



Field View
Primary School

Curriculum Policy

Design and Technology

Making a difference



Updated: January 2026

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St Martin's
Multi Academy Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Subject: Design and Technology

To Design, Make, Evaluate, Improve

Intent



Curriculum Intent

At Field View Primary School, our Design and Technology curriculum is designed to develop secure technical knowledge alongside the progressive practical and creative skills children need to design, make, evaluate and improve purposeful products. Using carefully sequenced progression documents, learning builds cumulatively from Nursery to Year 6. Children revisit and deepen key knowledge and skills while becoming increasingly confident, capable and independent designers and makers.

We believe that effective design begins with a purpose. Children are presented with meaningful contexts and design challenges that require them to consider the intended user, purpose and function of a product. Rather than simply following instructions to make an object, children investigate existing products, identify needs and use their developing technical knowledge and practical skills to create purposeful solutions.

We provide a broad, balanced and ambitious Design and Technology curriculum that is accessible to all children and underpinned by high expectations. Children progressively develop their knowledge and skills across structures, mechanisms, textiles, electrical systems and cooking and nutrition. They learn how products are designed and constructed and develop the practical skills required to work safely and accurately with an increasingly wide range of tools, materials and components.

Vocabulary, reading and oracy are central to our curriculum. Children are explicitly taught how to communicate ideas clearly, explain and justify design decisions, evaluate products against design criteria and use subject-specific technical vocabulary accurately. Practical experiences and meaningful design challenges allow children to apply their learning, solve problems and understand the relevance of Design and Technology to everyday life and the wider world.

Our curriculum ensures that all children, regardless of background or starting point, develop the knowledge, skills, creativity and cultural capital needed for future learning and life beyond primary school. Through designing, making, evaluating and improving, children develop creativity, resilience, problem-solving skills and the confidence to learn from ideas that do not work as initially intended.



Curriculum Aims

We want children to be able to:

- Develop secure technical knowledge and apply progressive practical and design skills.
- Investigate and evaluate existing products to understand how and why they have been designed and made.
- Identify the intended user, purpose and function of a product.
- Use research and investigation to develop appropriate design criteria.
- Generate, communicate, develop and refine design ideas.
- Use technical knowledge to make informed decisions about structures, mechanisms, textiles, electrical systems and other components.

- Select and use a range of tools, equipment, materials and components safely, accurately and effectively.
- Design and make purposeful, functional and appealing products that respond to a defined user and purpose.
- Test and evaluate products against their design criteria and identify meaningful improvements.
- Communicate confidently using subject-specific technical vocabulary through speaking, reading and writing.
- Apply relevant knowledge and skills from mathematics, science, computing and art where these enhance designing and making.
- Understand and apply the principles of nutrition and healthy eating and develop appropriate cooking skills.
- Develop creativity, resilience and problem-solving skills through practical challenges.
- Become confident and increasingly independent designers and makers who are prepared for the next stage of education and life beyond primary school.

Implementation



Teaching Approach

Teaching across the Design and Technology curriculum is inclusive, engaging and knowledge rich. Lessons follow a clear sequence where new learning builds upon previously taught knowledge and skills. Teachers explicitly teach and model technical knowledge, practical techniques and the safe use of tools and equipment before children are expected to apply these independently.

Each unit is centred around a purposeful design challenge. Children consider who they are designing for, what the product needs to do and the criteria that will determine whether it is successful. Where appropriate, children investigate and evaluate existing products to develop their understanding of function, construction, materials and design choices.

Children acquire the technical knowledge and practise the practical skills required for each unit before designing their own product. This ensures that design decisions are informed by what children know and can do, rather than designing an outcome before they have developed the knowledge required to make it successfully.

Teacher modelling enables children to understand how tools, materials, components and techniques can be used safely and effectively. Children are then given opportunities to practise and refine these skills before applying them with increasing accuracy and independence.

Oracy is embedded throughout the curriculum to develop children's confidence in speaking, listening and explaining their thinking. Children are encouraged to use full sentences, justify design decisions, explain technical processes and evaluate products using accurate subject-specific vocabulary. Key vocabulary is explicitly taught, revisited and applied across units to support understanding and long-term retention.

Learning is adapted to meet the needs of all children through adaptive teaching, ensuring all children can access and succeed within the curriculum. Appropriate resources, scaffolds and adaptations enable children to participate fully while maintaining ambitious expectations.



Lesson Structure

Lessons follow a consistent structure within a carefully sequenced unit, enabling children to develop the knowledge and practical skills required before applying them independently through the design, make, evaluate and improve process.

