

## Design and Technology Curriculum Intent



***“Design and Technology provides pupils with unique opportunities to learn and apply creative, practical and thinking skills to real, everyday problems. These are vital developmental experiences for everyone, supporting better choice making by individuals – as citizens, entrepreneurs and decision makers. And let’s not forget fun...for many being creative is a great source of satisfaction, fulfilment and happiness.”***

**Wayne Hemingway, Designer**

Our Design and Technology curriculum equips children with the skills, knowledge, and confidence to design and create products that solve real-life problems. We aim to foster lifelong learners who appreciate design thinking and may aspire to careers in design, engineering, or other creative industries.

Design and Technology is an inspiring, rigorous, and practical subject. Pupils will create products in a variety of contexts, considering their own and others' needs, wants, and values. They will develop a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing, and art.

We encourage pupils to take risks through drafting design concepts, modelling, and testing. They will become reflective learners who evaluate their own work and the work of others. Our curriculum builds awareness of the impact of Design and Technology on everyday life and encourages pupils to become resourceful, enterprising citizens who can contribute to future design advancements.

Our Design and Technology curriculum is inclusive and accessible to all pupils, ensuring that every child can engage meaningfully and achieve their potential. Adaptations are made to support a range of needs, such as modifying tools and equipment for pupils with limited fine motor skills, providing visual aids and scaffolding for EAL learners, and encouraging collaborative tasks to enhance social development. Pupils with higher learning potential are challenged through extended activities and deeper questioning, allowing them to further develop their skills and understanding. This inclusive approach ensures that Design and Technology is a subject where all learners can thrive, regardless of their starting point.

The Design and Technology National Curriculum outlines three key stages of the design process: Design – Make – Evaluate.

Each stage is underpinned by technical knowledge, including contextual, historical, and practical understanding. Cooking and nutrition are taught as a distinct strand, focusing on principles, skills, and techniques in food preparation, including where food comes from, diet, and seasonality.

The national curriculum aims to ensure that all pupils:

- Develop creative, technical, and practical expertise to perform everyday tasks confidently.
- Build and apply a repertoire of knowledge and skills to design and make high-quality prototypes and products.
- Critique, evaluate, and test their ideas and products and the work of others.

*Respect, Responsibility, Resourcefulness, Resilience, Reciprocity, Reflection*

- Understand and apply the principles of nutrition and learn how to cook.



Our Design and Technology curriculum also supports character development through explicit teaching of learning dispositions, including the 6Rs: Respect, Responsibility, Resourcefulness, Resilience, Reciprocity, and Reflection.

We deliver our curriculum through activities that nurture these essential life skills, encouraging pupils to be self-directed, flexible, open-minded, and creative.

We measure the impact of our Design and Technology curriculum through pupil engagement, the quality of outcomes, and progression across year groups. Teachers use formative assessment, pupil voice, and work scrutiny to evaluate understanding and creativity. Working collaboratively across the trust ensures consistency and high standards, while ongoing reflection informs future teaching and supports all learners effectively.