



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – Design & Technology

Subject Leader: Sarah Chapman

Subject Overview:

Design and Technology at Primrose Hill Primary School aims to provide a high-quality, engaging experience that fosters pupils' aesthetic awareness and practical creativity. Through a carefully structured curriculum, children develop a broad range of knowledge, understanding, and skills to design and make purposeful products for a range of users. The iterative design process—planning, testing, evaluating, and refining—is central to our approach, encouraging resilience and critical thinking.

Our curriculum also incorporates essential life skills such as nutrition, food preparation, and understanding food sources. These elements ensure that pupils are equipped with the knowledge to make informed choices and develop healthy habits.

Design and Technology is a vehicle for promoting Fundamental British Values and our school's core values: **Courage, Ambition, Respect, and Excellence**. Pupils are encouraged to take ownership of their learning, make independent choices, and collaborate respectfully with peers, fostering ambition and excellence in their outcomes.

Curriculum Mapping Rationale

Our DT curriculum is designed to develop creative, technical, and practical expertise progressively from EYFS through to Year 6. In EYFS, children begin to acquire foundational skills aligned with the Early Years Framework, which are built upon throughout their school journey.

Planning ensures that descriptive and procedural knowledge is sequenced effectively, with clear progression in designing, making, evaluating, and applying technical knowledge. Cross-curricular links are embedded to provide meaningful contexts for learning, enhancing engagement and relevance.

Inclusivity is a cornerstone of our curriculum design. All pupils, regardless of ability, are supported to access and succeed in DT. Knowledge organisers are used to reinforce key vocabulary and concepts, supporting both teaching and independent learning.

Assessment

Formative assessment is embedded throughout DT lessons, enabling teachers to monitor understanding and adapt teaching accordingly. Feedback is timely and constructive, involving both adults and peers.




Summative assessments inform end-of-year reports, categorising pupil attainment as working towards, at, or beyond age-related expectations. Progress is tracked using brick wall trackers, with data analysed to identify trends and inform planning.


Subject leadership involves regular monitoring through pupil voice, work scrutiny, and staff discussions. This ensures consistency, high standards, and continuous improvement. Governors are kept informed via the School Development Plan and termly reviews.

Enrichment opportunities:

The DT curriculum is enriched through the use of high-quality visual and practical resources, as well as educational visits and workshops. These experiences deepen pupils' understanding and inspire creativity. Examples include:

- Visits to local design studios or museums
- Cooking workshops linked to food and nutrition units
- STEM-focused events and competitions
- Collaborative projects with local secondary schools or community groups

Enrichment	How does this impact learning?	
Year two children visit Bury Transport Museum	Children are immersed in the iterative process as they attend a workshop with the aim of designing and making a moving toy.	
Year four children complete DT projects at home	Cross curricular links between History/Geography and DT. Children are encouraged to design and create projects which will teach younger children about their chosen topic.	
Year 5 children visit Leyland St Marys High School to bake biscuits	Children are given the opportunity to immerse themselves in a more independent and realistic approach to baking and making food. This visit also supports UKS2 children with their impending transition to high school.	

Year 6 children visit Leyland Trucks	Children are given the opportunity to experience the iterative process in the 'real world' and to discuss potential career paths rooted in Design and Technology.	
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TARGETS 2024-2025

Target	Points of Action	Impact
Explore further links with STEM	Work with Science lead to identify further potential links Design a STEM challenge for children to access.	<ul style="list-style-type: none"> Worked with Computing Curriculum Lead to identify areas of the DT curriculum which could be enhanced by the use of technology. Investigated potential technologies to implement within several year groups. BAE 3d printer scheme rolled out and will continue to be accessed for the next 3 academic years.
Create an up-to-date log of resources	Log all communal resources and buy new where needed	<ul style="list-style-type: none"> Audit of DT trolley. Tools checked and itemised. Budget bid reflects costings to replace missing and broken stock.
Enhance use of high-quality texts across the subject	Map use of texts across the curriculum Identify gaps Purchase texts linked to designers/specific units	<ul style="list-style-type: none"> Target continued 2025-26.

Staff training:

CPD	Worden Academy meetings- MB BEA 3D printer training SC -Feedback key messages to staff as/where necessary to ensure good practice circulated throughout school
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TARGETS 2025-2026:

Target	Points of Action
Enhance use of high-quality texts across the subject	<ul style="list-style-type: none"> Map use of texts across the curriculum Identify gaps Purchase texts linked to designers/specific units
Ensure the new Design and Technology curriculum leader develops a comprehensive understanding of the current provision and practice across the school.	<ul style="list-style-type: none"> Engage in discussions with teachers across all year groups to gain insight into planning, delivery, and outcomes.

	<ul style="list-style-type: none"> • Review curriculum planning documents and samples of pupil work to evaluate progression and coverage. • Conduct pupil voice activities to gather feedback on engagement, enjoyment, and perceived impact of DT learning.
To enhance the quality and depth of our Design and Technology curriculum by integrating high-quality video content and resources from Oak National Academy.	<ul style="list-style-type: none"> • Review Oak National Academy's Design and Technology units in detail. • Cross-reference available units with our existing school planning to identify areas of alignment and potential enhancement. • Select high-quality video content and resources that complement our current curriculum. • Ensure chosen resources support progression of skills and meet learning objectives across year groups. • Integrate selected materials into planning documents and share with staff to support delivery.