



Design and Technology

Intent

At our small village primary school, we aim to inspire children to become creative, practical and reflective designers through a broad, engaging and progressive Design and Technology curriculum. From Nursery to Year 4, pupils develop the knowledge, understanding and technical skills needed to design, make and evaluate purposeful products for a range of users and real-life contexts.

Our curriculum is carefully sequenced to ensure progression across mixed-age classes, enabling children to build confidence and competence in textiles, structures, mechanisms, electrical systems and food technology. Through hands-on learning experiences, pupils are encouraged to solve real and relevant problems, take creative risks, innovate and refine their ideas through an iterative design process.

We place a strong emphasis on:

- developing practical life skills through cooking and nutrition;
- encouraging creativity, curiosity and imagination through designing and making;
- building confidence in using tools, materials and equipment safely and effectively;
- promoting resilience and independence through problem solving and evaluation;
- fostering collaboration, communication and critical thinking within mixed-age learning environments;
- encouraging sustainability through the use of reclaimed and everyday materials.

Our curriculum reflects the ethos of our village school by providing memorable, meaningful and inclusive learning experiences rooted in creativity, community and real-life application. We aim for all children to leave our school equipped with the foundations needed for future learning and everyday life.

Implementation

Design and Technology is taught through carefully planned termly projects which follow the design, make and evaluate process. Learning is adapted to meet the needs of mixed-age classes while ensuring clear progression in both knowledge and practical skills across year groups.

In Nursery and EYFS, children begin by exploring materials, joining techniques, simple food preparation and basic evaluation through practical, play-based experiences linked to engaging themes such as castles, puppets and growing.

In Key Stage 1, pupils develop foundational skills through projects including:

- fabric faces and bunting using simple stitching and joining techniques;
- moving pictures using sliders, levers and simple mechanisms;
- healthy food preparation through dips, salads and packed lunches;
- structures created using reclaimed and everyday materials.

In Lower Key Stage 2, children deepen their understanding through more complex projects including:

- frame structures and kite making;
- sewing techniques such as hemming and overcast stitch;
- gardening and cooking using produce grown by the children;
- electrical systems and battery-operated products;
- baking and food technology linked to nutrition, hygiene and evaluation.

Across all classes:

- children investigate and evaluate existing products;
- technical vocabulary is explicitly taught and revisited;
- practical skills are modelled and developed progressively;
- pupils are encouraged to take risks, solve problems and improve their ideas;
- evaluation is embedded throughout the design process to refine outcomes;
- links are made with other curriculum areas, including science, computing, mathematics, history and art, to provide meaningful and connected learning experiences.

Teachers assess children's progress through observations, discussions, practical outcomes and pupils' ability to evaluate and improve their work.

Impact

Children leave our school with the confidence and skills to think creatively, work practically and solve problems independently. They develop a secure understanding of the design process and are able to apply their learning across a range of contexts.

Pupils demonstrate progression in their ability to:

- design purposeful products for specific users and purposes;
- select and use tools, equipment and materials safely and effectively;
- apply technical knowledge and practical skills with increasing accuracy;
- evaluate and improve their work throughout the design process;
- understand healthy eating, nutrition and food preparation.

The impact of our curriculum is evident through:

- high-quality finished products;
- pupil voice demonstrating enthusiasm, confidence and enjoyment;
- increasing independence, resilience and creativity;
- clear progression of skills and knowledge across mixed-age classes;
- children confidently using subject-specific vocabulary.

By the end of Year 4, pupils are equipped with the practical knowledge, creativity and problem-solving skills needed for the next stage of their education and for everyday life. The curriculum provides secure foundations that prepare children well for future learning in Design and Technology.