

OUR LADY'S CATHOLIC PRIMARY
SCHOOL



We ASPIRE that through the love of Jesus everyone
should
"have life and have it to the full".

John 10:10

**Design and
Technology at Our
Lady's**

Intent

Design and Technology at Our Lady's Catholic Primary School aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle – generating ideas, planning and designing, creating and evaluating. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing. We want our pupils to become reflective learners who evaluate their work and the work of others. We aim to develop an awareness of the impact of design and technology on our lives and encourage our pupils to be resourceful, enterprising citizens who will have the skill to contribute to future design advancements.

Using the Kapow Primary scheme, we intend to:

- Develop technical knowledge, creative thinking, and practical skills across structures, mechanisms, textiles, electrical systems, and cooking and nutrition.
- Ensure pupils understand the iterative design process: research, design, make, evaluate.
- Build cultural capital by exposing pupils to real-world design, engineering, and technological innovation.
- Promote resilience, resourcefulness, and reflective thinking through hands-on learning.
- Ensure all pupils, including SEND learners, can access and succeed in D&T through adaptive teaching and scaffolded resources.
- Encourage pupils to consider the impact of design on daily life, the environment, and society.

Implementation

Design and Technology is taught using the Kapow Primary scheme, which provides a clear progression of knowledge and skills from EYFS to Year 6. All classes will have a scheduled Design and Technology block of lessons every term. Each year group has been given three of the six key areas per academic year to focus on and these are agreed and published in the Design and Technology Curriculum Map.

The six areas include:

- mechanisms
- structures
- textiles
- cooking and nutrition (food)
- electrical systems (KS2) and

- digital world (KS2)

Curriculum Structure

- Kapow units are taught discretely each term, ensuring full coverage of the National Curriculum.
- Each unit follows the design–make–evaluate cycle and includes explicit teaching of technical knowledge.
- Lessons incorporate practical, hands-on activities, supported by high-quality video demonstrations and teacher guidance.
- Vocabulary is explicitly taught and revisited to strengthen subject understanding.

The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technological knowledge which encompasses the contextual, historical and technological understanding.

We follow Kapow Primary Scheme that ensures and progression of skills and covers all aspects of the Design and Technology curriculum.

Teaching Approach

Teachers follow Kapow’s structured lesson plans but adapt them to meet the needs of their class. Pupils are encouraged to explore, experiment, and take creative risks. SEND provision includes scaffolded tasks, visual supports, adapted tools, and adult modelling. Cross-curricular links are made where meaningful, particularly with Maths, Science, Art, and Computing.

Resources

- Kapow’s digital resources, planning documents, and progression maps.
- A well-organised D&T resource area with age-appropriate tools and materials.
- Cooking and nutrition lessons use the school’s food preparation equipment and follow health and safety guidelines.

Impact

The impact of our D&T curriculum is seen in pupils who:

- Demonstrate progressive technical skills and increasing independence.
- Can articulate the design process and evaluate their own and others’ work.
- Show creativity, resilience, and problem-solving ability.
- Understand how D&T connects to real-world contexts, careers, and everyday life.
- Produce high-quality products that reflect age-appropriate expectations.

We measure impact through:

- Pupil voice interviews and discussions.
- Work scrutiny and photographic evidence of practical outcomes.
- Teacher observations during lessons.
- Assessment against Kapow’s skills and knowledge progression.

Recording and Assessment

Assessment in D&T is ongoing and formative, supported by Kapow's assessment tools.

Recording

- Pupils record their work in D&T books.
- Photographs are used to capture practical stages and final products.
- Teachers keep evidence of class projects and evaluations.

Assessment

Teachers assess pupils against Kapow's learning objectives and progression statements. End-of-unit assessments identify pupils working below, at, or above age-related expectations. Assessment informs future planning and identifies gaps in knowledge or skills. Feedback is verbal, immediate, and focused on improving practical outcomes.

Monitoring

The subject leader monitors D&T to ensure high-quality provision and consistency across the school.

Monitoring activities include:

- Learning walks and lesson observations.
- Book looks and evidence reviews.
- Pupil voice to understand engagement and retention.
- Reviewing planning to ensure coverage and progression.
- Analysing assessment data and identifying areas for development.
- Ensuring staff have access to CPD, including Kapow's training videos and guidance.

Findings from monitoring are shared with staff and used to shape action plans and future curriculum development.