- Key vocabulary is explicitly taught, revisited and displayed to develop understanding and support children in using accurate technical language throughout the unit.
- Children are introduced to a purposeful design challenge and consider the intended user, purpose and function of the product.
- Children investigate and evaluate relevant existing products where appropriate, considering how they work, how they have been constructed, the materials and components used and how successfully they meet the needs of their intended users.
- Teachers explicitly teach relevant technical knowledge and provide clear modelling of the tools, materials, components, techniques and processes required for the unit. Children practise these skills before applying them to their own product.
- Each lesson includes an oracy question linked to the learning intention and task, encouraging children to explain technical knowledge, discuss existing products, justify design decisions and use full sentences confidently.
- Once children have developed the required knowledge and practised the relevant skills, they design their product. Children generate and develop ideas and make purposeful choices about materials, components, construction and appearance, taking account of the intended user, purpose and agreed design criteria.
- Children make their product, selecting and using appropriate tools, materials and components safely and with increasing accuracy and independence. Children apply the knowledge and skills developed throughout the unit and respond to practical problems that arise during the making process.
- Children test and evaluate their completed product against the design criteria, intended purpose and needs of the user. They use subject-specific vocabulary to explain their decisions, identify strengths and suggest meaningful improvements.
- Where appropriate, children use their evaluation to refine or improve aspects of their product or explain how they would develop their design further.

Safety is explicitly taught throughout Design and Technology. Before practical activities, children are taught how to use tools, equipment and materials safely and responsibly. Where lessons involve preparing, cooking or tasting food, allergies, intolerances and dietary requirements are carefully considered to ensure children can participate safely.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build on prior learning from Nursery to Year 6.

Children study three Design and Technology units each year. Key areas of learning, including structures, mechanisms, textiles, electrical systems and cooking and nutrition, are revisited across the curriculum so that children build increasingly secure technical knowledge and practical skills.

Each unit has clearly mapped knowledge and skills progression, allowing children to revisit, apply and deepen their understanding over time. Technical knowledge and practical skills are taught before children are expected to apply them independently through designing and making. As children progress through the school, they encounter increasingly complex design challenges and are expected to make more informed and independent decisions.

Learning is designed around the iterative process of investigating, designing, making, evaluating and improving. Children learn that successful products are designed for a particular user and purpose and that testing, evaluation and refinement are integral parts of the design process.

Cooking and nutrition forms an important part of the curriculum. Children develop practical cooking skills alongside an understanding of nutrition, healthy eating and where food comes from. They learn to prepare and cook food safely and hygienically, with increasing independence.

Vocabulary, reading and oracy are central to curriculum design. Key technical vocabulary is explicitly planned and revisited to support understanding and communication. Opportunities for discussion, questioning, problem-solving and evaluation are embedded across units to develop confidence, reasoning and independence.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate scaffolding where needed. Children are challenged and supported, ensuring every child can access, engage with and succeed within the curriculum.



Planning and Resources

Planning is supported through detailed medium term plans which clearly identify the knowledge, skills and vocabulary taught within each unit. Units are carefully sequenced using progression documents to ensure knowledge and skills build progressively from Nursery to Year 6.

Each unit is planned around a purposeful design challenge. Planning identifies the intended user and purpose, relevant technical knowledge, practical skills and design criteria. Individual lessons are sequenced so that children acquire and practise the knowledge and skills they need before applying them through designing, making, evaluating and improving.

Each unit includes an oracy bullseye to support the development of speaking and listening skills, enabling children to communicate ideas confidently using subject-specific technical vocabulary.

Teachers use a wide range of high-quality resources appropriate to the planned curriculum. These include construction materials, textiles, mechanisms, electrical components, joining materials, tools, cooking equipment and other resources required to develop children's technical knowledge and practical skills.

Resources and equipment are selected, organised and used safely. Children are explicitly taught how to use appropriate tools and equipment correctly and develop increasing responsibility and independence as they progress through the school.



Early Years Foundation Stage (EYFS)

In EYFS, the foundations of Design and Technology are developed through opportunities across Expressive Arts and Design, Physical Development and Understanding the World. Children explore how materials can be used, joined, shaped and changed and begin to develop the practical skills, curiosity and problem-solving abilities needed for future learning.

In Nursery, children explore a range of materials and construction resources through purposeful play and adult-guided experiences. They begin to join, stack, build, shape and combine materials and use simple tools with support. Children are encouraged to talk about what they want to make, make choices about materials and notice what happens when they change or combine them.

