

St James the Less Design and Technology



"The Lord has filled them with skill, ability and knowledge in all kinds of crafts."

Exodus 35:35

Intent

At St James the Less, the Design and Technology curriculum is carefully designed 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 our children to develop the confidence to take risks, through drafting design concepts, modelling, and testing to be reflective learners who evaluate their work and the work of others. Our curriculum aims to build an awareness of the impact of Design Technology on our lives and encourage our pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Implementation

In order to meet the National Curriculum, we follow the KAPOW Scheme of Work. The Design and Technology national curriculum outlines the three main stages of the design process: design, make and evaluate. We implement the delivery of Design Technology with an agreed whole school progression map which is based upon specific main strands which are revisited in every unit. These are:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

Through our Curriculum pupils respond to design briefs and scenarios which require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and Nutrition (food)
- Electrical Systems (KS2)
- Digital World (KS2)

Kapow provides lesson plans whereby, 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 the lessons are engaging and appeal to those with a variety of learning styles. Differentiated 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. Each unit of lessons includes teacher videos to develop subject knowledge and support ongoing CPD.

Kapow's Design and Technology scheme has a clear progression of skills and knowledge within these five strands across each year group. It has a national curriculum mapping document that shows which unit covers each of the national curriculum attainment targets as well as each of the five strands. It also contains a progression of skills document that shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Impact

Our children leave school equipped with a range of skills to enable them to become innovative and resourceful members of society.

We use a range of strategies to assess what skills and knowledge the children have attained each term including the following:

- Work scrutiny
- Pupil voice
- Regular feedback from subject leaders
- Regular formative feedback for children in lessons
- Post assessments at the end of each unit of work completed by children

Assessment and Record keeping

In KS1 and KS2, children are assessed during lessons in various ways e.g. through both formative and summative assessments. Each Kapow lesson plan includes guidance to support teachers in assessing pupils against the learning objectives. Each unit also has a unit

quiz and knowledge catcher, which can be used at the start and/or end of the unit. At the end of each term, teachers use the outcome of assessments to make a summative judgement by inputting data onto Insight.

The DT Subject Leader monitors standards in DT by analysing data, book scrutiny, learning walks and pupil questionnaires.

In EYFS/KS1 DT lessons are logged in their big books.

In KS2 children keep a log of their work in their DT books and the class big book.

Subject leader gathers samples of work throughout the year

Policy revised Spring 2026