Harper Bell SDA Primary: Approach To Design Technology

Intent

At Harper Bell, our Design and Technology curriculum inspires pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Implementation

- **Curriculum Design:** DT follows Kapow's NC units. Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group.
- **EYFS:** Learning is delivered through Expressive Arts and Design, with thematic exploration, direct teaching and creative continuous provision.
- **KS1 & KS2:** DT is taught every other half term and focuses .
- **Approach:** The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our Kapow Primary strands:

Design ● Make ● Evaluate ● Technical knowledge

- **Inclusion:** Adaptations are made for accessibility through scaffolded activities and use of digital tools like iPads to record or research designs.

Impact

- Pupils develop confidence in the design process, articulating decisions and improvements using technical vocabulary.
- Evidence of learning is captured in DT books photographs and videos.
- Pupils self-quiz, give feedback and evaluate their own and others' designs.
- **Pupil Voice:**
  "DT helps me use my imagination and make things that work."

Assessment

- Teachers use ongoing AfL and feedforward during lessons.
- The Knowledge Performance Indicator ensures assessment consistency across year groups.
- Evidence from Class Journals and pupil voice shows understanding and progress.
- Gaps identified are addressed through Smart Starts, morning work or home learning research.

Subject Knowledge, Skills and Vocabulary

Our DT curriculum develops creativity, practical competence and critical thinking. Pupils learn to:

- Design – generate, develop and communicate ideas for a purpose and audience.
- Make – select and use tools, materials and components effectively.
- Evaluate – analyse and refine their own work and the work of others.
- Technical knowledge – apply mechanical, electrical and structural understanding.
- Vocabulary and reflection – use precise terminology to explain ideas and improvements.

Progression from EYFS to Year 6 ensures pupils become confident, innovative designers who combine creativity with problem-solving to make meaningful products.

Harper Bell SDA Primary School: Approach To Design & Technology

Inclusion

Design & Technology at Harper Bell is fully inclusive: every learner engages in meaningful design, make and evaluate tasks. Supports such as differentiated tool-harnessing, step-by-step visual modelling and collaborative teams ensure pupils with varied starting points work confidently. The curriculum fosters resilience, independence and practical competence so all children achieve the ambitious design outcomes regardless of need.