St Bernadette's Catholic Primary School

Design Technology Policy

2025 – 2026

Learn to Love: Love to Learn

Our Mission

Learn to Love: Love to Learn

At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

Intent, Implementation & Impact

Intent

St Bernadette's Catholic Primary School is a beacon of hope and a place that offers children an education rich in wonder and memorable experiences. Through our diverse and inspiring curriculum our children learn to love and love to learn. We aim to provide all children with a broad and balanced curriculum, which prepares them for life beyond the primary classroom. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems. They do this within a variety of contexts and whilst considering their own and others' needs, wants and values. Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn, to think and to solve problems both as individuals and as members of a team.

At St Bernadette's Catholic Primary School, the Design and Technology curriculum combines skills, knowledge, concepts and values to enable children to tackle real problems. It can improve analysis, problem solving, practical capability and evaluation skills. Through this subject, they are acquiring valuable life skills and wherever possible we encourage them to make links with other disciplines and prospective careers. The children are encouraged to become innovators and risk-takers. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. The children will develop an appreciation of human creativity and achievement.

At St Bernadette's Catholic Primary School, the curriculum for design and technology aims to ensure that all pupils:

- 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 own ideas and products and that of others.
- Understand and apply the principles of nutrition and learn how to cook.
- Be aware of health and safety procedures when conducting practical work.

Implementation

We believe that the delivery of the Design and Technology curriculum is as important as its construction. Therefore, subject leaders have implemented the following:

- A knowledge organiser that outlines knowledge and skills, which all children can access. These documents also provide a tool for teachers to evaluate against.
- A progression of skills document which ensures that skills are developed in a logical sequence.
- A cycle of lessons, which carefully plans for progression and depth. Key skills are revisited and developed using what they have previously learnt as a foundation.
- A series of CPD in order to ensure that staff have effective subject knowledge and are confident with delivering high quality Design and Technology lessons.

Teachers have implemented/ ensured the following:

- High expectations for all pupils.

- Quality teaching which enables all pupils to acquire key techniques, skills and vocabulary.
- The fluent application of skills and critical and innovative thinking, with a growing independence.
- Facilitation of appropriate discussion/ evaluation, in which all children are encouraged to engage.
- Assessing understanding and addressing misconceptions.
- The delivery of planning is based on assessment of the children's knowledge and driven by the emerging ideas/needs of the class.

Impact

Our Design and Technology Curriculum is inventive, engaging and accessible to all. It has been carefully designed to enable the progression of both knowledge and skills.

Children will acquire vital knowledge, skills and gain the cultural capital that they need for the next stage of their educational journey. We also believe that we are equipping them with the essential skills to enable them to become innovative and entrepreneurial citizens.

The Nature of Design Technology

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Catholic faith

Design and Technology at St Bernadette's is taught in a way that encourages children to respect others' ideas, work collaboratively, and be tolerant of individual differences. Children are supported in learning how to solve real-world problems through thoughtful and purposeful design, while reflecting on the impact their creations can have on people and the environment. In this way, DT supports the wider Catholic ethos of our school, promoting values such as compassion, service, and justice.

We believe that all people are created in the image and likeness of God, with unique talents and the ability to contribute positively to the world. Through Design and Technology, children come to understand their role as creators, innovators, and stewards of God's world—using their gifts not only for individual achievement but in service to others.

The National Curriculum for Design and Technology provides a framework for our teaching. Pupils are taught to:

- Develop creative, technical and practical expertise to perform tasks confidently and effectively
- Design, make, and evaluate functional, purposeful products for real users
- Apply knowledge of materials, structures, mechanisms, and nutrition
- Reflect critically on the impact of design in everyday life and throughout history

At St Bernadette's, the thread of 'Care of God's Creation' runs through our DT curriculum, connecting it closely with key Catholic Social Teaching principles, particularly:

- The Common Good – Children are encouraged to consider the needs of others in their design processes, understanding that the things we create can serve and improve the lives of individuals and communities.
- Stewardship – Pupils are taught to make responsible choices in the materials they use, thinking about sustainability, waste reduction, and ethical design. They explore how their actions, even in design, impact the

wider world and how they can care for the Earth through thoughtful innovation.

In DT lessons, children work together in a spirit of cooperation and shared purpose, learning to respect different viewpoints and approaches to problem-solving. They are encouraged to think about how design can uphold dignity, support those in need, and bring about positive change.

