



ST ANNE'S RC PRIMARY SCHOOL

Whole School Design Technology Policy & Progression Ladder



Vision and Intent

At St Anne's RC Primary School, we believe that Design and Technology is an inspiring, practical, and creative subject that equips children with the knowledge, skills, and confidence to solve real-life problems. Our vision is to develop innovative, resilient, and reflective learners who can design, make, evaluate, and improve products with purpose.

We aim to ensure that all pupils:

- Develop creativity, imagination, and problem-solving skills
- Gain practical knowledge and technical understanding across food and nutrition, textiles, and construction/mechanical systems
- Learn how to take risks, innovate, and evaluate their ideas critically
- Develop resilience through the design, make, evaluate process
- Understand the importance of healthy eating, sustainability, and safe working practices
- Are prepared for the next stage of education and life in an increasingly technological world

Our curriculum is carefully sequenced to ensure progression in knowledge, skills, vocabulary, and technical understanding from EYFS to Year 6. It is underpinned by our Catholic values, promoting stewardship, sustainability, creativity, and respect for resources and the wider world.

Aims of the Design Technology Curriculum

The Design Technology curriculum at St Anne's aims to:

- Provide a broad and balanced Design Technology education in line with the National Curriculum
- Develop creative, technical, and practical expertise needed to perform everyday tasks confidently
- Enable pupils to participate successfully in an increasingly technological world
- Build knowledge and understanding of structures, textiles, mechanisms, electrical systems, and food technology
- Encourage pupils to design purposeful products for themselves and others
- Teach pupils to evaluate existing products and improve their own work
- Develop pupils' understanding of nutrition, healthy eating, and food preparation
- Foster resilience, independence, collaboration, and reflective thinking

Curriculum Design and Implementation

Curriculum Structure

Design Technology is taught through carefully planned units across Key Stage 1 and Key Stage 2. EYFS develops early Design Technology understanding through expressive arts, construction, and exploration activities.

The curriculum is structured around three main strands:

1. Food and Nutrition
2. Textiles
3. Construction and Mechanical/Electrical Systems

Each unit identifies:

- Design opportunities
- Practical making experiences
- Evaluation and improvement
- Technical knowledge
- Progressive vocabulary
- Opportunities for creativity and problem solving

The curriculum ensures progression in:

- Designing
- Making
- Evaluating
- Technical knowledge
- Cooking and nutrition

Substantive and Disciplinary Knowledge

At St Anne's, we distinguish between:

Technical & Practical Knowledge

- Knowledge of materials, structures, textiles, mechanisms, and food
- Understanding how products work and are made
- Understanding nutrition, healthy eating, and food preparation
- Learning how to use tools, equipment, and techniques safely

Design & Evaluation Knowledge

- Designing purposeful products
- Generating and communicating ideas
- Selecting appropriate tools and materials
- Evaluating products against design criteria
- Improving and refining designs

Both types of knowledge are explicitly taught and revisited regularly.

Teaching and Learning Principles

Teaching at St Anne's follows key principles:

a) Small Steps and Sequencing

Learning is carefully sequenced so pupils build secure knowledge and skills progressively.

b) Retrieval Practice

Regular opportunities are provided to revisit previous learning through:

- Vocabulary retrieval
- Flashback activities
- Design discussions
- Revisiting techniques and skills

c) Explicit Instruction

Teachers:

- Model practical techniques clearly
- Demonstrate safe use of tools and equipment
- Introduce and revisit vocabulary explicitly
- Provide examples of high-quality outcomes

d) Practical Learning

Every unit includes opportunities for pupils to:

- Design
- Make
- Test
- Evaluate
- Improve

e) Problem Solving & Evaluation

Teachers use:

- Generate ideas creatively
- Solve problems independently
- Reflect critically on their work
- Suggest improvements

Use of Specific Vocabulary

Vocabulary is explicitly taught and revisited. Strategies include:

- Vocabulary displays
- Word banks
- Pre-teaching for SEND/EAL pupils
- Expectation of accurate use in speaking and writing

