DT Curriculum

Vision: At Windsor Community Primary School, Design and Technology inspires pupils to become creative problem-solvers who design, make and evaluate products that respond to real-life needs. The curriculum reflects the school ethos of *"I can do it!"*, encouraging resilience, independence and enjoyment of the creative process while valuing diversity, inclusion and collaboration

INTENT		IMPLEMENTATION		IMPACT	
 **Alignment to National Curriculum**	The Design and Technology curriculum is fully aligned with the National Curriculum for England. Pupils develop skills across designing, making and evaluating, alongside technical knowledge in structures, mechanisms, textiles, food and nutrition. Content is carefully mapped to ensure coverage and progression across Key Stages 1 and 2.	 **Pedagogical Approaches**	Teaching follows an iterative design process where pupils: • Investigate designers and existing products • Develop and practise technical skills • Design, make and evaluate purposeful products Learning is practical, hands-on and discussion-led, promoting creativity, independence and collaborative problem-solving.	 **Approach to Assessment**	Assessment is formative and ongoing, embedded within lessons through observation, questioning, peer feedback and evaluation tasks. Pupils reflect on their own work and the work of others to identify strengths and next steps, supporting assessment for learning.

 **Sequencing and end points**	Design and Technology is taught through three projects per year group. Skills, knowledge, understanding and vocabulary are carefully sequenced to ensure clear progression. By the end of each key stage, pupils can independently design, make and evaluate products that are fit for purpose and meet design criteria.	 **Teacher's Expert Knowledge**	Staff are supported by a clearly mapped curriculum and shared planning that outlines key knowledge, vocabulary and skills. Subject leadership ensures consistency, progression and confidence in delivering high-quality Design and Technology teaching.	 **Performance Data**	Pupil progress is monitored through work scrutiny, teacher assessment and pupil voice. Evidence shows pupils are increasingly confident using tools, applying techniques and articulating their design choices, demonstrating strong engagement and skill development over time.

 **Communication Aims**	Pupils are encouraged to communicate their ideas clearly using technical vocabulary, drawings, models and verbal explanations. Evaluation discussions help pupils explain what works well and how products could be improved.	 **Promoting Discussion and Understanding**	Whole-class discussion, partner talk and reflective questioning are integral to lessons. Pupils evaluate products, discuss design decisions and learn to justify choices, deepening understanding and critical thinking.	 **Pupil's Work**	Learning journeys are captured in whole-class floor books, showcasing the full design process from research to final evaluation. These demonstrate clear progression in skills, creativity and independence across year groups.
 **Addressing Social Disadvantage**	The curriculum is inclusive and accessible to all pupils, including those with SEND, EAL and social or emotional barriers. Adaptations, targeted support and collaborative learning ensure all pupils can succeed and engage meaningfully in Design and Technology.	 **Knowing More and Remembering More**	Key skills and vocabulary are revisited and built upon across projects and year groups. Repetition within different contexts enables pupils to retain knowledge and apply it independently in new design challenges.	 **Monitoring and Evaluation**	The subject leader monitors Design and Technology through planning reviews, lesson observations, work scrutiny and pupil voice. This ensures curriculum intentions are implemented effectively and informs future development.
 **Local Context**	Windsor Community Primary School serves a diverse inner-city community in Liverpool, with over 30 languages spoken. Design and Technology reflects this context by valuing collaboration, creativity and real-world problem-solving relevant to pupils' lived experiences.	 **Teacher Assessment**	Teachers use professional judgement, informed by clear progression maps and success criteria, to assess pupil achievement. Assessment focuses on both process and outcome, recognising skill development as well as final products.	 **Actions**	Ongoing priorities include strengthening cross-curricular links, extending opportunities for independent design, and further embedding technical vocabulary to support pupil confidence and articulation. Year 1 are currently trialing individual project folders for showcasing their work this year. This will be evaluated by SLT in Summer 2026, to establish whether it will become a whole-school approach.

Enrichment	Enrichment opportunities include collaborative projects, practical challenges and opportunities for leadership and responsibility for more able pupils. These experiences enhance enjoyment, creativity and real-life application of Design and Technology skills.