This approach ensures that our Design and Technology curriculum not only develops technical and creative skills, but also nurtures children as thoughtful, responsible citizens, rooted in faith and equipped to contribute meaningfully to the world around them.

Planning and coverage

At St Bernadette's, we have designed a bespoke Design and Technology curriculum based on the National Curriculum 2014. In Key Stage 1 and Key Stage 2, planning has been devised by the DT Co-ordinators, ensuring a consistent and coherent approach across the school. This ensures that pupils within the same year group and across the school are given access to the same high-quality design and technology learning opportunities, promoting both progression and equity.

Whole School Overviews provide a clear picture of the DT units and disciplines taught in each year group, aligned with national expectations.

Medium Term Planning has been structured using a consistent format. Each planning grid includes:

- An overview of prior design and technology learning
- Statutory National Curriculum objectives
- Identification of common misconceptions
- Key DT vocabulary
- Key questions and design-based exploration prompts
- Information on significant designers, engineers, inventors, products, or materials relevant to the unit

A strong emphasis is placed on developing pupils' skills across the full design process—researching, planning, making, evaluating, and improving. Pupils are taught to work confidently with a variety of materials and tools to solve real-world problems, considering functionality, user needs, and aesthetics. They are encouraged to test their ideas, reflect on feedback, and modify their designs to create purposeful, high-quality outcomes.

Children also study the work of notable designers, engineers, inventors, and makers from a range of time periods and cultures. This broadens their understanding of design heritage and innovation, while inspiring their own creative and technical thinking.

Whole school planning in DT is monitored by the Topic Co-ordinators to ensure consistently high standards. Monitoring focuses on the development and application of design vocabulary, the retention and application of practical skills, and the progression of problem-solving and innovation across the key stages. Regular review of planning, teaching, and pupil outcomes ensures that our DT curriculum remains inclusive, practical, challenging, and relevant to the needs of our pupils and the wider world.

Organisation

In Key Stages 1 and 2, the Design and Technology curriculum at St Bernadette's is built upon a topic-based system that encompasses the key strands of designing, making, evaluating, and applying technical knowledge. Pupils also explore nutrition and cooking, learning practical life skills and the importance of healthy living. The curriculum is composed of carefully sequenced units ranging from Year 1 to Year 6 and is structured as a spiral curriculum—one that allows pupils to revisit core design principles and technical skills at progressively deeper levels. This approach prevents unnecessary repetition while ensuring that creativity, problem-solving, and technical competence are regularly practised, refined, and retained. Our goal is to provide a progressive, balanced, and broad DT curriculum that enables pupils to develop as confident, innovative, and reflective designers and makers.

Our bespoke DT planning has been carefully designed to build on pupils' prior knowledge and support the development and retention of design skills and subject-specific vocabulary. Each unit includes prior learning checks and targeted flashbacks to help pupils connect previously learned skills, techniques, and concepts with new content. Every lesson begins with three flashback activities focused on:

- Vocabulary
- Prior design and technology knowledge or skills
- Designers, products, or processes previously studied

These activities serve several key purposes:

- Support the transfer of design knowledge and technical vocabulary into pupils' long-term memory
- Act as a pre-teach mechanism for essential concepts, techniques, and terminology
- Address misconceptions before they arise in practical tasks
- Enable more meaningful connections between past and present learning, deepening understanding of the design process as it progresses

At St Bernadette's, we believe that vocabulary plays a vital role in helping pupils plan, articulate, and evaluate their design ideas. As such, vocabulary development is embedded in every DT lesson. Each lesson includes:

- A vocabulary flashback
- Dual coding of key terms through visuals and definitions
- Partner talk opportunities to discuss materials, construction methods, product functionality, and design choices

This consistent, research-informed approach helps pupils build a strong foundation of technical skill, design thinking, and creative confidence. It enables them to:

- Explore and experiment with materials and construction methods in purposeful and innovative ways

- Develop and refine their ideas through critical thinking and hands-on problem-solving
- Evaluate their own products and those of others using clear design criteria
- Understand the relevance of design in real-life contexts, including sustainability, user needs, and ethical considerations
- Apply knowledge from other subjects such as science, mathematics, and computing in practical, meaningful ways

Through this approach, our DT curriculum not only equips pupils with the practical skills to design and make functional products, but also encourages them to become creative thinkers and responsible contributors to the world around them.

