



Design and Technology at Benhall St. Mary's C of E Primary School

Intent

At Benhall, we aim to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

We want our children to:

- Be inventive, resourceful, and solution-focused.
- Understand the design process from concept to completion.
- Develop competence in using tools, materials, and technology safely and effectively.
- Reflect on their work and the work of others critically and constructively.
- Gain an awareness of design influences in their everyday environment.

Key Concepts:

Function, form, innovation, construction, evaluation, user, purpose, resilience, problem-solving, systems, materials, nutrition, sustainability, safety.

Implementation

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge.

Pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas.

Each key area follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Adaptive guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At Benhall St. Mary's, we aim to:

- Provide a hands-on, enquiry-based D&T curriculum rooted in real-life contexts.
- Use the **Kapow Primary** scheme to deliver a balanced progression of technical knowledge, practical skills, and creative design thinking.
- Expose children to a range of materials and processes, including construction, textiles, digital components, and food technology.
- Ensure lessons include clear design briefs, opportunities to research and experiment, and time for making, evaluating, and reflecting.
- Promote teamwork, independent learning, and responsible risk-taking in the classroom.

Impact

Pupils are constantly assessed through both formative and summative opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

By the end of each year, and by the time pupils leave in Year 6, we want children to:

- Be confident in the design process: investigating, designing, making, and evaluating.
- Work safely and competently with a variety of tools and materials.
- Understand the value of design in everyday life.
- Apply problem-solving strategies and communicate ideas effectively.

Children's work will demonstrate increasing independence, technical fluency, and imaginative solutions to design challenges.