Trinity St. Peter's

Church of England Primary School

where children shine

DT Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision

At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

DT Vision Statement:

Design and Technology at Trinity St Peter's enables pupils to become confident designers, makers and evaluators who can solve real-life problems creatively. Through purposeful and practical projects, pupils develop technical understanding, apply skills safely and independently, and understand the importance of high quality cooking and nutrition.

Our DT curriculum develops problem solving, resilience and critical thinking skills, preparing pupils for later life in an increasingly technological world. Pupils learn to think, create and evaluate as designers, applying their knowledge to real and meaningful contexts.

Intent

The purpose of our DT curriculum is to equip every child with the knowledge, skills and attitudes they need to thrive as designers and problem solvers.

We implement the National Curriculum, to deliver a high-quality, engaging curriculum that inspires pupils to become critical and creative thinkers. The curriculum is designed to develop children's understanding of the product design cycle through ideation, creation, and evaluation. We aim to foster a culture of experimentation and resilience, encouraging pupils to take risks, reflect on their work, and learn from mistakes. Pupils build technical knowledge and practical skills across key areas.

Our curriculum is designed to develop key learning behaviours for later life, including problem-solving, resilience, critical thinking and collaboration. Pupils are encouraged to take risks, learn from mistakes and reflect on their work in order to improve outcomes. Through this, they are prepared not only for the next stage of education but for life beyond school.

The curriculum is carefully structured using a progressive scheme (Kapow Primary) to ensure that pupils build on prior learning and achieve clearly defined end points.

Implementation

All of our children will have consistent access to a broad, balanced and high-quality Design and Technology curriculum which will:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing 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
- Enable pupils to critique, evaluate and test their ideas and products and the work of others
- Help pupils to understand and apply the principles of nutrition and learn how to cook

In addition to this curriculum, we teach DT through the school's core values:

Service – Hope – Imagine – Nurture - Enjoy

Service

With Christ at the centre, Design and Technology is more than a subject; it is a way for children to reflect the creativity of God. Created in His image, we are called to be makers, problem-solvers and compassionate stewards of His world. Our Design and Technology curriculum is rooted in the belief that every child has the potential to achieve excellence and serve others through purposeful design that responds to real needs. Through engaging, meaningful projects, children develop a sense of awe and wonder for the world around them and learn how thoughtful design can help and serve their communities.

Hope

Learning through design empowers pupils to embrace challenge, persevere through setbacks, and grow through reflection. By engaging fully in the *design, make, evaluate* cycle, children learn that mistakes are a valuable and necessary part of the creative process. Our DT curriculum promotes a growth mindset, helping pupils understand that success is achieved through effort, resilience and thoughtful improvement. Through the curriculum driver of *resilience*, children are encouraged to take risks, become resourceful and innovative, and develop confidence as capable, enterprising learners who see challenges as opportunities rather than obstacles.

Imagine

Our Design and Technology curriculum is crafted to ignite curiosity and ambition in every child. We nurture imaginative thinking by encouraging pupils to explore ideas, experiment with materials and reimagine solutions to problems. Through exposure to real-world contexts and emerging technologies, children are inspired to dream big, think creatively, and begin to see themselves as designers and inventors of the future.

Nurture

The curriculum provides a safe, inclusive and stimulating environment where children can express ideas, solve problems and experience the joy of making. Hands-on, creative learning supports positive mental health, emotional regulation, and the development of self-belief. We believe that purposeful creativity and practical learning experiences are powerful tools for personal growth. By valuing each child's ideas and encouraging collaboration, our DT curriculum nurtures confidence, independence and wellbeing.

Enjoy

We want our children to enjoy the challenge and satisfaction that comes from being a designer. Pupils are guided through the *design, make, evaluate* process to create products that solve real and relevant problems, taking into account their own and others' needs, wants and values. Safety is a core priority: children are taught to use tools and equipment responsibly, and in Food and Nutrition, food hygiene and safe handling are embedded before practical work begins. Learning about healthy diets and lifestyles is woven throughout the curriculum.

