# Broad Oak Primary School

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Teaching and learning Policy

Design and Technology Policy 2025-26

DT POLICY

## Introduction

Design and Technology is a vital part of the Key Stage 2 National Curriculum and is taught to all pupils at Broad Oak through a whole-school, progressive approach. Our programme encourages creativity, problem-solving, and innovation, helping children understand the practical impact of design and technology in everyday life and the wider world.

## Aims

Our aim is to develop confident and competent designers who can investigate, plan, create, and evaluate purposeful products. We encourage pupils to be curious, creative, and resilient in their approach to problem-solving and design thinking.

### Through our Design and Technology curriculum, pupils will:

- Develop practical skills in a range of contexts including structures, mechanisms, textiles, electrical systems, and food technology.
- Understand and apply the principles of design, functionality, and aesthetics.
- Learn to evaluate existing products, reflect on their own work, and adapt their ideas as necessary.
- Gain an understanding of the impact of design and technology in the real world, both historically and in modern society.
- Foster a sense of responsibility, resourcefulness, and sustainability in design.
- Build confidence to take risks, solve problems, and test their ideas.

We aim to ensure that pupils of all abilities are given opportunities to succeed and develop secure foundations in Design and Technology, preparing them for the next stage of their education and beyond.

# Teaching and Learning Overview

Our whole-school approach to Design and Technology is in line with the expectations of the National Curriculum and the Kapow Primary Scheme of Work. This ensures full coverage of all required knowledge, skills, and processes for each key stage.

## The National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

## By the end of Key Stage 2, pupils should be able to:

- Use research and develop design criteria to inform the design of innovative, functional, and appealing products.
- Generate, develop, model, and communicate their ideas through discussion, annotated sketches, diagrams, prototypes, and computer-aided design.
- Select and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients.
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

- Apply their understanding of computing to programme, monitor, and control their products
- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Displays of work relating to current Design and Technology topics may be presented in classrooms or on whole-school displays, where space allows, to celebrate pupils' achievements and reinforce key concepts.

## Organisation & Delivery

Design and Technology is taught in a whole-class setting by the class teacher, with curriculum leadership provided by the subject leader. At Broad Oak, we follow the Kapow Primary Design and Technology scheme, which provides structured units for each year group, ensuring consistency and progression across the school.

Teachers plan their lessons using this scheme, and are encouraged to supplement it with their own ideas, experiences, and the shared expertise of colleagues. Lessons are designed to be inclusive, engaging, and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), through the use of adaptive teaching strategies, differentiated tasks, and adult support where necessary.

Each class completes 3 DT units over the school year and has a timetabled lesson of 1 hour per week in the half terms their DT unit is being completed.

## Core D&T skills and knowledge covered:

Kapow Primary's Design and technology scheme of work is built around the following six key areas:

- Cooking and nutrition: discovering where food comes from; creating a balanced diet; following kitchen hygiene and safety; developing preparation and cooking skills; following a recipe.
- Mechanisms: using cams, followers, levers and sliders to mimic natural movements.
- Structures: learning about the properties of materials; improving a structure's strength and stability; reinforcing structures.
- Textiles: using fabric techniques to fasten, sew and decorate.
- Electrical systems: creating electrical products using series circuits, circuit components, circuit diagrams and symbols.
- Digital world: programming products to perform tasks; developing 2D and 3D designs and models using CAD software.

## DT lessons include:

- PowerPoints
- Videos
- Prompt questions
- Vocabulary
- Recap and recall

## Each unit has lessons which focus on the following 4 strands of DT:

- Design
- Make
- Evaluate
- Technical knowledge

**Below is an example outline of the units we will cover throughout the school:**

# Broad Oak Design Technology Overview 2025-26

| YEAR GROUPS | AUTUMN | SPRING | SUMMER |
|---|---|---|---|
| EYFS | Structures: Junk modelling | Textiles: Bookmarks | Structures: Boats |
| YEAR 1 | Structures: Stable structures | Textiles: Puppets | Cooking and nutrition: Smoothies |
| YEAR 2 | Structures: A chair for a bear | Mechanisms: Fairground wheel | Mechanisms: Making a moving monster |
| YEAR 3 | Digital world: Wearable technology | Structures: Constructing a castle | Cooking and nutrition: Eating seasonally |
| YEAR 4 | Electrical systems: Torches | Mechanical systems: Mechanical cars | Structures: Pavilions |
| YEAR 5 | Electrical systems: Doodlers | Mechanical systems: Making a pop-up book | Cooking and nutrition: Developing a recipe |
| YEAR 6 | Textiles: Bags or waistcoats | Structure: Playgrounds | Digital world: Navigating the world |

## Evidence of Teaching & Learning

Where appropriate, pupils' design plans, annotated sketches, evaluations, and completed project worksheets may be kept in their books or design portfolios. These can be passed through the years to showcase progression and provide a tangible record of their learning journey.

## Assessment of Pupil Learning & Progression

Assessment in Design and Technology is embedded throughout each unit of the Kapow Primary scheme and includes:

1. Peer and self-assessment 'I can do…' grids These allow pupils to reflect on their achievements and track progress across key skills such as designing, making, evaluating, and applying technical knowledge.
2. Skills-based assessment tasks These bespoke worksheets help teachers assess pupils' development in the strands of Design and Technology and monitor progress against the National Curriculum attainment targets for KS2.

## Monitoring and Evaluation

**The Subject Leader regularly monitors the quality and effectiveness of Design and Technology teaching across the school through:**

- Lesson observations with constructive feedback
- Review of pupil work and portfolios
- Collaborative tracking of pupil progress with class teachers

**The Subject Leader also promotes opportunities for pupils to showcase their learning through:**

- School DT competitions
- Class assemblies and exhibitions of design projects
- Cross-curricular links, integrating DT with subjects such as science, art, and computing

All teaching evidence, assessment data, and individual pupil reports are securely stored on a password-protected database, accessible to class teachers, the Subject Leader, and SLT. This data is shared with parents during parent-teacher meetings.

## Special Educational Needs and Disabilities

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.