Vocabulary progression across the year groups:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking and nutrition general/shared vocabulary: assemble, chop, combine, cut, evaluate, flavour, follow, fresh, healthy, hygiene, ingredient, mix, prepare, safety, serve, slice, taste, texture, utensil These terms appear across all units and grow in complexity with use (e.g. "cut" evolves to "dice", "taste" evolves to "flavour pairing").					
Plant power: Snack like Jack: assemble, bean, chop, combine, cut, fresh, fruit, grow, harvest, healthy, ingredients, mash, mix, peel, plant, prepare, safe, savoury, seed, slice, smooth, snack, soft, spread, sweet, taste, vegetable	Super veggies to the rescue: bake, coat, cooked, crisp, cut, dip, fresh, harvest, healthy, herbs, ingredients, knife, mash, mix, peeler, peel, potato, prepare, raw, safety, seasonal, slice, stir, toss, vegetable, wash, wedge	Roots and shoots: Unearth the flavours: assemble, chop, cold dish, colourful, flavour, fresh, grate, grater, healthy, hygiene, knife, peel, peeler, prepare, raw, rinse, safe, seasonal, slice, soak, soften, texture	Chocolate that cares: appearance, aroma, cacao, chocolate bark, cooling, eco-friendly, ethical, Fairtrade, fermentation, flavour pairing, harvest, melting point, production, recyclable, roasting, sustainability, tempering, texture, shipping	Tasty travels: Central America on a plate: adapt, assemble, authentic, Central America, chop, combine, cuisine, culture, flatten, fold, fry, knead, mash, portion, prepare, press, recipe regional, scoop, serve, staple, stir, taste, traditional	Mix it up: Create the next food craze: assemble, blend, chop, combine, cuisine, flavour pairing, fold, fresh, fusion, healthy, hybrid, innovation, layer, mash, mix, multicultural, prepare, recipe, reinvent, roll, savoury, slice, texture, trend
Textiles general/shared vocabulary: cut, decorate, design, fabric, fasten, functional, join, material, needle, secure, shape, stitch, template, textile, thread These core terms appear throughout all textiles units, with increasing depth and precision in use.					
Seaside adventures: attach, colour, collage, cool, cut, dark, decorate, fabric, felt, glue, join, layer, light, material, neat, pattern, secure, seaside, shapes, soft, texture, warm	Buzzing bookmarks: aida, appealing, appearance, bookmark, cross-stitch, decoration, durable, embroidery, fabric, functional, neat, needle, needle threader, running stitch, secure, stitches, thread, usable	Stone Age mysteries: appealing, cross-stitch, decoration, durability, fabric, fasteners, functional, historical, knot, needle, overstretch, pins, pouch, running stitch, seam, secure, Stone Age, templates, thread	Bag a story: accuracy, appealing, assemble, backstitch, capacity, construction, decorate, durable, fabric, fabric pens, functional, handles, leakage, neat, pattern, pinning, reinforce, seam, seam allowance, secure, sturdy	Moonlit magic: Spooky wall hangings: appliqué, appealing, atmosphere, backstitch, blanket stitch, composition, contrast, decorate, embellishment, embroider, fabric, hanging loop, layering, mood, overstretch, running stitch, secure, symbol, textile, theme	Trash to treasure: adapt, appliqué, attach, backstitch, cross-stitch, durable, embellish, fabric, fasten, overstretch, opening, personalise, recycle, repurpose, running stitch, seam, seam allowance, sustainable, textiles, upcycle
Construction general/shared vocabulary:					
Toy makers' workshop: recycled, material, explore, safe, plan, string, shape, cut, join, tape, glue, build, wheel, decorate, balance, test, improve, finished, durable	London's burning: Rebuilding history: timber, thatched, wattle, overhang, material, strong, flexible, suitability, frame, support, brace, triangle, beams, feature, structure, diagonal, construct, stable, compress	Magnetic mysteries: magnet, attraction, repel, hidden, force, poles, distance, material, precision, mechanism, secret, artefact, construct, align, ancient, secure, movement, interactive, symbol, treasure	Roman innovations: Bright ideas: Roman, model, inspiration, chariot, circuit, wire, battery, bulb, mosaic, functional, switch, connection, build, attach, decorate, present, conductor, insulator, component, electricity	Fairytale engineering: Pulleys and levers in action: problem, fairytale, solution, pulley, lever, force, load, structure, connect, tension, effort, fulcrum, direction, resistance, pivot, reinforce, modify, measure, aesthetic	Gothic glow: Electrifying creations: Gothic, atmosphere, decoration, silhouette, circuit, component, series, parallel, layout, construct, connect, insulate, troubleshoot, motor, arch, architecture, hacksaw, bench hook, clamp

Cross-Curricular Links

Design Technology is linked where appropriate to:

- **Science** (materials, forces, electricity, nutrition)
- **Mathematics** (measuring, shape, accuracy)
- **English** (evaluations, instructions, speaking and listening)
- **History** (historical design links such as Roman chariots and the Great Fire of London)
- **Geography** (food origins, sustainability, culture)
- **Art and Design** (design, aesthetics, textiles)
- **Computing** (design processes and problem solving)

Working Scientifically

Working scientifically is embedded across all year groups and taught progressively.

Key Elements:

- Asking questions
- Making predictions
- Planning enquiries
- Observing and measuring

- Recording data
- Analysing and interpreting results
- Drawing conclusions
- Evaluating

Assessment

Formative Assessment

- Ongoing questioning
- Teacher observation
- Feedback during lessons
- Pupil discussions

Summative Assessment

- End-of-unit assessments (White Rose aligned)
- Knowledge quizzes

Retrieval Practice

- Weekly/regular flashback with friends to start every lesson
- Revisiting prior units

Use of Assessment

Assessment informs:

- Planning
- Intervention
- Adaptation of teaching

Inclusion and Adaptive Teaching

At St Anne's Primary School:

- All pupils access the same ambitious curriculum
- Tasks are adapted, not reduced
- Support includes:
 - Scaffolds
 - Visual aids such as widgeits
 - Adult support
 - Chunked instructions

Greater depth pupils are challenged through:

- Open-ended investigations

- Application tasks
- Leadership opportunities

Monitoring and Evaluation

The Design Technology Leader will:

- Monitor planning and childrens' work
- Conduct lesson observations
- Analyse data
- Gather pupil voice
- Attend relevant training provided by Emmaus CAT and other relevant agencies
- Provide CPD for staff

Impact

By the end of Year 6, pupils will:

- Be confident designers and makers
- Use practical skills safely and effectively
- Understand how Design Technology impacts everyday life

- Apply technical knowledge across a range of contexts
- Evaluate and improve products critically
- Use Design Technology vocabulary accurately
- Demonstrate creativity, resilience, and independence
- Be prepared for secondary education and future technological learning

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Science Subject Lead: Aimee Davies