Subject Policy
for Design Technology

Subject Lead	Kay Barrett
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Next review	September 2026
Shared with Governors	PENDING APPROVAL
Signature of Chair of Governors	Signature of Headteacher

Overview of Updates		
Date	Amendment	Staff

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

National Curriculum

The **Early Years Foundation Stage (EYFS)** strives to develop of a child's gross and fine motor skills, with Design Technology being woven into this to prepare children for their learning in KS1. In the National Curriculum for EYFS, the emphasis is on encouraging curiosity, exploration, and developing foundational skills that will allow the children to learn about expression through modelling with a variety of materials.

Pupils should be taught:

- How to create 3d objects
    - Use explore using different items of different shapes and materials to build
    - To use different joining techniques to combine object together.

The National Curriculum for DT outlines the expectations for **Key Stage 1 (KS1)** and **Key Stage 2 (KS2)**.

- 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,

Aims

This policy aims to:

- Support the delivery of a high-quality Design Technology education, ensuring continuity and progression in knowledge and skills from Early Years to Key Stage 2.
- Develop pupils' understanding and knowledge of key engineers and their work.
- Gain and use a wide range of terms and vocabulary associated with Design Technology.
- Encourage critical thinking and the exploration across a range of Design Technology strands.
- Promote inclusivity by reflecting diverse engineers.
- Develop pupil's cultural capital by teaching them about significant engineers and their work.

Intent

At Stubbins Primary, we believe that Design Technology is at the heart of our lives. With our carefully designed curriculum, we endeavour to ensure that every child develops practical skills and gains an appreciation of the importance of innovation. Our pupils are taught how Design Technology affects and shapes our lives and impact it as made on the world around us. The children are taught to think and behave as engineers and inventors, to explore, design and create, critique the work of others and themselves in order to develop a range of skills which repeat and progress throughout their time at Stubbins. Through our carefully planned and sequenced curriculum, we provide opportunities for pupils to:

- Develop key skills across each area of DT:-
    - Mechanisms
    - Electrical design
    - Structures
    - Food technology
    - Textiles
    - Pneumatics

We have ensured our DT curriculum aligns with many of our school's core values, in particular those of creativity, resilience, respect and curiosity. By studying how some engineers have overcome personal challenges, children are taught to develop their own resilience skills.

Implementation

At Stubbins, DT is delivered through subject specific teaching, organised into 3 half-termly units per year group. To achieve our intent, DT is taught as a discrete subject within a carefully planned curriculum that ensures progression of skills and knowledge.

DT is integrated across all key stages to ensure a progressive and cohesive learning experience:

- Early Years Foundation Stage (EYFS): Children develop a sense of DT by exploring and creating their own models.
- Key Stage 1: Pupils begin to explore significant engineers and explore mechanisms. Structures, textiles and food technology.
- Key Stage 2: A more detailed study engineers and their work, explore more mechanisms, structure techniques, food technology, textiles and electrical systems.

Our approach includes:

- A structured long-term plan ensuring full coverage of the National Curriculum.
- Thematic and chronological teaching approaches to support knowledge retention.
- Use of high-quality resources, including a variety of examples and models, images, books, digital content and media.
- Study of engineers that encourage children to respond to, evaluate and form opinions.
- Regular assessment through formative and summative strategies, including quizzes, discussions, and project work.
- Continuous professional development for staff to enhance subject knowledge and effective teaching strategies.
- Use of high-quality teaching strategies, including modelling, scaffolding, and pre-teaching of vocabulary to support all learners.

Long Term and Medium Term Planning

Our DT Curriculum has been carefully mapped out across a Long Term plan to show careful progression across the school. The subject has its own long term plan alongside year group curriculum documents which detail the skills, strands and order of teaching. Our DT curriculum is a broad and balanced curriculum which has been carefully planned and sequenced to allow children to build children's knowledge and skills over time. It ensures the skills, knowledge and vocabulary are taught in a sequentially coherent way.

Medium term plans carefully show the knowledge and skills which must be taught within each unit. These plans provide the key vocabulary, prior knowledge and skills and clear learning outcomes for teachers to build their own weekly planning from.

Vocabulary

Staff will use and model explicitly the subject specific vocabulary related to the DT unit being taught.