Assessment

Pupils will be assessed continually throughout the year in Design and Technology, with formative assessment taking place informally during lessons. This ongoing assessment allows teachers to understand each pupil's grasp of design processes, practical skills, and evaluative thinking, and to adjust lesson planning and flashback activities as needed.

Assessment in DT will take various forms, including:

- Talking to pupils and asking reflective or evaluative questions about their designs, processes, and finished products
- Discussing pupils' work to explore their intentions, material choices, functionality, and problem-solving strategies
- Providing verbal or written feedback that links clearly to the learning objectives and technical skills being developed
- Observing pupils during practical tasks, including how they plan, make, test, and adapt their products
- Encouraging self-evaluation, where pupils assess the success of their outcomes, identify strengths, and suggest areas for improvement

At the end of each academic year, three DT project books from each class (typically representing Above Age-Related Expectations (AA), At Age-Related Expectations (A), and Below Age-Related Expectations (BA)) are retained as samples of progress and attainment. These exemplars provide a valuable resource for moderation, curriculum refinement, and ensuring progression and consistency across year groups.

This assessment approach ensures that pupil progress is closely tracked, creativity and technical understanding are nurtured, and teachers are well-equipped to plan for challenge, support, and recognition of individual achievement in Design and Technology.

Reporting to parents

At St Bernadette's, we make use of BlueSky to celebrate and share the creative and practical experiences of our pupils with parents and the wider school community. In Design and Technology, teachers are encouraged to regularly share updates on units, learning journeys, and pupil projects. These updates can be found using **#stbernsDT**.

This platform allows us to showcase:

- The design briefs and real-life problems pupils have been working to solve
- The materials, tools, and techniques pupils are experimenting with
- The research, planning, and prototypes developed throughout the design process
- Pupils' finished products, evaluations, and reflections on their work

It also provides parents with a valuable opportunity to see what their children have been learning, encouraging continued conversations, celebration, and engagement with design and technology learning at home.

DT reports are included in the pupil's end-of-year Topic reports, providing an overview of their progress, effort, creativity, and skill development across the year.

Resources

The school provides a wide range of Design and Technology resources to support the effective delivery of our DT curriculum. These include tools and materials for construction, textiles, mechanisms, structures, and food technology, as well as design planning templates, technical equipment, and digital resources. All children and staff are encouraged to care for and respect these resources, recognising their importance in enabling innovation, problem-solving, and purposeful design work.

Practical resources are organised in the DT cupboard into clearly labelled boxes, making them easily accessible for staff and pupils. Year bands have their specialist DT boxes stored in designated areas within their classes. Resources are sorted by year group and focus, ensuring teachers can easily locate materials relevant to each unit with the generic resources stored in the DT cupboard.

Equal opportunities

All Design and Technology experiences at St Bernadette's are planned with the school's strong commitment to equal opportunities in mind. DT is delivered in a way that ensures equality, inclusion, and accessibility for all pupils, regardless of gender, faith, ability, or background, and is fully aligned with St Bernadette's Equal Opportunity Policy.

All pupils are given equal access to the full Design and Technology curriculum, including opportunities to work with a variety of materials, tools, and techniques. Where appropriate, pupils with SEND are supported through scaffolded tasks, adapted equipment, and individualised strategies that enable full participation in all stages of the design, make, and evaluate process. If a pupil is unable to participate in a particular DT lesson due to reasons related to any protected characteristic, the lesson will be sensitively adapted to meet their needs, and alternative arrangements or additional support will be provided to ensure full inclusion. The school also recognises the needs of more able pupils and provides open-ended challenges, extended design briefs, and independent project opportunities to deepen their critical thinking, problem-solving, and technical understanding.

Teachers are also mindful of the needs of pupils who have English as an Additional Language (EAL) and ensure that visual support, clear modelling, step-by-step demonstrations, and explicit teaching of vocabulary are consistently used to make the DT curriculum accessible and meaningful for all learners.

At St Bernadette's, we believe that every child is a creative problem solver, and our inclusive approach ensures that all pupils can develop confidence, technical competence, and innovative thinking within a safe, supportive, and collaborative learning environment.

Revised by Topic Co-ordinators Z Boron & R Wayne

Revised May 2025