



# **St Joseph's Roman Catholic Primary School**

## **Design and Technology Policy**

### **Jesus is the centre of our lives**

#### Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

## **Curriculum Intent**

### **School vision**

**At St Joseph's RC Primary School, we will;**

### **Vision for the subject**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High – quality design and technology education makes an essential contribution to the creativity, culture, wealth and well- being of the nation.

### **Aims of the curriculum**

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.

### **Roles and responsibilities**

The Design Technology Co-ordinator is responsible, in consultation with the head teacher and in co-operation with colleagues and governors, for the development, planning and delivery of Design Technology throughout the school.

### **Curriculum Organisation**

#### **Early years foundation stage (EYFS)**

1. All pupils in the EYFS are taught art, design and D&T as an integral part of the topic work covered during the academic year.
2. All art, design and D&T objectives within the EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':
  - Communication and language
  - Physical development
  - Personal, social and emotional development
3. . There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:
  - Literacy
  - Mathematics
  - Understanding the world

- Expressive arts and design
4. The art, design and D&T curriculum in the EYFS has a particular focus on the specific areas of expressive arts and design and understanding the world.
  5. In the EYFS, pupils will be taught to:
    - Recognise that a range of technology is used in places such as at home and in schools.
    - Select and use technology for particular purposes.
    - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
    - Represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and storytelling.

## **KS1 - D&T**

1. . By the end of KS1, pupils will be taught to develop the abilities outlined in this section.
2. **Design**
  - To design purposeful, functional and appealing products for themselves and other users based on design criteria.
  - To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.
3. . **Make**
  - To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.
  - To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
4. **Evaluate**
  - To explore and evaluate a range of existing products.
  - To evaluate their ideas and products against design criteria.
5. **Technical knowledge**
  - To build structures, exploring how they can be made stronger, stiffer and more stable.
  - To explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.
6. Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to progress to KS2.
7. Pupils will work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

## **KS2 - D&T**

By the end of KS2, pupils will be taught to develop the abilities outlined in this section.

### **Design**

- To use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### **Make**

- To select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.

### **Evaluate**

- To investigate and analyse a range of existing products.
- To evaluate their ideas and products against their own design criteria and

consider the views of others to improve their work.

- To understand how key events and individuals in D&T have helped shape the world.

### **Technical knowledge**

- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages.
- To understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors.
- To apply their understanding of computing to program, monitor and control their products.
- **Cooking and nutrition**
  - As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
  - By the end of KS1, pupils will be taught to:
    - Use the basic principles of a healthy and varied diet to prepare dishes.
    - Understand where food comes from.
  - By the end of KS2, pupils will be taught to:
    - 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.

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Inclusion**

It is the responsibility of all teachers and support staff to ensure that all pupils irrespective of gender, ability, ethnicity, and social circumstance, have access to the Design Technology curriculum and make the greatest progress possible. Pupils will have some exposure to designers of both genders, a range of cultures, European and non-European.

### **Curriculum Implementation**

#### **Development of curriculum**

The curriculum follows the Kapow scheme of work for Design and Technology. This is organised on a two year rolling cycle.

#### **Planning**

The planning of the curriculum is organised into three phases:

- Long term planning
- Medium term planning
- Short term planning

#### **Sequencing of learning**

All Design Technology skills will be taught through the developing sequence and progression indicated in the DT scheme of work for each age group and adapted to meet the needs of children and the topics. This provides progression and assessment opportunities which are updated each half term by the class teachers and scrutinised by the co-ordinator.

#### **Formative Assessment**

Assessment techniques include- observation of pupils, photographs, pupil discussion and teacher questioning, pupils sketch books/ rough drawings, egs of work, photos, own pupil evaluations, photos of engaged children on task, school portfolio- egs of children's work HA, AA,LA or based on the concentration of skills.

#### **Health and Safety**

Health and Safety in Design Technology follows recommendations made by DFE. We also follow the CLEAPSS guidance.

All teachers are aware of risk assessments and have an understanding of the possible hazards and good teaching points for the children. Pupils must be taught to recognise hazards and take appropriate action as necessary.

#### **Home school links/ parental involvement**

Parent's are informed of learning in design and technology via the termly curriculum update.

#### **Development of subject specific vocabulary**

Teachers should refer to and use The key vocabulary of each topic from the Kapow scheme and also supplement this with the Lancashire Design and Technology vocabulary list.

### **Professional Development of staff and Use of Resources**

The subject leader will monitor the teaching and learning of DT and will provide support for staff where necessary.

1. The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
2. The school's Library contains an array of resources and topic books to support pupils' research.
3. The D&T budget covers the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their classroom.
4. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
5. Food technology resources are kept in the staffroom.
6. At the start of every school year, the subject leader and headteacher will assess the school's D&T tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

### **Curriculum Impact**

#### **Use of feedback to improve learning outcomes**

Feedback will be in line with our marking and feedback policy.

#### **Assessment: Summative and formative (including standards and moderation/ work scrutiny)**

The scheme of work covers all the key skills and national curriculum guidance in place at the present time. Each teacher is required to update O Track each term to show progression and attainment. KLIPS are also used to assess attainment. Some of these activities will need to start with teaching a particular skill and then developing that through the topic area. This forward planning is for the individual class teacher to look at and provide opportunities for in advance. Differentiation is to be shown on planning alongside notes about children requiring extra support (for lower ability) or extension work (higher ability). Learning activities are sequenced to ensure progression and to provide the pupils with practical experiences including educational visits, the increasing use of ICT and resources from within school and the use of the school outside environment.

### **Monitoring and evaluation**

This policy will be reviewed every two years by the subject leader.  
Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of Design and Technology are required to familiarise themselves with this policy.

This policy was written in January 2025 by V Sanderson.  
This was reviewed in September 2025 by V Sanderson.  
The next scheduled review is September 2026.