



DT Policy on a Page:



Curriculum Intent:

The intention of our Design Technology curriculum is to encourage all children to foster an interest in designing and making, whilst developing their curiosity about how different technologies operate within the wider world around them. This allows all children to utilise their own creativity and imagination to research, apply, design, make and evaluate real-life products, that have been carefully selected to make cross-curricular links throughout our Curriculum and support retrieval. Our bespoke Curriculum design ensures that children take part in focused purposeful tasks in which they progressively develop practical skills and technical knowledge, spanning across the four disciplines of food, textiles, structures and mechanisms throughout each year group. Each of the units follow a clear design process adhering to a strict design brief; through discussion and research, designing and making, evaluating and modifying their work, children record their achievements in their DT subject exercise books.



Curriculum Vision:

We aspire for our DT curriculum to develop the transferable skills of creativity, problem-solving and critical thinking which pupils can use across the curriculum and beyond. Our Design and Technology curriculum (alongside wider STEM based subjects) aims to develop resourceful and innovative students who are naturally inquisitive to make links in their learning and use technology responsibly – thus preparing them for a rapidly changing world.



Curriculum Sequencing:

Each year group will experience three topics which will cover the following:

**Food
Textiles
Mechanism
Structure/Electrical**

Each of our DT topics follow the same structure including:

**Researching
Applying
Designing
Making and Evaluating**

Within each topic, all children will be drawing upon their ability to observe, imagine and use their memory.



Curriculum Progression:

The curriculum is progressive in many ways.

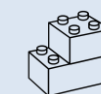
This includes:

- Progression in design, making and evaluating including complexity of tasks.
- Progression in each strand of the curriculum sequencing (leading to clearly defined endpoints) including both substantive and disciplinary knowledge.



Reading as the Beating Heart

Reading is at the beating heart of our Design & Technology (DT) curriculum, supporting pupils' understanding and engagement with real-world contexts and technical knowledge. The incorporation of vital vocabulary is central to every unit, enabling children to confidently use and apply subject-specific language such as "structure," "mechanism," "prototype," and "function." To further embed knowledge, we use bespoke knowledge organisers that provide clear, accessible summaries of key terms, processes, and concepts. These tools not only support reading and comprehension across the curriculum but also empower pupils to become confident designers and problem-solvers.



EYFS as the Bedrock:

Intended EYFS Learning is explored on our EYFS knowledge planner. This relates specifically to the area of **Expressive Art and Design encompassing:**

- 1.) Creating with materials
- 2.) Being imaginative and expressive

However, this also explores:

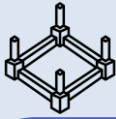
Physical Development: They develop fine motor skills by using tools like scissors, glue sticks, and construction kits.

Understanding the World: Children investigate how things work and begin to make purposeful creations.

Topics are themed to link across topics in the curriculum and to help EYFS to achieve ELG. They also promote the **Characteristics of Effective Learning:** Finding out and exploring, playing with what they know, being willing to 'have a go', being involved and concentrating, keeping on trying, enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things.



DT Policy on a Page:



Strong Foundations:

Our DT curriculum clearly defines the knowledge, and skills children need to learn in Reception and Key Stage 1, guiding teachers in prioritising teaching and assessment.

When weaknesses are identified, such as in fine motor skills or creative expression, staff are given time and training to adapt the curriculum and teaching methods. We focus on creative fluency, ensuring children build confidence gradually without overly complex expectations. DT is taught in one-hour lessons, allowing children to develop foundational skills in drawing and designing and fine and gross motor skills which will support the children in making their creations.

The curriculum is designed to maximise learning time while keeping content purposeful and manageable. 'Speak It' opportunities are integrated to help children discuss their artwork, reflect on their choices, and use key vocabulary.



Inclusive Practice - Meeting the needs of all learners:

Children are supported in Design & Technology through the use of word banks and targeted adult support to develop their understanding of technical vocabulary and processes. Knowledge organisers are used both to pre-teach key concepts and as a reference tool within lessons, helping to reinforce learning, build confidence, and ensure all pupils can access and engage with the DT curriculum effectively.

Specific strategies include:

- **Flexible recording methods:** Allow students to express design ideas through drawings, models, voice notes, or digital tools—not just written work.
- **Visual aids and scaffolds:** Use flowcharts, key word sheets, and step-by-step visuals to support understanding and independence.
- **Adapted tools and environments:** Provide specialist equipment, adjust room layouts, and offer extra time or adult support where needed.



Teaching Pedagogy:

Our DT Progression Plan ensures that key disciplinary knowledge is built upon and revisited over time. Central strands run throughout the DT curriculum, including mechanisms, structures, textiles, food technology, and electrical systems, with design, make, and evaluate acting as the 'golden thread' woven through every unit. These key elements are embedded within our DT curriculum milestones to ensure pupils 'know more, remember more, and can do more', enabling them to develop as confident, creative, and reflective designers with a clear understanding of real-world applications.



Developing Cultural Capital:

At Parish, we embed different opportunities for the children within our DT long term plan to enhance the children's learning and experience within school and the wider community.

Each topic highlights 'Real world link' for the skills they will be developing in the topic. This could be cross curricular links (healthy diet in science or measure in maths) or links to future careers (Engineers and electricians). All projects are also provided with a real-life context.



Rainbow Promises

Our Design and Technology curriculum at Rainbow Promises empowers children to become resilient, articulate, and aspirational learners by fostering problem-solving, iterative thinking, and a growth mindset. Through hands-on challenges and collaborative discussions, pupils learn to express ideas clearly, justify design choices, and reflect using subject-specific vocabulary. By exploring real-world problems and careers in engineering, design, and technology, they see how creativity and innovation can shape the future. Curiosity is nurtured through experimentation and inquiry, while British and Christian values are embedded by promoting respect, responsibility, and ethical decision-making. A progressive structure ensures continuous development of technical skills and creativity, and health and wellbeing are supported through safe practices and purposeful design that enhances lifestyles and environments.



Staff CPD:

Our DT subject champion attends regular LDST subject networks to share good practice.

Regular practical DT training provided for teaching staff.

DT association used for regular updates and enhancements.



Assessment:

In Design & Technology, teachers assess against statements linked to the specific DT strand being taught each term, such as mechanisms, textiles, or food technology. The design, make, and evaluate process is consistently assessed throughout the year, as it is a core element woven through every DT unit.

Assessment is primarily formative, taking place continuously during the unit to support pupils in developing both their substantive knowledge (technical skills and concepts) and disciplinary knowledge (design thinking and problem-solving).