needs and ambitions of our school community. It offers a carefully sequenced journey of skills and knowledge so that pupils progressively develop their ability to design, make, evaluate and improve. Drawing directly from our school’s threshold concepts, children are taught to:</p> <ul style="list-style-type: none"> • Design: communicate their ideas using age-appropriate methods – from talking, drawing and templates in KS1, to annotated sketches in lower KS2, through to exploded diagrams, cross-sectional drawings and computer-aided designs in upper KS2. • Make: select appropriate tools and materials for their designs, working through the stages of the design process with increasing independence and precision. • Evaluate and Improve: critically review their work against their design criteria, and, as they progress, take account of the views of others to refine their products to ensure they are fit for purpose. <p>We aim to inspire pupils through hands-on, real-life contexts where they solve meaningful problems and explore how design and technology has shaped the world. Pupils also examine the work of key designers and engineers past and present, using this to inform and innovate their own designs, with an emphasis on sustainability, creativity and practical problem-solving.</p>	<p>Our DT curriculum is delivered through a structured, iterative design process. Units of work are mapped to ensure progression in both technical and creative skills across food, mechanics, textiles, materials, electronics and computing. This ensures that children not only learn how to design and make but also how to refine and improve.</p> <p>Key features of implementation include:</p> <ul style="list-style-type: none"> • Progression and revisiting: Skills and knowledge are revisited and built upon, with clear links to the threshold concepts so children can see how prior learning underpins new challenges. • Explicit vocabulary teaching: Each unit introduces and embeds key technical vocabulary so children can articulate their thinking confidently. • Teacher support: High-quality planning, subject knowledge guidance and modelling provided by the DT Lead ensure that teachers feel confident delivering lessons that challenge and inspire. • Real-life links: Where possible, projects connect to the wider curriculum or the local community, enabling children to see the purpose of their work and its impact beyond the classroom. <p>This approach helps every pupil move from generating simple ideas to communicating increasingly complex and innovative designs, selecting appropriate tools and materials, and</p>	<p>By the time pupils leave our school, they will have developed a wide range of practical and creative skills, an understanding of how to work systematically through a design process, and the ability to evaluate and improve their products with increasing independence.</p> <p>Impact will be seen in:</p> <ul style="list-style-type: none"> • Pupil outcomes: Children demonstrate secure knowledge of our threshold concepts and apply them to progressively more challenging projects. • Real-life application: Pupils have opportunities to fundraise by selling some of the items they design and make, strengthening links between DT, entrepreneurship and community impact. • Sharing progress: Pupils showcase their designs, prototypes and finished products on the school’s shared online platform, explaining their process and linking their learning to wider real-life skills. • Assessment and reflection: Use of success criteria, pupil self-assessment and teacher questioning allows children to take ownership of their learning and next steps. <p>Through this approach, children leave primary school as confident, creative problem-solvers who understand how design and technology shapes the world and their role within it.</p>

applying systematic methods to improve their work.