



St. Hilda's C of E Primary School

Design and Technology Policy

Aims

The aims of Design and Technology are:

To develop knowledge and understanding of materials and components; mechanisms and control systems; structures; existing products, and health and safety

To develop the skills of designing, planning, making, adapting, and evaluating products for a particular purpose

To look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.

To develop an understanding of technological processes, products and their manufacture, and their contribution to our society

To nurture creativity and innovation and become creative and autonomous problem solvers, as individuals and as part of a team.

To reflect on and evaluate present and past design and technology, its uses, and effects.

To promote pupil's spiritual, moral, social, and cultural development

Our curriculum is best understood through the answers to the following three questions:

1. INTENT: WHY DO WE TEACH WHAT WE TEACH?

To help pupils develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

To enable pupils, build and apply their knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users.

To teach pupils how to critique, evaluate and test their ideas and products and the work of others.

To enable pupils to understand and apply the principles of nutrition and learn how to cook.

2. IMPLEMENTATION: HOW DO WE TEACH WHAT WE TEACH?

Teachers will use a variety of creative and practical activities to teach pupils the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Pupils will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.

They will generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Pupils will work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry, and the wider environment].

They will be provided with opportunities to generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; and they will apply their understanding of computing to program, monitor and control their products.

Pupils will select from and use a range of appropriate safe tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing]

They will have opportunities to select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics, functional properties, and aesthetic qualities.

Pupils will be given time to explore and evaluate a range of existing products and evaluate their ideas and products against design criteria including their own design criteria and consider the views of others to improve their work.

They will be given the opportunity to build structures, exploring how they can be made stronger, stiffer, and more stable; and use mechanisms [for example, levers, slides, wheels, and axles], in their products.

3. IMPACT: HOW DO WE KNOW WHAT PUPILS HAVE LEARNT AND HOW WELL THEY HAVE LEARNT IT?

Through a variety of creative and practical activities, pupils will be confident in the knowledge, understanding and skills needed to enable them to engage in an iterative process of designing and making as they draw on other subjects such as mathematics, science, engineering, computing and art. Pupils will be confident to take risks, as they develop and become resourceful, innovative, enterprising and capable citizens and they will understand how key events and individuals in design and technology have helped shape the world

Organisation

Design Technology (DT) is taught in themes in the Early Years and the curriculum covers the seven areas of the Development Matters document.

At St Hilda's C E Primary School, we teach the requirements as set out in the 2014 National Curriculum for all curriculum areas.

DT is taught as discretely from year 1 to year 6, once a week, in alternating half terms.

Links are made between subjects to ensure that children's learning is progressive and cross curricular.

There are a wide range of resources to support the teaching of design technology across the school. Basic resources such as construction materials, cooking, textiles, electric circuits, and tools are kept centrally in the art storeroom.

- Trips and Visits are planned to enhance learning and to give hands on experiences.
- People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children.
- After school clubs

Equal Impact Assessment

We ensure equality and diversity is embedded in all areas of the curriculum. This policy has been assessed for Equality Impact Assessment in February 2020.

Monitoring and Evaluation

The DT lead has an important role to successfully lead a regular programme of monitoring and evaluating the impact of the curriculum.

This includes:

- Pupil voice
- Book scrutiny
- Curriculum monitoring afternoon.
- Moderation
- Lesson observations
- Learning walks

Professional Development

All staff have access to an annual cycle of professional development that is timetabled for weekly sessions on curriculum and is in line with the school development plan priorities. Subject leaders also have individual training and development in line with their roles and responsibilities and in relation to performance management targets.

Health and Safety

Adults will carry out effective risk assessments for all relevant activities.

Children will be taught to recognise and avoid any potential risks and hazards in their environment. They will be expected to be able to explain the reasons for care and attention and to outline the procedures necessary to control the risks for themselves and others.

Policy : January 2026 (KL)