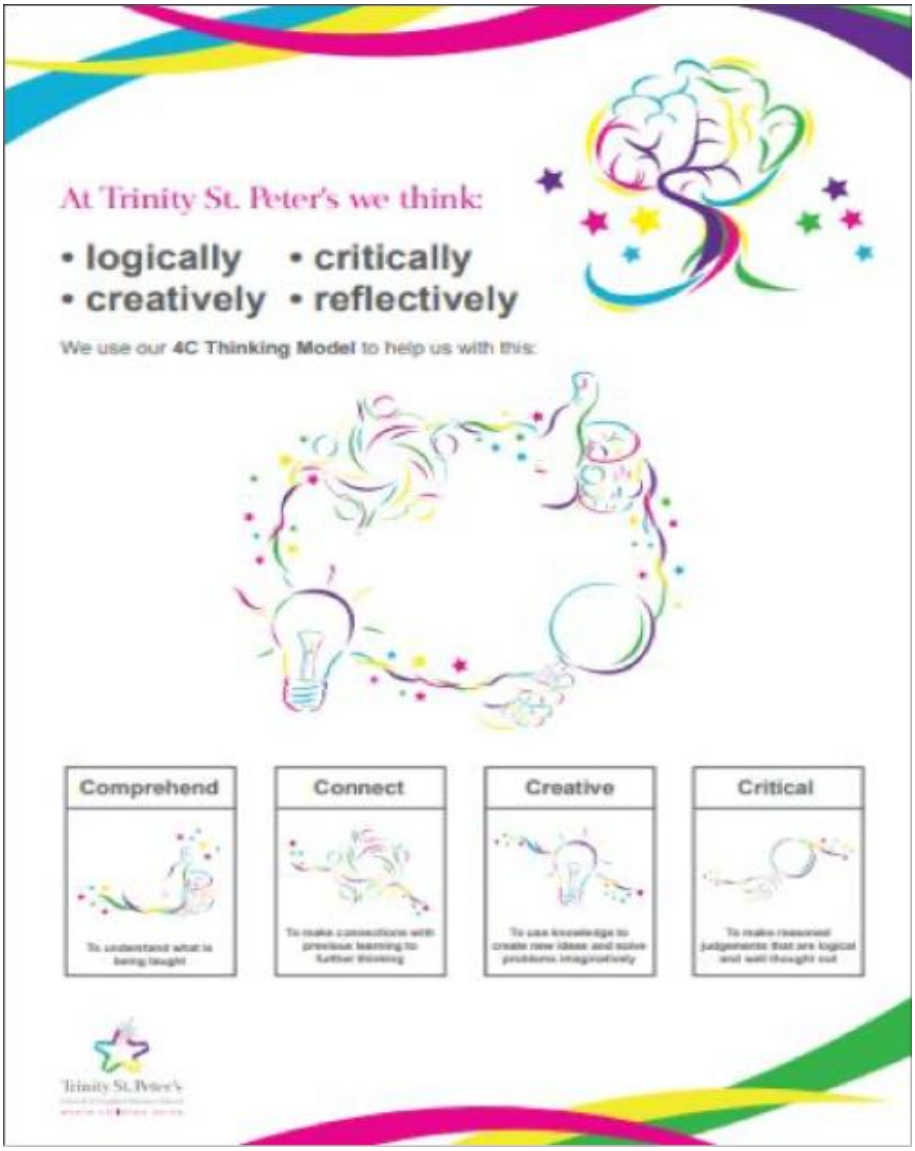
We support children in becoming happy, healthy individuals who feel safe, included and confident to succeed.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible citizens. Through success, we raise aspirations and broaden horizons by helping children understand how achievement links to future goals. Carefully planned, real-life design scenarios and visits from professionals working in technology-related careers provide tangible role models, inspiring pupils to aim high, work hard and believe in their potential to succeed in an ever-changing world.

4C Thinking Model

We also embed the school's 4C Thinking Model into all DT lessons.