In Reception, children build upon these experiences by planning and creating with increasing purpose. They select from a range of materials and tools, explore different ways of joining and constructing and

begin to adapt their ideas when something does not work as intended. Children are encouraged to talk about what they have made, explain simple choices and consider how their creations could be improved.

Children also develop early knowledge and skills related to food through appropriate experiences involving food preparation, healthy choices and discussion about where food comes from.

Adults support learning by modelling the safe use of tools and materials, introducing relevant vocabulary, asking purposeful questions and encouraging children to solve practical problems. A balance of independent exploration and guided practice enables children to develop fine motor control, creativity, resilience and the foundational technical knowledge and practical skills needed for future Design and Technology learning.



Assessment

Formative Assessment

Assessment in Design and Technology is ongoing throughout each unit. Teachers use observation, questioning, discussion, retrieval activities and responses to oracy questions to assess children's understanding and progress. Teachers also observe practical tasks, independent learning and children's use of subject-specific vocabulary to assess how securely technical knowledge and practical skills are being developed and applied.

Assessment reflects the full learning journey across the unit. Children develop relevant knowledge and practise key technical and practical skills before applying these through investigating, designing, making, evaluating and improving. Teachers assess children's understanding across all stages of this process rather than relying solely on the quality of the final product.

Assessment considers children's technical knowledge, practical skills, design decisions, safe and effective use of tools and materials, ability to respond to the intended user and purpose, and ability to test, evaluate and improve their work. The finished product forms one part of this wider assessment and is considered in relation to the agreed design criteria rather than appearance alone.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of knowledge and skills across the whole unit. Assessment is recorded through a range of evidence, including written work, design development, practical work, completed products, evaluations, discussions, recorded discussions and photographs. Digital evidence may also be used to capture practical learning experiences.

Teachers use unit assessment guidance to assess children's learning and track progress across key subject-specific knowledge and skills, ensuring a comprehensive picture of each child's development across the curriculum. Teacher assessment and children's self-assessment are both recorded, enabling children to reflect on their own learning and identify strengths and areas for development.

Use of Assessment

Assessment information is used to inform future planning and ensure all children make good progress in Design and Technology. Using the assessment guidance, children are assessed as either working below, towards or at expected levels. Teachers identify gaps in knowledge and skills, revisit key learning where necessary and adapt teaching to provide appropriate support or challenge for all children.

Assessment outcomes also support curriculum evaluation, ensuring units remain ambitious, progressive and effective in meeting the needs of all learners. The subject leader monitors assessment across the

school to ensure consistency and identify any gaps in learning. Assessment information is shared with parents, while children's self-assessment supports the development of metacognitive skills by helping children understand what successful learning in Design and Technology looks like and take ownership of their progress.



Inclusion

We are committed to an inclusive curriculum that enables all children to access and succeed. Through adaptive teaching, reasonable adjustments, and ongoing formative assessment, teachers remove barriers and support understanding through scaffolding. Additional adults are deployed effectively to support access to high-quality teaching and develop independence. This ensures all children, including those with SEND, can make strong progress.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure technical knowledge and progressive practical and design skills.
- Understand and confidently apply the process of investigating, designing, making, evaluating and improving.
- Investigate and evaluate existing products and use this knowledge to inform their own design decisions.
- Design purposeful and functional products for a defined user and purpose.
- Generate, communicate and develop ideas against appropriate design criteria.
- Select and use a range of tools, materials, components and equipment safely and effectively.
- Apply increasingly sophisticated technical knowledge across structures, mechanisms, textiles and electrical systems.
- Make products with increasing accuracy, control and independence.
- Test and evaluate products against their design criteria, intended purpose and the needs of the user.
- Identify meaningful improvements and understand that testing and refinement are important parts of the design process.
- Use subject-specific technical vocabulary confidently to explain and discuss their learning.
- Apply appropriate knowledge from other curriculum areas when designing and making.
- Understand the principles of nutrition and healthy eating and develop appropriate practical cooking skills.
- Demonstrate creativity, resilience and problem-solving when responding to design challenges.
- Have met the National Curriculum requirements for Design and Technology.
- Be prepared for the next stage of education as knowledgeable, confident and increasingly independent designers and makers.



Role of Subject Leader

The design and technology subject leader will:

- Ensure National Curriculum requirements are met.
- Monitor teaching and learning for consistency and progression.

- Carry out book looks, learning walks and pupil voice activities.
- Review planning, assessment and curriculum coverage.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate resources are available, safe and effective.
- Keep up to date with developments in Design and Technology education.
- Support the ongoing evaluation and improvement of the Design and Technology curriculum.