🔧 Design Technology Policy

All Saints CE Academy, Denstone

Intent, Implementation and Impact

Our Vision for Design Technology at All Saints

> *"At All Saints, we believe that Design Technology is a vital part of every child's education. Through DT, children develop creativity, problem-solving, resilience and practical skills — preparing them to be the innovators and makers of the future."*

Design Technology at All Saints provides pupils with the knowledge, skills and understanding to design, make and evaluate products with purpose. We value DT as a curriculum subject in its own right and as a vehicle for developing children's confidence, resourcefulness and understanding of the world around them.

Our DT curriculum is rooted in real-world contexts, encouraging pupils to identify problems, consider the needs of users and create practical solutions. It celebrates the work of designers and engineers from diverse backgrounds and ensures all pupils — regardless of background, ability or additional need — can experience the satisfaction of designing and making something that works.

Intent — What We Aim to Achieve

Our Design Technology curriculum is designed to inspire curiosity, develop practical competence and foster creative thinking in all pupils. It reflects the National Curriculum expectations whilst also responding to the needs, interests and context of our school community.

Curriculum Aims

Through our DT curriculum, we intend that all pupils will:

- Develop a secure knowledge of materials, tools, techniques and processes, building skills progressively from EYFS through to Year 4
- Design and make products with a clear purpose in mind, considering the needs of a specific user or context
- Develop critical evaluation skills by assessing their designs and finished products against a set of design criteria, using DT-specific vocabulary with increasing confidence
- Experience a broad and balanced range of DT disciplines including mechanisms, structures, textiles, food technology and — where appropriate — electrical and digital systems
- Learn about the work of significant designers, engineers, architects and chefs from a range of cultures, backgrounds and historical periods
- Make meaningful connections between DT and other curriculum areas, including Science, Mathematics, Art and Computing
- Build resilience, perseverance and a growth mindset through the process of designing, making and refining, valuing effort and learning from mistakes

Long-Term Aims

In the long term, we aim to develop children who:

- Have a genuine enthusiasm for designing, making and solving problems in the real world
- Possess the confidence to generate their own ideas, take creative risks and persevere through challenges
- Understand the role that technology and design play in society, history and everyday life

- Are well prepared for the demands of Design Technology at their next school stage

Implementation — How We Deliver Design Technology at All Saints

Curriculum Design and Structure

Design Technology is taught as a discrete subject throughout the school from Nursery to Year 4. The curriculum is structured around a two-year rolling programme in mixed-age classes, ensuring full coverage of the National Curriculum whilst avoiding repetition.

Each unit of work follows a clear design process: research and investigate, design, make, and evaluate. This ensures pupils develop their understanding of the full design cycle and are able to make purposeful decisions at each stage.

Curriculum Coverage by Key Stage

Key Stage	DT Areas Covered	Focus Areas
EYFS	Construction, cooking, joining & fixing, malleable materials	Exploration, manipulation, making and talking about their creations
KS1 (Y1–2)	Mechanisms, structures, textiles, food technology	Designing with purpose, selecting materials, simple evaluation
LKS2 (Y3–4)	Mechanisms, electrical systems, textiles, food & nutrition, digital design	Research, annotated design, prototype, evaluate against criteria

Designers, Engineers and Cultural Diversity

Each unit of work introduces pupils to a significant designer, engineer, architect or chef whose work is central to the learning. We are committed to representing a diverse range of innovators including:

- Designers and engineers from a wide range of cultural backgrounds and traditions
- Female designers, engineers and inventors
- Contemporary figures alongside historical pioneers
- Local designers and makers where appropriate

Our long-term plan ensures that over the course of their primary education, pupils will encounter designers and innovators from at least 6 different countries and cultural traditions, ensuring a truly global perspective.

Enrichment and Wider Opportunities

The DT curriculum is enriched through a range of additional opportunities including:

- Visits to design museums, engineering sites and food producers (including virtual visits)
- Invitations to designers-in-residence and visiting practitioners to work alongside pupils
- Participation in design challenges, competitions and STEM events
- Display of pupils' finished products throughout the school, celebrating achievement and inspiring others

Impact — How We Know Our Curriculum is Working

Expected Outcomes

By the end of Year 4, pupils at All Saints will be able to demonstrate:

- Confident use of a wide range of tools, materials and joining techniques, with the ability to make informed choices about resources
- The ability to generate and communicate design ideas through drawings, annotated sketches and models
- An understanding of the design-make-evaluate cycle and the ability to apply it independently
- Secure and expanding use of DT-specific vocabulary to describe, discuss and evaluate their designs and products
- The ability to evaluate finished products against their original design criteria, identifying strengths and areas for improvement
- An appreciation of how design and technology shapes the world around us and solves real problems for real people

Monitoring and Evaluation

The DT Subject Lead, in collaboration with the senior leadership team, monitors the impact of the DT curriculum through:

- Regular work scrutiny of design books, annotated sketches and finished products across year groups
- Pupil voice interviews to gather children's views on their DT learning
- Lesson observations and learning walks

We measure the success of our DT curriculum by looking at whether:

- Pupils speak positively and enthusiastically about DT and can talk about what they have designed, made and evaluated
- Design books demonstrate clear progression in skills, design thinking and understanding over time
- A broad range of finished products is on display throughout the school, reflecting depth and breadth of learning
- Staff feel confident in their subject knowledge and pedagogy and report enthusiasm for teaching DT
- Parents and carers value DT as part of their child's education and can see the practical outcomes of the curriculum