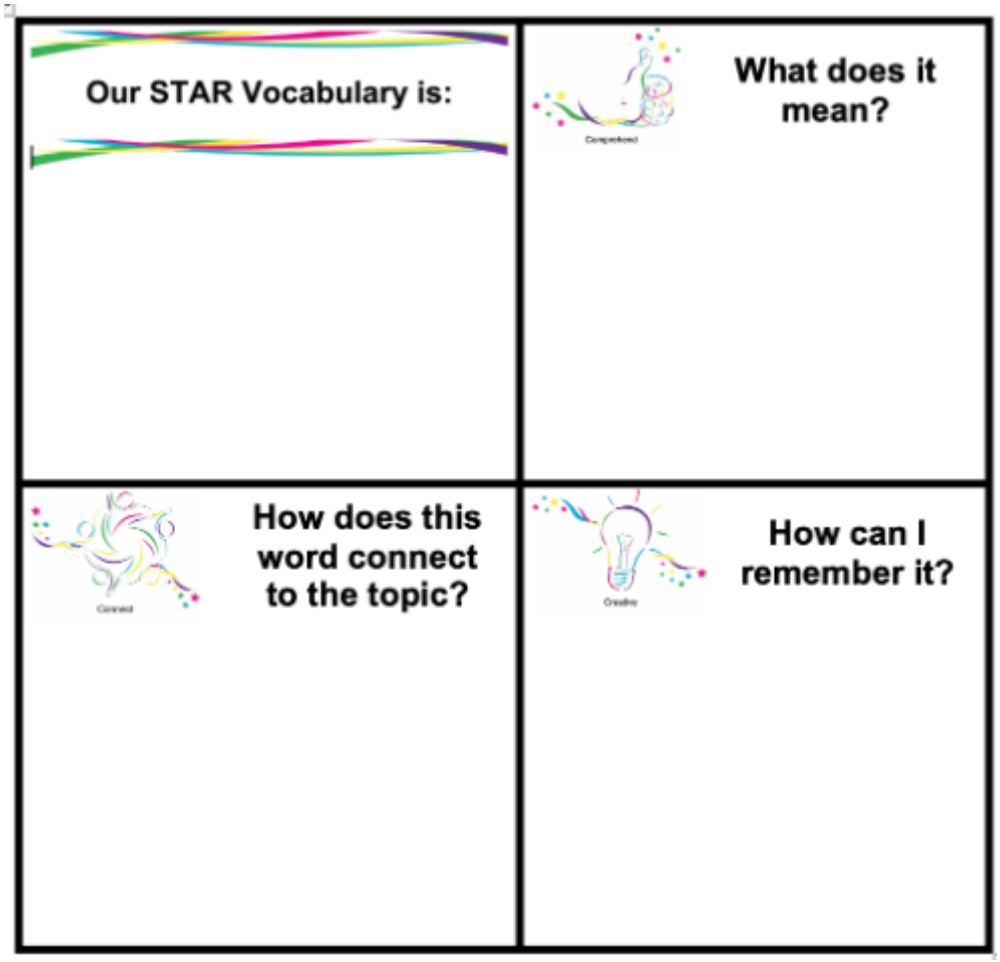
The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in DT. It supports pupils in understanding new concepts, linking prior learning, generating ideas and evaluating outcomes. Teachers plan opportunities for pupils to think critically and reflect on their work throughout the design process. Thinking Maps are used where appropriate to support pupils in organising and developing their ideas.



Vocabulary is VITAL

Valued	We value vocabulary in design technology and it underpins everything we do.
Identified	Design technology vocabulary is identified by the design technology subject leader and is explicitly planned for.
Taught	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key design technology vocabulary and the design technology medium term plans include additional vocabulary to be taught.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in design technology.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key design technology vocabulary

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.



EYFS

Through an **'explosion of experiences',** our youngest designers are exposed to the foundations of their DT learning. Carefully planned DT knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our design technology curriculum in EYFS. Design vocabulary is planned for. Staff are role models in demonstrating design technology vocabulary and this is further enhanced in our excellent provision. The foundations of DT learning in EYFS is linked to Year 1 and beyond.

Both our staff and children are enthusiastic about **Design Technology**. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the subject they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they can be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Combining the scheme of work with our pedagogy ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Our Design and Technology curriculum is supported by the Kapow Primary scheme of work. This provides a clear and progressive structure, ensuring full National Curriculum coverage across all year groups. Kapow units are carefully sequenced to build knowledge and skills over time, with a focus on the key strands of Design, Make, Evaluate and Technical Knowledge. Teachers use Kapow planning, alongside professional judgement, to adapt lessons to meet the needs of all pupils.

We firmly believe that all children should have full access, including those with additional needs, to our Design Technology curriculum therefore lessons are adapted where appropriate in order to meet the needs of all our children.

Sequence Structure

Design Technology sequence structure	
Phase 1 – Research and Experiment	• Prior DT learning revisited • Introduction to a real designer, engineer or existing product to inspire learning • Exploration of existing products and design features • DT outcome for the unit shared with children • Knowledge organiser introduced
Phase 2 – Plan and Create	• Medium term planning to inform lessons • New DT skills taught by modelling then hands-on exploration • Vocabulary explicitly taught through Knowledge Organiser • Quality First Teaching
Phase 3 – Reflect	• Evaluate final product against design criteria • Identify strengths and areas for improvement • Reflect on skills, knowledge and process • Share and discuss outcomes with others • Children know more and remember more

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Design Technology lesson structure	
Phase 1 – Recap and Connect	• Recap previous learning and activate prior knowledge • Refer to Knowledge Organiser • Introduce and teach STAR vocabulary • Link to previous DT learning and real-life context •
Phase 2 – Teach and Create	• Teach new knowledge and skills through modelling • Opportunities for pupils to generate and develop ideas • Practical making and application of skills • Use of vocabulary in discussion and explanation •
Phase 3 – Evaluate and reflect	• Evaluate work against design criteria • Discuss what worked and what could be improved • Use subject-specific vocabulary to explain thinking • Formative assessment to inform next steps

Design and Technology Process

To support pupils in understanding and navigating the design process, a consistent *colour dot system* is used throughout Design and Technology learning. Each lesson objective is accompanied by a coloured dot which represents a specific stage of the design journey. This visual approach enables pupils to clearly identify where their learning sits within the wider process of designing, making and evaluating, and helps them make meaningful links between knowledge, skills and final outcomes. The colour dot system promotes independence, supports pupils in reflecting on their work, and ensures consistency in teaching, learning and assessment across the school. By using a shared approach alongside Art and Design, pupils develop a coherent understanding of creative and technical processes across the curriculum.

