Design and Technology at Blaydon West Primary School

At Blaydon West, Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Intention

In our Early Years Foundation Stage, we aim to:

- Develop imagination and creativity in our pupils.
- Follow the children's interests to ensure they have opportunities to explore and develop their own ideas.
- Provide stimulating provision that enables children to explore a range of media and materials.
- Provide opportunities for children to explore different materials.
- Provide opportunities for children to invent, perform and express ideas through imaginative play.
- Expose children to a variety of skills, tools and materials that they will develop in KS1 and KS2.
- To develop fine motor skills — use pencils, scissors and other tools effectively and develop good hand control.

In Key Stage 1 and Key Stage 2, children study the National Curriculum for Design Technology and we aim to:

- Engage, inspire and challenge pupils, equipping them with the knowledge and skills to investigate and evaluate the technological and made world.
- Develop children's creativity and imagination, through designing and making purposeful and appealing products that solve real problems within of a range of contexts.
- Support children in making their own products that are purposeful, useful and appealing, following clear rules for what the product should be like, evaluating against a design criteria.
- Use carefully designed resources and oracy tasks to allow children to share their own ideas — discussion, sketches, use of templates or making mock-ups and prototypes to show their thinking.
- Provide opportunities to use technology for presenting their designs and collecting user data.
- Equip children with the skills to safely choose and use the correct tools, materials or ingredients.
- Provide opportunities to explore existing products to support children in developing a design criterion, and to evaluate their own product against that criteria.
- Develop an understanding of healthy and varied diets, learn to prepare and cook a range of dishes using different techniques, and understand where food comes from, including seasonality and how ingredients are grown, reared, caught and processed.
- Enable children to develop their skills of collaboration through working with others, and to encourage where possible, ways for children to explore design and technology in forms which are relevant and meaningful to them.
- Explore the historical nature of the subject as through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world and to understand how important people and events in D&T have shaped the world.

Implementation

- Lessons are planned by teachers following the knowledge and skills progression mapped out in our subject curriculum knowledge organisers. This ensures that we have a progressive curriculum throughout the whole school.
- The key areas of textiles, cooking and nutrition, mechanisms and structures are taught in KS1, while textiles, cooking and nutrition, mechanism, structures and electrical systems are covered equally across KS2, to ensure a wide variety of products and designers are explored and experimented with throughout our children's Design Technology journey at Blaydon West. This ensures that each area is taught in depth and revisited progressively each year. Children build on what they already know, developing previous skills while also having opportunities to learn and practise new ones through a variety of different units across KS1 and KS2.
- Teachers present key knowledge and vocabulary clearly, and provide opportunities to use key knowledge and vocabulary from current and previously taught units of work to ensure the learning is embedded.
- We provide a variety of opportunities for learning inside and outside the classroom.
- Lessons are linked to other areas of the curriculum where appropriate i.e. science, computing, history and geography, to ensure cross curricular learning and provide opportunities for a deeper understanding of the designers and products they are exploring.
- Strong cross-curricular links to computing have been established in order to strengthen units of work as well as to provide children with real life contexts, in careers they might consider for their own futures.
- Lessons are exciting and engaging and where possible are relevant and meaningful to the children of Blaydon West.
- Activities such as after school clubs, workshops, and whole –school enterprise weeks are organised in order to expose children to experts/professionals in STEM.
- Skills and knowledge will be celebrated in school through displays and project exhibitions
- Teachers effectively model and teach skills; demonstrating completing their own user survey, research, exploration, experimentation, designing, making and evaluating their own products live alongside the children. Teachers carefully demonstrate that the skills taught in DT take time and practice, and that mistakes that are made are built upon, helping us to actively evaluate and shape our final products.
- Lessons are exciting, engaging and practical to support all learners.
- Lessons provide appropriate challenge for all children.
- Misconceptions are addressed through verbal feedback and planning is adapted.
- CPD is used to support teacher knowledge and pedagogy.

Impact

- Engaged, inspired and creative designers.
- Children who are confident and capable of exploring their own ideas.
- Learners who can make decisions for themselves.
- Children who understand the principles of a healthy and varied diet.
- Children who have a better understanding of the technological and made world.
- Children who can envision a future career in the areas of Design and Technology that they enjoy.

We will measure the impact of our design and technology curriculum through the following methods:

- Images and videos of children's practical learning.
- Evaluating end products against a design criterion.
- Annual reporting of standards across the curriculum.
- Regular moderation tasks to monitor the impact of the knowledge and skills that are being taught.
- Evidence of subject knowledge being taught through planning and floor books.
- Reflection on standards achieved against the planned outcomes i.e. annual school improvement plan.

Design and Technology Lead: Rebecca Stevenson
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