



## Intent - We aim to...



Deliver a rich, purposeful curriculum that empowers children to contribute ideas creatively and confidently.

Provide a broad DT curriculum, enriched through cross-curricular links, so learning is consistently reinforced and embedded.

Ensure the consistent development of technological skills throughout the curriculum as an essential skill for modern life.

Explicitly explore environmental and societal factors, so children can understand the rationale behind choices.

Create with a range of materials and tools, enabling children to develop the key knowledge and practical skills required to succeed.

Develop children's independence in problem-solving, enabling them to identify needs and create purposeful products.



## Implementation - How do we achieve our aims?

### Our Curriculum

At Edward Pauling, we follow the Kapow condensed scheme.

Our curriculum enables children to build and apply their knowledge, understanding, and skills to design and make high-quality products for a wide range of users. Throughout all DT units, children **critique, evaluate, and test** their own ideas and products, as well as those of others. **Assessment** is central to every project, with our approach allowing children to revisit key skills—such as chopping and stitching. Teachers observe and assess these skills to inform future planning and ensure progression.

Key Skills



Design



Make



Evaluate



Technical Knowledge



### Development of Key Skills

### A Consistent Approach

In KS1 and KS2, our D&T curriculum is delivered through **six key areas**. The foundational D&T skills developed in EYFS and KS1 are enhanced and built upon in KS2. Throughout the curriculum, each area of Design and Technology is carefully introduced, with skills and knowledge **revisited** and **developed** in increasing depth as children progress through the school. By regularly **evaluating** worked examples, children learn to recognise effective design features and common pitfalls, using this understanding to inform their own design decisions, deepen their knowledge, and secure clear progression towards mastery.



Cooking  
Nutrition



Mechanisms



Structures



Textiles



Electrical  
Systems



Digital

### Strong Foundations



In the EYFS, children access Design and Technology **continuously within the environment** through opportunities to construct, create, and explore. **Adults** play a key role in supporting learning by extending vocabulary, prompting evaluation of ideas and challenging children's thinking. This encourages children to share, discuss, and develop their ideas, collaborating with peers and adults. Our EYFS environment and activities are carefully designed to introduce the **foundational skills** needed for Key Stage One, ensuring a smooth progression into the wider DT curriculum, such as: cutting skills and designing things for different purposes, for example: using the building blocks to make structures, and verbally evaluating.

At Edward Pauling, the development of key skills in Design and Technology is central to our curriculum. We follow a clear cycle of **design, make, and evaluate**. Fostering creativity, problem-solving, and practical making. Children are supported to explore a variety of materials and tools, developing essential skills such as cutting, chopping, joining, cooking and sewing. As they progress through the school, these skills are deepened and refined, becoming increasingly sophisticated and transferable across different projects. Our **spiral curriculum** ensures children regularly revisit core skills, **consolidating** learning while **applying** their knowledge in new and increasingly challenging contexts.



## Implementation (continued)

### Design, Make and Evaluate



Children develop their design skills by responding to design briefs and creating design criteria to ensure **products are fit for purpose**. They **plan** their making stages and communicate ideas through sketching, annotated drawings, and Computer-Aided Design (CAD). In KS1, they start to plan designs, select appropriate materials, and follow basic instructions to create products. In KS2, design work becomes more sophisticated, with children generating multiple ideas, considering purpose and user needs, and making reasoned choices about materials, tools, and techniques.

**Making skills** progress year by year. In Year 1, children thread needles and complete basic running stitches, learning to handle materials and use tools safely. By Year 6, they combine materials using running stitches and safety pins to make products like bags, demonstrating precision, careful material manipulation, and safe tool use. Throughout the school, children select appropriate tools, manipulate materials effectively, and follow health and safety rules, developing practical skills for independent, high-quality product making.

Children establish their **evaluating** skills by exploring existing products and considering what they like and dislike. They evaluate their own and others' ideas against design criteria, investigating, analysing, and comparing products to assess functionality and purpose. Children learn to use feedback to make improvements and reflect critically on their work, developing the ability to create thoughtful, purposeful, and high-quality designs. This progression develops critical thinking, **problem-solving**, and **reflective skills** to inform confident and purposeful design and making.

### Strong Vocabulary Development



Our children are introduced to technical language at the start of each unit, with key vocabulary **modelled** and **reinforced** by teachers throughout the topic. They have regular opportunities to use and apply this vocabulary during lessons, ensuring it becomes embedded in their understanding.

### Technical Knowledge



Technical knowledge is embedded throughout learning to **support** children in **designing** and **making** high-quality products. Children are taught about the properties of materials, components, and ingredients, as well as how different tools and techniques can be used **effectively**. They develop an understanding of **mechanisms, structures, electrical and mechanical systems, and digital technologies**, which they apply to their own designs. This knowledge is revisited and built upon over time, enabling children to make **informed decisions**, solve problems creatively, and produce functional and purposeful products.

### Food Technology



Children across the school learn about where food comes from, the importance of a balanced diet, and essential preparation and cooking skills- including kitchen hygiene and safety. In the **EYFS**, children have weekly cooking lessons; throughout **KS1 and 2** there is one cooking unit per year. Children follow recipes and explore foods from different cultures, with EYFS cooking opportunities linked to current learning themes. In addition, all children in KS 1 and 2 have the opportunity to join weekly **Cooking Club**. As they progress, children are taught to use a range of age appropriate tools safely, preparing them for future life.

### Reading in DT



Children are given opportunities to read literature in D&T lessons. Teachers use the services of Hounslow Library Service to provide texts that **launch** units of work, **inspire ideas**, or **support investigations**. For example, children use recipe books to follow instructions and create their own recipes, linking reading to practical learning.



## Impact - How will we know we achieved our aims?



Children are empowered to play an active role in shaping the creativity, culture, and overall well-being of our community.

Children create and evaluate products of high quality, ensuring they are suitable for their intended purpose.

Children can demonstrate their growing knowledge and skills in D&T through the work they produce and by discussing their ideas

Children can evaluate the work of other designers and inventors and understand how their contributions have shaped the wider world.

Children can design, plan and make products that consider sustainability and environmental impacts.

Children can describe the purpose of their designs and how their projects relate to other areas of learning.