Colour Dot Key:

- 🟠 **Orange – Research:** Exploring existing products, users and purposes; investigating how things work
- 🔴 **Red – Experiment:** Testing materials, tools, mechanisms and technical skills through hands-on exploration
- 🟢 **Green – Plan:** Designing and developing ideas, creating annotated drawings and preparing for making
- 🟡 **Yellow – Create:** Making the final product using appropriate tools, techniques and materials
- 🔵 **Blue – Evaluate:** Testing, evaluating and refining products, identifying strengths and areas for improvement

This consistent use of colour supports pupils in understanding that Design and Technology is an iterative process, where ideas are continually developed and improved over time.

Each new unit begins with a clearly presented title page including the term (e.g. Autumn 1), the title of the topic, the subject (Art or Design and Technology), and a relevant image or visual stimulus.

Oracy in DT

Opportunities for structured talk are embedded throughout DT lessons. Pupils are encouraged to explain their ideas, justify decisions and evaluate outcomes using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- "I chose this because…"
- "This worked well because…"
- "Next time I would improve…"

This supports deeper understanding and strengthens pupils' ability to think and communicate as designers.

DT Long Term Plan

All our planning is based on our key principles and intent for our curriculum.			
Year Group	**Autumn**	**Spring**	**Summer**
Reception	Junk Modelling	Textiles: Bookmarks	Structures: Boats
Year 1	Structures: Stable Structures	Textiles: Simple stitches	Cooking and Nutrition: Fruit and Vegetables
Year 2	Structures: A Chair for Baby Bear	Cooking and Nutrition: Balanced Diet	Textiles: Pouches
Year 3	Cooking and Nutrition: Eating seasonally	Mechanical Systems: Pneumatic Toys	Structures: Product Packaging
Year 4	Structures: Pavilions	Mechanical systems: Mechanical cars	Cooking and Nutrition: Adapting a Recipe
Year 5	Electrical Systems: Wobble bots	Digital world- Monitoring devices	Cooking and Nutrition: What could be healthier?
Year 6	Textiles: Clothes or Accessories	Structures: Playgrounds	Digital World: Navigating the World

Progression Documents

A comprehensive set of progression documents from Kapow Primary supports teachers in understanding how knowledge and skills build from EYFS to Year 6. These documents ensure clear progression in design, making skills, evaluation and technical knowledge across the curriculum.
These are all accessed by staff through Kapow (and are not published in entirety here due to copyright reasons).

Progression of skills and knowledge — **Structures**

		EYFS (Reception)	
		Junk modelling	Boats
Skills	Design	• Making verbal plans and material choices. • Developing a junk model.	• Designing a junk model boat. • Using knowledge from exploration to inform design.
	Make	• Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together.	• Making a boat that floats and is waterproof, considering material choices.
	Evaluate	• Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model.	• Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.
Knowledge	Technical	• To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model.	• To know that 'waterproof' materials are those which do not absorb water.
	Additional		• To know that some objects float and others sink. • To know the different parts of a boat.

Assessment in DT

Assessment in Design and Technology is ongoing and based on pupils' ability to design, make and evaluate, alongside their application of technical knowledge. Teachers assess pupils through:

• Observation during practical tasks
• Discussion and pupil voice • Evaluation of final products
• Review of design work and recorded outcomes

Assessment takes place at key points:
• Start of unit – prior knowledge and understanding
• During lessons – teacher observation and feedback
• End of unit – evaluation of final product and reflection

Assessment is used to inform future planning and ensure progression across year groups. Kapow assessment tools and guidance support teachers in making accurate judgements about pupils' attainment and progress in Design and Technology. Kapow lessons follow a clear design process which aligns with our whole-school DT structure of Design - Make - Evaluate.

Subject Leadership and Monitoring

The Design and Technology subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

• Reviewing planning and curriculum coverage
• Conducting book and portfolio scrutiny
• Gathering pupil voice
• Monitoring progression and outcomes
• Supporting staff through CPD and guidance

Monitoring ensures that the DT curriculum is implemented consistently and that all pupils receive a high-quality DT education.

Impact

Our well-constructed and well-taught Design Technology curriculum leads to great outcomes. Our results reflect what our children have learnt. Our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills through a growth mindset approach to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. Pupils are able to confidently talk about their learning, explain their design decisions and evaluate their work using appropriate vocabulary. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency through disciplinary literacy in DT lessons.

The impact of the DT curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate

Policy reviewed: 2025/26

Next review: 2027/28