



ABBEY MEAD

PRIMARY ACADEMY

Design Technology Policy

2025/2026

National curriculum Purpose of study

Design Technology is an inspiring, rigorous and practical subject in which pupils use creativity and imagination to design and make products that solve real and relevant problems in a variety of contexts. In doing so, they consider their own needs, as well as the needs, wants and values of others. Pupils develop a broad range of subject knowledge and skills, drawing on disciplines such as mathematics, science, engineering, computing and art.

Through the design, making and evaluation process, pupils learn to take risks and become resourceful, innovative and enterprising, developing the skills and attitudes required to be capable citizens. By evaluating both past and present design and technology, pupils gain a critical understanding of its impact on daily life and the wider world. High-quality Design Technology education makes an essential contribution to creativity, culture, economic development and well-being.

Aims

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 range of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users
- critique, evaluate and test their ideas and products, as well as the work of others
- understand and apply the principles of nutrition and learn how to cook

Planning:

To ensure clear progression in Design Technology across the school:

- DT projects are carefully mapped across each area of Design Technology from EYFS to Year 6 to ensure clear progression in knowledge, skills and understanding.
- A progression of skills document clearly outlines the core skills and key elements each year group needs to cover when teaching DT projects, ensuring consistency and continuity across the curriculum.
- Design Technology is integrated within our connected curriculum units, with purposeful cross-curricular links made to subjects such as English, Mathematics, Science, History and Geography. This ensures learning in Design Technology is meaningful and builds upon pupils' prior and current knowledge.
- In the Early Years Foundation Stage, DT skills are linked specifically to curriculum objectives and the Early Learning Goals. Provision is planned to reflect current topics and areas of focus, allowing children to develop early design, making and evaluation skills through purposeful play and practical experiences.
- A range of teaching styles is used to make learning engaging and collaborative, maximising enjoyment and learning potential. These approaches encourage children to take risks and develop confidence when working practically.

Cross-curricula links

Design Technology has strong cross-curricular links with English, Mathematics, Science, History and Geography. DT supports the development of oracy and communication through discussing, explaining and evaluating ideas and products. Pupils apply mathematical skills such as measuring, size and shape to support practical designs and models. Projects are designed to link with science, history and geography to ensure learning is purposeful and meaningful.

What we want Design Technology to look like at Abbey?

At Abbey, we want Design Technology to be:

- **Creative:** Projects are designed by the children, using taught skills, resulting in unique and individual outcomes.
- **Aspirational:** Teachers and pupils have high expectations. Projects may not always go to plan; however, strong reflection and evaluation are valued over perfect outcomes.
- **Skill-focused:** Pupils learn and apply a range of skills and techniques to design, make and evaluate products based on a design brief.
- **Knowledge-rich:** DT lessons teach both disciplinary and substantive knowledge.
- **Progressive:** Lessons are vocabulary-rich and build progressively on prior learning.
- **Independent:** Pupils confidently and safely use a range of tools and equipment, understanding their purpose and function.

Inclusion

Children with special educational needs and/or disabilities (SEND) are supported and adapted for appropriately to ensure the development of skills and equal access to the Design Technology curriculum. Support may include scaffolding, adaptations to tasks or resources, and adult or peer support, enabling all pupils to access learning and achieve success in Design Technology.

Safety Guidelines

Overall responsibility for safety lies with the class teacher. All teachers are responsible for ensuring that appropriate safety measures are in place and for modelling the safe use of tools and equipment. When cooking or using specialist equipment in the DT room, such as saws or hot glue guns, teachers must refer to the relevant risk assessments and provide clear demonstrations, ensuring pupils understand how to work safely.