

Intent

At Worsthorne Primary School, we aim to provide all children with a broad and balanced curriculum that prepares them for life beyond primary education. Through our Design and Technology (DT) curriculum, we encourage pupils to use their creativity and imagination to design and make products that solve real and relevant problems in a variety of contexts. Children are taught to consider their own and others' needs, wants, and values throughout the design process.

DT lessons also support the development of essential communication skills, helping children to express ideas clearly and confidently. We actively promote critical thinking, forward planning, and effective problem-solving, encouraging pupils to work both independently and collaboratively as part of a productive team.

Resilience is a key theme throughout our DT curriculum. Children are supported to become innovators and risk-takers, learning from mistakes and refining their ideas to achieve successful outcomes.

The school aims to;

- develop the creative, technical and practical expertise needed to perform everyday
- tasks confidently and to participate successfully in an increasingly technological
- world
- Build and apply a repertoire of knowledge, understanding and skills in order to
- design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Implement

To achieve the above, we do the following:

At Worsthorne Primary School, we use Plan Bee Design and Technology Scheme of Work from Year 1 to Year 6. This scheme supports our teachers in delivering high-quality, engaging lessons while allowing flexibility to tailor the curriculum to meet the needs of our children and link learning to our wider school curriculum.

Some classes also take part in project-based learning, which enables pupils to engage in practical maths and science activities alongside creative problem-solving and literacy. This approach helps children make meaningful connections across subjects while developing key skills.

Design and Technology is taught every other half term, with each year group covering three distinct units across the academic year. In Early Years, DT is delivered through the **Expressive Arts and Design** strand of the Early Years Statutory Framework, supporting children's development in creativity, exploration, and purposeful play.

Our DT curriculum is delivered through general class teaching, with a strong emphasis on hands-on learning, collaboration, and resilience. Children are encouraged to think critically, plan effectively, and work both independently and as part of a team.

General class teaching

EYFS

Expressive Arts and Design (EAD)

Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- -Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to;

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

KS2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Resources

Materials and resources that class teachers need to support the teaching of Design and Technology can either be found in the Art and D&T storage room or they have their own materials/resources in their classroom. If any teacher needs extra resources, they will inform the D&T subject leader and they will order the items needed out of the allocated budget.

Inclusion

At Worsthorne Primary School, we are proud to be an inclusive learning community where every child is valued and supported. We strive to meet the needs of all pupils, recognising and respecting differences in gender, ethnicity, culture, religion, language, disability, age, and social background.

Our provision for children with special educational needs is guided by our SEND Policy. Pupils with SEND may benefit from;

- More time to complete task
- Adaptive resources/equipment
- Collaborative tasks
- Visual aids
- Choice of materials

We hold high expectations for all learners and believe that every child can succeed in computing. We understand that some children may need more time or support to grasp certain concepts, and we are committed to providing the scaffolding and encouragement they need to thrive.

Spoken Language

Spoken language plays an important role in developing children's design thinking and technical understanding. In Design and Technology, pupils are encouraged to talk through their ideas, explain their design choices, and evaluate products using accurate, subject-specific vocabulary.

Impact

Assessment

Assessment in Design and Technology is centered on evaluating the key skills pupils develop throughout the design, make, and evaluate process. Teachers assess how well children generate and communicate ideas, select and use tools and materials safely, apply technical knowledge, and refine their work in response to feedback..

Date of Policy	November 2025
Person Responsible	Michelle Kayley
To be reviewed	Annually
Review Date	November 2026