

John Blandy Primary School



Design Technology Policy September 2025

Belong. Believe. Brilliant

‘Tell me and I forget – Show me and I may remember – Let me do it and I learn.’ Benjamin Franklin

Intent

At John Blandy Primary School we believe that high-quality Design and Technology lessons will engage and inspire all children to think innovatively and develop creative procedural understanding. Design and technology is an intricate part of our day to day lives and it is therefore important that our children are taught how this subject is of great importance in our rapidly changing world. Children are encouraged to think creatively to solve problems and/or make improvements to existing ideas and products. It is through these methods that they can make positive changes to their own and others’ lives.

Our intention is to fulfil the requirements of the 2014 National Curriculum for Design and Technology by providing:

- a broad and balanced curriculum
- to ensure the progressive development of knowledge and skills
- to learn how to take risks
- to become resourceful, to be innovative with ideas
- enterprising and capable citizens through evaluation of past and present design and technology
- to develop a critical understanding of its impact on daily life and the wider world and to participate successfully in an increasingly technological world using the language of design and technology

Aims and objectives

The objectives of teaching DT in our school are to enable children to:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge.
- Apply a growing body of knowledge, understanding and skills to design and make prototypes and products for a wide range of users.
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures.
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society.
- Foster enjoyment, satisfaction and purpose in designing and making things.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and to learn how to cook.
- Understand how key events and individuals in design and technology have helped shape the world.

Teaching and Learning

Our long term and medium-term plans are taken from the scheme 'Projects on a Page'. Each unit is based on the six essentials of good practice in D&T that ensure children's learning is genuinely design and technological in nature:

User – children will have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences.

Purpose – children will know what the products they design and make are for.

Functionality – children will design and make products that function in some way to be successful

Design Decisions – when designing and making, children will have the opportunities to make informed decisions, e.g. selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform.

Innovation – when designing and making, children will be encouraged to be original with their thinking leading to a range of design ideas and products being developed.

Authenticity – children will design and make products that are believable, real and meaningful to themselves.

Teachers use the building blocks for each project to support them in creating high quality units of DT for all pupils.

EYFS

Design and technology is taught within the 'Expressive Arts and Design' area of learning alongside art, music, movement, dance and role-play. The early learning goals for Expressive Arts and Design indicate what children should know, understand and be able to do by the end of the reception year. This learning is delivered through high quality design and technology, enabling children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, using what they have learnt about media and materials in original ways, thinking about uses and purposes.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against their design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products

Key stage 2

Through a variety of creative and practical activities, our pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making. They work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Food and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

EYFS

There are many opportunities for the children to prepare healthy snacks, selecting different ingredients. They are encouraged to consider taste, texture and colour. Under supervision, they are taught to use appropriate tools.

Key stage 1

- Use the basic principles of a healthy and varied diet to prepare food.
- Understand where food comes from.
- Use appropriate kitchen tools correctly and safely, under close supervision.

Key stage 2

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- Use appropriate kitchen tools with increasing independence and accuracy.

Presentation and Recording of Work

In design technology, children's work can take various forms. It can be exploring and developing ideas and producing a piece of work e.g. a model or a design. These pieces of work will be presented in their DT learning journey books that will move through the school with the

children. Photos and videos can be used to record the design technology process and or the finished product.

Assessment for learning

Children demonstrate their ability in design and technology in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the product and gives verbal or written feedback as necessary to inform future progress. At the end of the unit of work, the teachers make a summary judgements about the work of each pupil in relation to the National Curriculum and records these grades through Fischer Family Trust (FFT).

Resources

Resources are kept centrally in storage boxes in the central area by the staffroom. Cooking items are stored in the staff kitchen area.

Health & Safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to:

- Use tools and equipment correctly
- Recognise hazards and risk control

Children should be:

- strictly supervised in their use of equipment at all times.
- taught to respect the equipment they are using and to keep it stored safely while not in use
- taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene:

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Jewellery should be removed and hair tied back.

Sawing:

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.

Risk assessments

Risk assessment has been written and reviewed at the beginning of the year. All staff to sign the risk assessment and to understand the procedures in place for design technology.