



## DT

### Intent

At Greenside, we are committed to delivering a high-quality Design and Technology (DT) education that nurtures creativity, problem-solving, and innovation. Through the disciplines of designing, making, evaluating and applying technical knowledge, pupils gain the practical skills and theoretical understanding needed to create purposeful, high-quality products for a range of users.

Our DT curriculum is delivered through a clear Project on a Page model, rooted in the statutory requirements of the National Curriculum. Each unit is carefully structured to ensure progression in key skills and concepts, such as mechanical systems, structures, food and nutrition, textiles and digital design. We place a strong emphasis on real-world contexts to inspire purposeful design and make learning meaningful and engaging for all pupils.

Pupils are encouraged to take risks, become resourceful, and reflect critically on their work and the work of others. Throughout each project, we promote exploration, questioning, and resilience, helping children develop a reflective design mindset. This fosters a culture of continuous improvement and innovation, equipping our pupils with the skills and knowledge to contribute creatively to society and the world of future work.

Hands-on experience is central to our DT provision. Pupils design, prototype, and construct using a range of tools and materials. Our curriculum includes opportunities for cross-curricular links, including using our school garden and applying mathematical and scientific principles to real-world challenges. By engaging in practical projects, pupils develop technical expertise alongside teamwork, communication, and independence.

At Greenside, we believe in a fully inclusive DT curriculum. For pupils with SEND, projects are carefully adapted and personalised, with appropriate support and challenge, to ensure that every child can access and achieve. Our approach nurtures independence, curiosity and creativity for all learners, ensuring that pupils with SEND reach their full potential and are well-prepared for the opportunities of the wider world.



## Implementation

At Greenside, our DT curriculum begins in the EYFS within the area of Expressive Arts and Design and Understanding the World. Children develop early skills in designing, making, and evaluating through carefully planned opportunities that reflect their interests and fascinations. They explore materials, tools, and construction techniques, laying the foundation for more structured learning as they move into Key Stage 1.

From Year 1 onwards, DT is taught through discrete, progressive units using Project on a Page as our planning framework. These projects are carefully mapped to the National Curriculum and ensure a balance of coverage across structures, mechanisms, textiles, food and nutrition, and digital design. Each unit includes a clear sequence: research, design, make and evaluate, and offers opportunities for cross-curricular links, including science, maths, computing, and art.

Implementation is highly practical and hands-on. Pupils work with a range of tools and materials to develop and refine their technical skills. Our portable kitchen is used to deliver food and nutrition units, allowing all pupils to experience real-life cooking opportunities safely and meaningfully. Safety, hygiene, and nutrition education are embedded into these experiences to promote healthy lifestyle choices.

Learning is recorded through both the physical outcomes of projects and individual or class scrapbooks. These scrapbooks document the design process, including sketches, prototypes, evaluation notes and photos of pupils working and final outcomes. This dual approach allows pupils to reflect on their progress, develop vocabulary, and demonstrate their understanding over time.

Teachers are supported with visual guides, vocabulary prompts, and examples of differentiated success criteria. Lessons are adapted where necessary to ensure full accessibility, including for pupils with SEND, who are given personalised scaffolds or alternative tools to ensure successful outcomes. Evaluation is built into each phase of the process so that misconceptions or challenges can be identified and addressed. Oracy and peer discussion are key components of each unit, helping pupils develop confidence in explaining their thinking and improving designs based on feedback, especially through the use of displaying their products to panels of different classes or adults to pitch their ideas and how their product will impact the market as well as receiving feedback to implement within their design process.



## Impact

- There is an increased amount of pupil participation in DT lessons.
- Pupils' presentation of their design work and final products reflects their strong attitudes to learning.
- Pupils use increasingly sophisticated design and technical vocabulary to explain their ideas and evaluate their outcomes.
- Pupils can talk about the purpose of their projects and make links between DT learning and the real world.
- Pupils are curious, creative and resilient, showing independence in designing, making and evaluating.
- Pupils have learnt about and can recall key inventors, designers, engineers and chefs studied across the school.
- High-quality learning environments, including the use of scrapbooks and the portable kitchen, support pupils' understanding and engagement in DT.
- Teachers plan well-sequenced DT lessons and make informed choices about tools, materials and design contexts.
- Teachers have strong subject knowledge in DT and model techniques confidently.
- Teachers' judgments in DT are accurate and reflect clear understanding of progression in knowledge and skills.