

West Park CE Primary Subject on a Page - Design Technology

INTENT- What pupils will learn at West Park?

Enable the children, using incremental learning steps, to build upon and broaden their knowledge and understanding of our creative, designed world.	Build the children's skills, re-engaging and re-capping while still giving them freedom to design and create their ideas.	Deliver a range of units that ensure children have the opportunity to create projects in a range of areas and build upon concepts, skills and vocabulary.	Develop realistic thinking in our learners; they will be encouraged to reflect on their work and suggest improvements.	Develop and refine food choices of our learners: how do we create and sustain healthy choices building a better, healthier future for themselves.	Involve every single child in designing, creating and evaluating; ambition and imagination will be the drivers in DT.
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IMPLEMENTATION- What teaching activities are planned at West Park?

Planning- We have ensured that the children receive a rich and purposeful DT curriculum. This means we deliver learning within all main strands of DT: textiles, mechanisms, structures, digital, electronic and food technology. All aspects covering design, make, evaluate, technical knowledge and food technology. All units begin with a design brief and a target audience. Evaluations are essential.	Recording- Each child has their own DT book to record their ideas, designs and photographic evidence of their final piece. The learning journey and acquisition of skills can be identified. Children in EYS and Yr 1 use a floor book to record as evidence of their learning as a class using individual quotes and ideas clearly labelled by the owner.
Assessment- Children regularly assess their own work in DT, whether that be testing a design, written or sharing their ideas to the class. Assessment by the teacher promotes thinking, analysis and improvement. Our learners will develop their own critical thinking by analysing their design and suggesting improvements.	Vocabulary - Whilst covering the strands of DT: textiles, mechanisms, structures, digital, electronic and food technology – each child is introduced to specific vocabulary and is supported to use verbally and to show written evidence. The vocabulary becomes more demanding throughout the learning journey and specific technical language is used in Yrs 5 and 6.
EYFS- Children benefit greatly to early exposure to language, designing and creating. They are given opportunities to design, make, build and construct with purpose, using simple tools and techniques as well as developing basic cooking skills. Children work more as a large group, the guiding principles of DT are still there: designing and making to fit a brief, with time to build and reflect at the end.	Enrichment- Children continue to develop their knowledge and understanding of Design Technology vocabulary, skills and processes and build upon what they have learnt before. They are expected to develop ownership of their learning using skills taught in previous years. Visitors and trips are selected to enhance the children's understanding.
Adaptation- DT is a wonderfully inclusive subject that encourages total participation. We encourage teachers to plan strategically and carefully to ensure every child is able to design, create and reflect. Children are stretched and supported along their journey to achieve their desired outcome.	Values – 'Let your light shine' We provide opportunities to encourage and challenge all pupils to shine through our inclusive curriculum which is inspired by shared Christian beliefs, values and practices in our school family. Our school values of kindness, independence, faith and creativity are evident in our school day and our curriculum

IMPACT- What will pupils remember and be able to do?

Children will be able to communicate what they have been learning.	Children will remember to DESIGN, MAKE and EVALUATE all their ideas.	Children will be able to recall key language, skills and learning.	Children will be able to commit to a healthy diet and lifestyle.	Best practice will be seen in our Exhibition Area and around the school.	Children can execute their own ideas confidently.
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West Park CE Primary School

Foundation Subject Action Plan 2025-26

Objective- What outcome are we working towards?	Actions- What specific actions will be taken to achieve the objective?	Success Criteria- How will we know if actions have been successful?	Timeframe and Owner- When will the actions be completed and by whom?	Costs- What will the financial implications of the actions be?	Monitoring- How will improvements be monitored going forwards?
Intent: What pupils will learn at West Park?	Staff will teach the DT National Curriculum for KS1 and 2 via units of work covering textiles, mechanisms, structures, digital, electronic and food technology. New vocabulary to be embedded from the very start of each unit for the children to fully understand and use in their learning. The importance of learning about innovators in DT to include designers, chefs, craftspeople, engineers, architects and entrepreneurs.	Subject Leader/Year Leader/Subject Planner will ensure that coverage and inclusion of skills is included with each topic / unit.	Termly book looks, pupil voice, learning walks.	DT budget to be used for resourcing.	Termly book looks, pupil voice, learning walks. Subject Lead to monitor across the year through monitoring of planning, YILO and Book Look. Actions from YILO and moderation events to be a focus for year groups moving forward. Subject on a Page also utilised.
Implementation: What teaching activities are planned at West Park?	A wide range of skills to be taught and experienced including sewing and fastening, moving mechanisms, construction using various materials, use of ICT to		Termly monitoring planning across the school to see evidence of skills and progression.	DT budget to be used for resourcing.	Termly monitoring to ensure new skills and vocabulary are being used. Ensure planning is inclusive and progressive.

	control elements, use of electrical circuits to produce an outcome and skills gained understanding food and its uses and origins. All to include research, design, make and evaluate.				Class teachers/Year Leaders/Subject Lead to monitor success and value of each task and to show photographic evidence.
Impact: What will pupils remember and be able to do?	Ensure staff are introducing all children to designers, engineers etc that have formed our world today. Children will have a broad, rich experience of the world around us and how this impacts on our lives. Famous people known for their work and achievement in the wider world.	Progression of the children's skills will develop in line with year group coverage.	Through learning walks, children will remember the skills they have been introduced to and will be able to understand their use in the world. Each class teacher will manage their class books so by end of summer term 2027, each child will have 3 pieces of DT/food tech work in books, labelled, marked and dated.	DT budget to be used for resourcing.	Termly book looks, pupil voice, learning walks.
Subject leadership inc: CPD opportunities External Subject Leader Network Meetings, Support Log, YILO Governor visit – 18th September 2026					