



Park Brow Primary School



Happy - Respect - Pride - Caring - Potential

Design and Technology Policy

September 2025

“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”

Introduction

At Park Brow we believe Design Technology is a practical subject that allows children to think imaginatively and creatively and to become more autonomous and effective problem solvers, both as individuals and as part of a team. Our aim is to provide children with a rich and enjoyable experience of design and technology, in which they can acquire and develop their own designing and making skills in line with our school's identified “curriculum drivers” and learning skills initiative.

Aims

Design Technology Curriculum enables pupils:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to think and talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques to make quality products, whilst following safe procedures;
- To use and explore a range of materials, resources and equipment;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, their manufacture and their contribution to our society;
- To use the internet to explore ideas and already made products;
- To foster enjoyment, satisfaction and purpose in designing and making things;

Intent

At Park Brow we follow the Kapow Scheme for Design Technology lessons from Year 1 to Year 6. The topics have been chosen by teachers with the rest of the curriculum themes in mind and are adapted as necessary to ensure progression. Designed and created by Design Technology teachers, as a staff we thought it would support our skills and delivery of Design Technology lessons with videos of support, offering continuous CPD.

Using Kapow as a tool of support we have a skills and knowledge based continuum which includes coverage of the new National Curriculum. Topics have been chosen with the school curriculum in mind ensuring it is part of a broadly balanced curriculum which meets the needs of Park Brow's pupils

Implementation

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The Design Technology curriculum is delivered through stand alone Design Technology sessions with a balance between direct teaching and child-led exploration.

Curriculum maps have been devised for each year group following Kapow's schemes of work. Each topic chosen has been picked by teachers and National Curriculum objectives have been identified for each topic/theme with learning objectives. Skills taught in EYFS through 'Understanding of the World' are identified on subject curriculum maps.

Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) – key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

- **Promoting possibilities:**

Children cannot aspire to things they have never encountered. At Park Brow, we work to broaden our pupils' horizons, expanding their knowledge of the world by nurturing their interests as well as engaging fearlessness of what is new or unknown.

- **Increasing knowledge of the world:**

Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understanding that they play a part in its future. At Park Brow, we provide opportunities for them to explore similarities and differences between communities and they fit into the wider world.

- **Developing emotional awareness:**

We set high standards for personal conduct and character development. Our pupils are encouraged to demonstrate integrity, empathy, kindness, compassion and respect in their interactions with peers, teachers, and the wider community.

- **Embracing cultural richness:**

We aim to expose our students to the diversity and richness of cultures worldwide. Through engaging activities, multicultural events, and exposure to different perspectives, we prepare our students to thrive in an increasingly interconnected world. At Park Brow, we celebrate diversity and strive to create an environment where all cultures are respected and appreciated.

At Park Brow Primary School, our commitment extends beyond academic excellence. We are dedicated to nurturing compassionate, aspirational, and culturally aware individuals who are well-prepared to contribute positively to society. We believe that by focusing on the personal development of our students, we equip them not only for academic success but also for a lifetime of ethical leadership and responsible citizenship. With this core belief in mind, we are steadfast in our commitment to delivering an education that not only imparts knowledge but also nurtures the moral and ethical compass of our students.

Safety

It is important that children are taught the rule of safety in Design Technology from a young age so that it becomes integral to their learning. Materials and equipment need to be treated with respect and care and we endeavour to make sure all children do this. When carrying out activities, children should treat their classroom as though it is a fully equipped Design Technology studio.

Impact

An end of unit quiz / activity is in place, alongside teacher judgements. A RAG rating system of assessment is used to identify which children have met the expected standard (green) are working towards (yellow) or are working below (red). Milestones of achievement are used to assess each child. End of year data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding. This data will also be shared with subsequent class teachers in handover meetings and additional support planned accordingly.

Responsibilities and Roles

The Headteacher, Curriculum Lead and Governing Body have overall responsibility for the Design Technology Curriculum, supported by the Curriculum Drivers.

Subject coordinator is responsible for overseeing the delivery of the Design Technology Curriculum through:

Regular formal and informal discussions with staff.

- Monitoring planning to ensure curriculum coverage.
- Curriculum map reviewed by members of Senior Leadership and in line with National Curriculum
- Carrying out book scrutinizes alongside planning to ensure cross-curricular links are optimised.
- Ensure progress is being made within Design Technology.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Design Technology Action Plan.

Reviewed by J Connell September 2025

To be reviewed in September 2026