



SUPPORT • INSPIRE  
NURTURE • ACHIEVE

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## Design and Technology Policy

Lead reviewer: Karen Knox  
Approval by: Governing Body

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### Intent

Our Design and Technology curriculum is grounded in our school's ethos, vision, and values, ensuring that teaching reflects our pupils' needs, areas for development, and relevant national strategies. We aim to inspire children to be creative, innovative thinkers who understand the full product design cycle through ideation, creation, and evaluation. Pupils are encouraged to take risks, explore ideas through modelling and testing, and develop reflective skills as they evaluate their own work and the work of others. We also seek to build children's awareness of how design and technology shape the world around them, helping them become resourceful and enterprising citizens equipped for future technological advancements.

Our scheme of work enables pupils to meet the end-of-key-stage attainment targets in the National Curriculum, with EYFS units providing strong foundations for Development Matters statements and the Early Learning Goals. As an Artsmark partner, our curriculum supports schools on their Artsmark journey by inspiring children and young people to create, experience, and participate in high-quality arts and culture.

### Implementation

The Design and Technology scheme of work is informed by our school's ethos, vision, and values, as well as the specific developmental priorities we have identified for our pupils. It aligns with relevant national strategies and clearly defines what we want children to learn. The scheme aims to inspire pupils to be innovative and creative thinkers who understand the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks by drafting design concepts, modelling, and testing, while also becoming reflective learners who can evaluate their own work and the work of others.

Through this curriculum, we aim to develop pupils' awareness of the impact design and technology has on everyday life and to encourage them to become resourceful, enterprising citizens equipped with the skills to contribute to future design advancements. Our Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum, with all aims closely aligned to national expectations. Kapow Primary is an Artsmark partner and supports

schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in high-quality arts and culture.

## Impact

The impact of our Design and Technology scheme is continuously monitored through both formative and summative assessment opportunities. Each lesson provides guidance to help teachers assess pupils against the learning objectives, while unit quizzes and knowledge catchers support assessment at the start and/or end of each unit. Through this structured approach, teachers can track progress, address gaps, and ensure learning is effectively embedded.

Following the implementation of our Design and Technology curriculum, pupils will leave school equipped with the skills needed for success in secondary education and beyond, becoming innovative, reflective, and resourceful members of society. Children will understand the functional and aesthetic properties of a range of materials, use tools and processes confidently, and create high-quality, purposeful outcomes such as models, prototypes, CAD work, and finished products. They will also develop knowledge of healthy eating and food preparation, appreciate influential individuals and innovations, consider the social and environmental impact of design decisions, and be able to evaluate and improve their work. By the end of each key stage, pupils will meet the expectations set out in the National Curriculum for both Design and Technology and Computing.

## DESIGN & TECHNOLOGY

**Early Years Foundation Stage** – Children’s curiosity about how things work and how products are made will be explored and nurtured. Learning will include opportunities to investigate simple mechanisms, structures and materials through play and hands-on experiences. Children will be encouraged to design and make purposeful creations using a range of tools and resources, developing early problem-solving skills.

**Key Stage 1** – Pupils begin to develop fundamental designing, making and evaluating skills. Using the Kapow scheme, they will learn how to plan simple products, select appropriate tools and materials, and follow basic technical processes. They will explore mechanisms, structures, textiles, cooking and nutrition through practical tasks. Pupils will start to apply technical vocabulary to describe their ideas and outcomes.

**Key Stage 2** – Pupils deepen their understanding of the design cycle, using research, annotated sketches, prototypes and evaluations to refine their products. Through Kapow’s progressive units, children will develop more sophisticated skills in structures, electrical systems, mechanical systems, textiles, digital design and cooking. They will gain an understanding of how design meets user needs and how products are developed for real-world purposes. Pupils will continue to build their technical knowledge and apply it creatively and independently.

## **Greater Depth**

This will be achieved through a variety of means, including:

- Differentiated group tasks.
- Differentiation by outcome.
- Differentiated means of expression
- Extension tasks as appropriate.

## **SEND**

Supported through 1:1 support where appropriate and differentiated tasks and outcomes.

Progression is built into the scheme of work for DT, for children to extend their knowledge and skills appropriately throughout each key stage.

## **Responsibilities**

### **Homework**

All children throughout the school will have opportunities to explore DT in their homework. In Key Stage One, teachers will ensure DT appears on the topic web, so that children to complete a range of tasks at home with parents.

### **Display**

All teachers will actively seek ways of displaying work which is specific to the DT subject. They will celebrate children's achievements, and be informative to stimulate children's learning and interest.

### **Resources**

The subject coordinator will assess resources annually and target the budget allocated appropriately. The pupils will have the opportunity to use oral, written, photographic, visual, aural, posters, textbooks, artefact and buildings evidence to support their knowledge and understanding in the two subjects across the school. Visitors will also be encouraged to support learning, as well as the use of local places of interest.

## **Health and Safety Issues**

These will be addressed by all staff carrying out DT related activities, following the schools visits and journeys guidelines for any trips off-site. Parental consent must be obtained prior to these events. School also has a charging policy to be followed in relation to all school trips.

