



**DARWEN
ST JAMES**



DESIGN AND TECHNOLOGY

**Nurturing ambition
through a living faith in
Design and Technology at
Darwen St James' is...**

Nurture

At Darwen St James' Academy, we view Design and Technology as vital for nurturing curious, inquisitive minds. As the world evolves through design and engineering, we equip pupils with the practical skills to solve real-world problems. From their earliest years, children experiment with varied tools and materials to bring their unique ideas to life—building confidence, creativity, and critical evaluation skills. Sensitive to varying access to resources at home, we actively bridge this digital and creative gap by providing a rich design environment, ensuring every child has the opportunity to thrive as an independent learner.

Ambition

At Darwen St James Academy,, we recognise that Design and Technology is all around us—shaping our school building, our learning spaces, and the everyday items we use. We nurture ambition in our pupils by encouraging them to think big, take creative risks, and turn their unique ideas into reality. Rigorous evaluation of their finished products forms an essential part of our curriculum, fostering resilience, critical thinking, and a sense of pride as children strive to achieve their very best

Faith

We have chosen five whole-school values to live out through our actions and deeds: perseverance, courage, hope, love, and friendship. In Design and Technology, these values underpin everything we do. Children are taught to demonstrate love and friendship by showing kindness and respect when evaluating their peers' work. They are also encouraged to show courage and perseverance by taking creative risks, embracing challenges, and thoughtfully evaluating their completed designs.

Citizens

At Darwen St James' Academy, we recognise that Design and Technology plays a vital role in shaping society, from our homes and school to our wider towns and cities. Our aim is to equip pupils with the practical skills, ambition, and knowledge needed to actively contribute to an ever-changing world. Through our D&T curriculum, children learn to express their ideas, reflect on past and present innovations, and evaluate work confidently and respectfully, preparing them to become positive, responsible citizens of tomorrow.

Curriculum Intent, Implementation & Impact Statement



Intent

At Darwen St James we want our children to be excited and engaged in Design and Technology. We want them to be aware that Design and Technology is all around them. From the classrooms they sit in, to the clothes they wear and the food they eat. Design and Technology is a part of their everyday life. Our Design and Technology curriculum will inspire children by teaching them about great designers, scientists, engineers, chefs and nutritionists.

As part of a broad and balanced curriculum, Design and Technology at Darwen St James encourages all children to develop their creativity, individuality and critical thinking. We want our children to use their skills and knowledge to design unique high quality prototypes and products for a range of users. We also want our children to understand and apply the principles of nutrition and learn how to cook.

We keep the three S's in mind when designing a product.

S- Something - What is it?

S- Someone - Who is it for? Who will use it?

S- Some purpose - What is it for?

Our Design and Technology curriculum encourages children to develop skills to constructively critique, evaluate and test their work and the work of others. We want our children to actively use the school value of courage by taking risks with their work. We want them to use their Growth Mindset to show resilience and reflection.

Implementation

We use Kapow Scheme of work to support our planning and teaching of DT. This ensures that our children have the best opportunities. Our engaging curriculum allows for skills and progression throughout the school.

The national curriculum for Design and Technology aims to ensure that all pupils:

1. develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
2. 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
3. critique, evaluate and test their ideas and products and the work of others
4. understand and apply the principles of nutrition and learn how to cook.

Design and Technology is taught half termly with Art and Design. Lessons are taught weekly for a minimum of one hour. It can be more beneficial to use whole afternoons or even a day for DT especially when the lessons are of a more practical nature using tools and equipment.

The areas covered in Design and Technology in school are:

EYFS - Textiles/Mechanisms, Structures, Food

Year 1 - Food, Textiles, Mechanisms

Year 2 - Structures, Mechanisms, Food

Year 3 - Food, Mechanical Systems, Structures

Year 4 - Textiles, Food, Electrical Systems and ICT

Year 5 - Textiles, Food, Mechanical Systems

Year 6 - Electrical Systems and ICT, Structures, Food

EYFS classes cover Design and Technology under 'Expressive Arts and Design' from the EYFS Curriculum .

Impact

The impact of our Design and Technology curriculum is that children at Darwen St James' Academy leave as creative, resourceful, and highly capable designers who recognise the power and responsibility of innovation in shaping our world. Through our ambitious, hands-on curriculum, children achieve greater fluency in iterative design, practical problem-solving, and evaluating the impact of technology on society.

We measure the impact of our curriculum through several key methods:

- **Ongoing Formative Assessment:** Teachers provide immediate, actionable feedback during lessons, allowing pupils to adapt, overcome challenges, and extend their learning in real time.
- **Summative Evaluation:** Progress is reviewed at the end of each unit to give a clear picture of achievement across all areas of the D&T curriculum.
- **Pupil Voice:** Regular interviews and informal discussions with subject leaders capture children's experiences, reflections, and subject knowledge.
- **Curriculum & Progress Monitoring:** We conduct regular learning walks, review practical work and design portfolios, and track end-of-year data against National Curriculum expectations to guide future planning.