

Design & Technology Policy

School Name: *Water Primary School*

Reviewed: June 2026

Next Review: June 2028

Subject Leader: *Miss O Wilson*

1. Aims

The aim of Design & Technology at our school is to provide a rich, practical curriculum that enables pupils to:

- Become creative, resourceful problem-solvers
- Design and make high-quality products for real users
- Apply knowledge from science, mathematics, computing and art
- Use tools, materials and equipment safely and confidently
- Evaluate and improve their work using technical vocabulary
- Understand the impact of design and technology on daily life and the wider world

Our curriculum ensures that all pupils develop the knowledge, skills and attitudes needed to succeed in Design & Technology at Key Stage 3 and beyond.

2. Curriculum Structure

Our school uses the **Kapow Primary** scheme to ensure high-quality, progressive teaching of Design & Technology. Because we are a small school with mixed-age classes, our curriculum is organised into rolling programmes that ensure full coverage without repetition.

EYFS & KS1 (Reception, Year 1, Year 2)

- **2-year rolling programme**
- All pupils study the **same strand each term**, with outcomes tiered by age
- EYFS access the same themes through play-based, Development Matters-aligned provision
- KS1 cover all statutory strands: **Structures, Mechanisms, Textiles, Cooking & Nutrition**

Lower KS2 (Years 3, 4 and 5)

- **3-year rolling programme**
- All pupils complete the **same unit each term**, ensuring equity and coherence
- This prevents repetition for pupils who may spend up to three years in this phase

- Across the cycle, pupils cover: **Structures, Mechanical Systems, Textiles, Electrical Systems, Digital World, Cooking & Nutrition**

Upper KS2 (Year 6)

- **1-year fixed programme**
- Year 6 complete three units per year, preparing them for KS3
- Units include: **Mechanical Systems, Electrical Systems, Cooking & Nutrition**

Three Units Per Year

Across all phases, pupils complete **three DT units per year**, ensuring depth, high-quality practical work and manageable workload.

3. Teaching and Learning

We follow a consistent structure across all DT units:

Design

Pupils research users, explore existing products and develop design criteria. They communicate ideas through annotated sketches, prototypes, diagrams and digital tools.

Make

Pupils select appropriate tools, materials and components. They develop accuracy, control and independence in construction, joining, sewing and cooking.

Evaluate

Pupils evaluate their own work and the work of others, using technical vocabulary. They consider functionality, user needs, aesthetics and sustainability.

Technical Knowledge

Pupils learn about mechanisms, structures, electrical systems, textiles and nutrition. They apply knowledge from science, maths and computing to solve problems.

4. EYFS Provision

In the Early Years Foundation Stage, DT is taught through continuous provision and adult-led activities. It aligns with Development Matters statements such as:

- *“Explore, use and refine a variety of artistic effects...”*
- *“Use a range of small tools...”*

- *“Safely use and explore a variety of materials...”*

Children develop early making skills, tool use, vocabulary and problem-solving.

5. Inclusion and Variation

Our DT curriculum is accessible to all pupils. We ensure:

- Scaffolded tasks for pupils with SEND
- Extension opportunities for higher-attaining pupils
- Adapted tools and materials where needed
- Mixed-age expectations that are tiered, not diluted

All pupils are encouraged to take creative risks and develop resilience.

6. Assessment

Assessment in DT is ongoing and formative. Teachers assess:

- Practical skills
- Application of technical knowledge
- Use of vocabulary
- Ability to design, make and evaluate

Kapow’s assessment materials support teacher judgement. Summative assessments are recorded termly.

7. Resources and Safety

We ensure:

- High-quality tools and materials
- Safe storage and organisation
- Clear safety routines for cutting, joining, cooking and electrical work
- Regular risk assessments for practical activities

Pupils are taught to use tools responsibly and independently.

8. Monitoring and Review

The subject leader monitors DT through:

- Planning scrutiny
- Pupil voice

- Work samples
- Learning walks
- Staff feedback

Findings inform CPD, resource allocation and curriculum development.

This policy is reviewed every **two years** or sooner if required.

9. Links to Other Policies

- Teaching & Learning Policy
- Curriculum Policy
- Health & Safety Policy
- SEND Policy
- Assessment Policy