Resources

We use examples of real world products that the children can deconstruct to stimulate their curiosity and deepen their understanding. We also use models, high quality images and media to support children's learning.

Impact

Our DT curriculum is designed in such a way that children can talk confidently about what they have been learning and the skills they have developed. Children are engaged in lessons and can recall their learning over time using subject specific vocabulary. Across the school, DT booklets evidence that DT is taught at an age-appropriate standard and shows progression of skills.

Our curriculum is bespoke to our school and is designed to form a strong foundation for pupil's study of Design Technology at Key Stage 3 and beyond.

Children will:

- Be able to talk about engineers and the products they have invented or improved.
- Be curious and inquisitive about how things work. .
- Have well-developed skills that will support them through life.
- Meet the end of key stage expectations outlined in the national curriculum for DT.

The impact of our DT curriculum is reflected in pupils who:

- Develop a deep understanding of DT skills and concepts and can articulate their knowledge confidently.
- Can share their knowledge of key engineers and discuss their creations and impact.
- Show progression in their DT knowledge and skills, as evidenced through assessment data, discussions, and work produced.
- Are well-prepared for the next stage of their education with a secure foundation in DT skills and knowledge.

Assessment Opportunities

Stubbins is developing assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our DT curriculum can be constantly monitored through both formative and summative assessment opportunities. DT assessment is ongoing throughout to inform teachers with their planning of future lessons, activities and adaptive teaching. Summative assessment will be completed at the end of each unit and used to inform leaders of school improvements or skills that need to be further enhanced.

Formative assessment

Formative DT assessment is ongoing throughout units to inform teachers with their planning of future lessons, activities and adaptive teaching. By holding discussions where children explain their thoughts, ideas and responses to DT, teachers can assess children's knowledge of DT. Through looking carefully at children's work booklets, teachers can assess children's progress in skills taught and support, scaffold and provide opportunities for extra practice in lessons.

At the end of each school year pupils will be assessed within 1 of the following bands:

- Working Towards the curriculum (WT)

- Working at Expected (EXP)t

Assessment in DT is ongoing and ensures that pupils are making progress. Other ways of assessing learning includes:

- Teacher Observations: Monitoring engagement, participation, and historical thinking skills during lessons.
- Pupil Voice: Encouraging children to reflect on their learning experiences and express their understanding of topics.
- Work Scrutiny: Reviewing pupils' DT work to ensure progression and depth of understanding.

Regular monitoring, including lesson observations, pupil voice, and work scrutiny, ensures that our DT curriculum is effectively delivered and continues to meet the needs of all learners.

Inclusion

We endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Equal emphasis will be given to the roles of both men and women in society, without reinforcing gender, religious or cultural stereotypes.

We are committed to ensuring that our DT curriculum is accessible and meaningful for all learners. This includes:

- Representing diverse voices and perspectives, including those of different ethnicities, genders, and socioeconomic backgrounds.
- Ensuring teaching materials reflect a balanced view of DT and engineers to ensure a range of cultures and experiences are represented.
- Adapting lessons to meet the needs of all pupils, including those with SEND and EAL learners.
- Encouraging respectful discussions that allow pupils to express their thoughts and learn from each other's perspectives.
- Challenging stereotypes and promoting a broad, inclusive understanding of cultures.
- Providing opportunities for SEND pupils through tailored support, including visual aids, hands-on learning experiences, and adapted resources.
- Implementing high-quality teaching strategies such as scaffolding, modelling, and pre-teaching of key vocabulary to support understanding and accessibility for all learners.

Additionally, promoting awareness of the Protected Characteristics outlined in the Equality Act 2010 ensures that pupils understand the value of diversity and respect for others. This includes fostering an appreciation for differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, helping students develop a respectful and inclusive attitude towards everyone.

Cross Curricular links

DT provides valuable opportunities for learning across different subjects, including:

- English: Developing DT skills inspired by books and themes read. Geography: By linking DT to geography lessons, children can explore a wide range of themes such as colour, line and texture.
- History: Exploring historical inventions, architecture, and cultural influences .

Links to Other Policies

This policy should be read alongside the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality and Diversity Policy
- Assessment Policy
- PSHE and Citizenship Policy
- English Policy
- Geography Policy

- Art Policy