Design and Technology

Intent Statement St Mary's Primary School

At St Mary's, we use Kapow Primary's Design and technology scheme of work. We aim to inspire pupils to become curious, creative and innovative thinkers with a broad understanding of how products are designed and made, in other words, to think like designers and engineers. The intention is for pupils to develop the confidence to identify problems, generate ideas, plan and create products and evaluate their outcomes.

The scheme aims to raise pupils' awareness of how design and technology shape the way they live, work and interact with the world. It encourages pupils to become resourceful, enterprising individuals who have the skills to contribute to and improve the world around them.

The scheme supports teachers in developing their subject knowledge and skills, enabling the delivery of engaging, well-informed lessons with confidence. The curriculum is designed to be both accessible and ambitious, ensuring all learners' full participation and potential achievement.

Implementation

At St Mary's Primary School, we implement the Design and Technology curriculum through an inclusive, ambitious and compassionate approach that empowers all learners to think critically, create with purpose, and develop a practical understanding of the world around them. Using the Kapow Primary scheme, we ensure full coverage of the National Curriculum, with clear progression across the four key strands—Design, Make, Evaluate, and Technical Knowledge.

We bring our value of ambition to life by exposing pupils to a wide range of real-world design contexts and encouraging them to respond to design briefs that promote curiosity, creativity, and independence. Lessons are structured to enable children to apply increasingly complex knowledge and skills through hands-on, engaging experiences in each of the six key areas: Cooking and nutrition, Mechanisms, Structures, Textiles, Electrical systems, and the Digital world. Our spiral curriculum design enables pupils to revisit and refine their learning as they move through school, building confidence and mastery over time.

Inclusion is built into every element of delivery. Differentiated support ensures all learners, including those with SEND, have access to practical experiences that are relevant and challenging.

We prioritise vocabulary and oracy in every unit. Pupils are explicitly taught technical and subject-specific language, and lessons are structured to include regular opportunities for discussion, explanation, and evaluation through oral presentations, group discussions and peer critique. This focus directly supports our whole-school commitment to high-quality reading and language development across the curriculum.

Teachers are supported through high-quality professional development materials embedded in each Kapow unit. Video content, teacher guidance and ongoing CPD ensure that staff, regardless of their prior experience, feel confident in delivering a

robust and progressive curriculum. Subject leaders also receive regular release time to monitor and evaluate their subject's provision. This strong foundation of subject knowledge enables staff to model processes clearly and to inspire our pupils as future designers, engineers, and problem-solvers. Our Design and Technology curriculum prepares pupils to become thoughtful, skilled and creative contributors to an ever-changing world.

Impact Statement

At St Mary's Primary School, we measure the impact of our Design and Technology curriculum not only through pupils' outcomes against the National Curriculum, but through how well our children grow as ambitious, compassionate, and inclusive learners—ready to thrive in the wider world with the confidence to innovate and the empathy to design with purpose.

Through formative and summative assessments embedded in the Kapow Primary scheme—including lesson-based success criteria and unit quizzes—teachers continuously monitor pupil progress. This ongoing assessment allows for responsive teaching and ensures that all children, regardless of starting point, can achieve meaningful progress and meet or exceed age-related expectations.

Ambition is reflected in how our pupils develop a deep, progressive understanding of design processes. They learn to tackle real-world problems with increasing independence and sophistication—confidently selecting, combining, and evaluating materials, tools, and digital resources.

Pupils reflect on how design choices can impact others, developing a social conscience alongside their practical skills. This is further supported by units that explore healthy living, sustainability, and ethical design. By studying key inventors, engineers and designers—both global and local—children develop a sense of respect and gratitude for those whose innovations shape our world.

Inclusion underpins our assessment and teaching practices. Adaptive teaching and scaffolded materials ensure every pupil, including those with SEND or additional needs, can access and succeed in D&T lessons.

By the time children leave St Mary's Primary School, they are:

- Confident in applying a wide range of D&T skills with fluency and originality.
- Able to reflect on and improve their own work with independence and pride.
- Equipped with the language and literacy skills to communicate as designers.
- Respectful of others' needs, mindful of sustainability, and aware of their role as responsible citizens.
- Prepared to make meaningful contributions to secondary education and to the wider world as creative problem-solvers and compassionate changemakers.