DT Curriculum Policy

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Our Vision

At St Peter's our vision is something that motivates and inspires us and keeps us focused on where we want to go as a school. It's a vision for everyone in the school: the children, staff, parents and governors. It is underpinned by the Bible verse 'All things are possible.' Mark 9:23.

Introduction

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

National 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.*

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of:

- Investigative, disassembly and evaluative activities,
- Focused practical tasks,
- Designing and making assignments.

Aims

At St Peter's Primary School, we aim to:

- Stimulate an enthusiasm for DT from all learners.
- Develop technological skills in materials, control and mechanisms, food technology and textiles.
- Equip children with the resilience and understanding of how to solve technological problems.
- Help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands
- Stimulate curiosity, imagination and creativity
- Provide the opportunity to design for, and consider the needs of, other people/purposes.
- Promote the ability to communicate ideas and information through a variety of media.
- Develop an appreciation of the importance of quality and the process of refining our craft (plan/create/evaluate).
- Develop the ability to identify safety hazards and risks and take appropriate action.

We achieve this through:

- Delivering high quality DT units with a focus on skills and progression.
- Focused and challenging practical tasks.
- A clear cycle of planning, creating and evaluating – taught consistently across all year groups.

Teaching and learning

Pupils will be taught key skills and concepts throughout their unit of study – this will be at the heart of each unit. The children will be given the opportunity to discover and experiment with new methods, skills and techniques. Continuity and progression will be ensured by a consistent use of the plan/create/evaluate cycle of teaching across year groups.

Teachers will be supported with long-term planning, medium-term planning, skills progression documents (broken down by individual year group across each key stage), unit cover pages and final piece outlines. The progression skills map supports teacher's planning and ensures a development of skills and knowledge across year groups. Pupils will be given the opportunity to develop key concepts, skills and attitudes in DT throughout the key stages – all our children will be challenged to create their very best final products. Unit themes for each year group are carefully curated to reflect a broad curriculum and fit in appropriately with the children's learning.

Topics covered include:

- Food and Nutrition
- Structures and
- Textiles

Relationship to other Subjects

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. For example, the children can apply scientific and mathematical knowledge to create products which are functional.

Monitoring and Evaluation

The Design and Technology Subject leader monitors planning and samples of work in all year groups on a termly basis. Findings will be shared with the senior management. Assessment and monitoring will be achieved by pupil interviews, work sampling, classroom displays and tracking.

Resource Management

The Subject Leader will be responsible for ordering equipment and materials related to the theme. It is the responsibility of each class teacher to identify additional resource needs in relation to their project. Equipment and materials have been organised in the central store. This will be maintained by the Design and Technology co-ordinator supported by non-teaching assistants as required. Any shortages, breakages or losses should be reported immediately to the Design and Technology subject leader.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

Policy Agreed:

At a meeting of the Quality of Education committee held on 19 June 2025.

Next Review: May 2028

This policy should be read in conjunction with The Equalities Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance