**SS John and Monica Catholic Primary School**

**Design and Technology Policy.**

**Intent.**

Our Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum and the aims also align with those in the National Curriculum. EYFS (Reception) units provide opportunities for pupils’ to work towards the Development Matters statements and the Early Learning Goals.

The Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We believe at Ss John and Monica Catholic Primary that our creativity is irretrievably linked to our spirituality, and we want to nurture both of these attributes. 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.**

At Ss John and Monica Catholic Primary we follow the Kapow Primary DT scheme of work, which supports pupils to meet the National Curriculum end of key stage attainment targets The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and Nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

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. Pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. This is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

**Organisation**

At Ss John and Monicas, Design and Technology is taught by class teachers in 3 half-terms, alternating with Art and Design.

The coordinator is responsible for collecting evidence of coverage and attainment, managing resources, supporting teachers in their delivery and ensuring the curriculum is embedded. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

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|  | **Kapow Units – Combined Art and DT Long term plan. Alternate half-termly between subjects.** | | | | | | | |
| **Autumn Term** | | **Spring Term** | | **Summer Term** | | **Stand-alone lessons** | |
|  | **DT** | **ART** | **DT** | **ART** | **DT** | **ART** | **DT** | **ART** |
| **Year R** | Structures: Junk modelling | Drawing: Marvellous Marks | Textiles: Bookmarks | Painting and Mixed media: Paint my world | Structures: Boats | Sculpture and 3D: Creation Station | Seasonal projects | Seasonal crafts |
| **Year 1** | Structures: stable structures **or** construct a windmill | Drawing: Make your Mark | Textiles: Puppets | Sculpture and 3D: Paper play | Smoothies | Painting and mixed media: Colour Splash | Mechanisms-making a moving story book. Lesson 1 | Craft: woven wonders. Lessons 1-3 |
| **Year 2** | Structures: Baby Bear’s chair | Craft and Design:Map it out | Mechanisms: Fairground wheel | Painting and mixed media: Life in colour | Mechanisms: making a moving monster | Sculpture and 3D: Clay houses | Cooking and nutrition: Balanced diet Lesson 1 | Drawing: Tell a story. Lessons 2,4,5 |
| **Year 3** | Cooking and nutrition: Eating seasonally | Painting and Mixed media: prehistoric art | Digital world: wearable technologies | Craft and design: Fabric of Nature (y4 unit) | Structures: constructing a castle | Sculpture and 3D: Abstract shape and space | Textiles:cross stitch and applique lesson 1.  Mechanical systems: Pneumatic toys lesson 1 | Drawing: Growing artists |
| **Year 4** | Structures: Pavilions | Drawing: Power prints | Mechanical systems: Mechanical cars **OR** making a slingshot car | Painting and mixed media: Light and dark | Electrical systems: Torches | Craft and design: Ancient Egyptian Scrolls (y3 unit) | Cooking and nutrition: Adapting a recipe lesson 2.  Textiles: Fastenings lesson 1. | Sculpture and 3D: Mega materials lessons 1,2 and 5 |
| **Year 5** | Electrical systems: Doodlers | Sculpture and 3D: Interactive Installation | Mechanical systems: Gears and Pulleys **OR** making a pop up book | Drawing: I need space | Cooking and nutition: Developing a recipe | Painting and mixed media: Portraits |  | Craft and design: Architecture lessons 3,4,5 |
| **Year 6** | Textiles:Waistcoats | Craft and Design: Photo opportunity | Sculpture: Playgrounds | Drawing: Make my voice heard | Digital world: Navigating the world | Sculpture ad 3D: Making memories |  | Painting and mixed media; Artist study Lessons 1,4,5 |

**Health and Safety**

It is important that children are taught life skills to enable them to participate confidently and safely when designing and making both at school and at home. Teachers have a duty to introduce children to a variety of production processes and the correct tools. Children are taught how to be safe and hygienic when designing and making.

**Equal Opportunities and SEND**

Inclusion reminds us that all pupils have an entitlement to learn in this subject and that, with differentiated support in the classroom, pupils with SEND will be able to achieve. Teachers ensure that all children have access to a range of activities and use opportunities in Design and Technology to challenge stereotypes.

**Resources**

Class teachers should inform the DT coordinator of any resources they may need to deliver DT effectively. From time to time, children may be asked to bring in materials found at home, like cereal boxes, yogurt pots etc.

**Impact**

The impact of our DT scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/or end of the unit.

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact is that children will:

➔ Understand the functional and aesthetic properties of a range of materials and resources.

➔ Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

➔ Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

➔ Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

➔ Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

➔ Recognise where our decisions can impact the wider world in terms of spiritual, community, social and environmental issues.

➔ Self-evaluate and reflect on learning at different stages and identify areas to improve.

➔ Meet the end of key stage expectations outlined in the National curriculum for Design and Technology

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