



St. Paul's Catholic Junior School
D.T. Curriculum and Teaching Policy
October 2025

*'Learning from the example of Jesus, our school will
be a place where everyone feels loved,
valued and encouraged to be and do the best they
can.'*

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Programme of study (National Curriculum 2014)

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Intent

There are several key concepts which drive the DT curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our D.T. Curriculum uses the National Curriculum Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to D.T. is knowledge rich, covering the objectives of the National Curriculum. At St. Paul's, through quality first teaching, we apply a progressive model of D.T. teaching, through which children develop a systematic and critical framework for the knowledge of design and the impact of design in daily life and the wider world. Our curriculum lends itself to broaden student's knowledge and cultural capital as well as increasing engagement through practical schemes. We aim to develop our students' curiosity of design and the understanding of it, encouraging and

exposing the children to the endless possibilities and through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

We aim for all our children to explore different ways of looking at the design process, using the key skills of evaluation, planning and making. We believe that the teaching of the D.T. process, where the children evaluate existing products, plan, make and evaluate their own product, also fosters skills and allows the children to become resourceful, resilient and innovative which can be used both now and in their adult futures to make a difference in the world.

Through studying the rigorous D.T. curriculum we aim for the children to be engaged and inspired to develop a love of creativity in the real world. We aim for this to lead our children to experience a humanity rich teaching of DT skills, which shows how DT can be used to make a positive difference to their own lives, to their communities and within the wider world. In line with our Curriculum Policy and following the pedagogy of 'Heathcotes Continuum of Engagement', we seek for children to be actively invested in their learning, encouraging a 'botheredness' mindset which promotes both the retention and application of their knowledge, skills and understanding.

3. ORACY

We seek for children to be able to express their views and opinions on DT eloquently and with confidence, in order to combat any communication deficit. We therefore aim to promote a talk and language rich environment in all our lessons.

4. RESILIENCE

We promote a growth mindset attitude in all lessons which encourages perseverance when challenges arise and which learns from mistakes made.

5. MENTAL WELL BEING

Engaging in the creative process in DT has potential to encourage pupils to express emotions, reduce stress and encourage a better sense of self-esteem. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' Art skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our Art curriculum to prepare all of our pupils for the future.

In all History lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Our DT curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. We recognise that new learning is fragile, so our approach is generative and sticky, enabling our pupils to make links between new and existing knowledge to aid long term retention. D.T. is taught throughout the year in stand alone lessons, with each year group completing at least one topic a term. Food technology is taught once a year in each year group by the class teacher. Computer Aided Design is used in every year group (we aim for all our pupils to be confident in this area by the time they leave us in Year 6), with pupils taught progressively harder skills in this area as they move up the school. Within our curriculum, the key knowledge and skills for each year group can be seen in our progression maps (liaising with KS1 to help us build on prior learning). These have then been broken down into topics in our long term planning, which class teachers then use to plan progressive and engaging lessons. Spaced repetition between topics and year groups is mapped in to help pupils retain learning. Retrieval quizzes on prior learning across the school also take place at the start of each lesson, as we know that the act of recalling information strengthens memory, allowing knowledge to move into the long term memory. Each topic is broken down into a six lesson sequence, which moves through evaluation of existing products to ultimately evaluating their own product alongside those of their peers, developing the ability of constructive peer assessment.

The Design and Technology (DT) sequence instilled in KS2 is essential for developing pupils' creativity, critical thinking, and practical problem-solving skills. Across Years 3 to 6, children learn to evaluate existing products, identifying what works well and what could be improved, which helps them understand how real-world design choices are made. They then apply this understanding by designing their own products using a range of techniques such as annotated sketches, exploding diagrams, and CAD to communicate ideas clearly and in increasing depth as they progress through the year groups. Working from a focused design brief, pupils create purposeful, functional outcomes, gaining hands-on experience with tools, materials, and construction methods. Finally, they evaluate both their finished products and the processes they followed, reflecting on successes and areas for improvement while offering constructive, respectful feedback to their peers. This iterative cycle—researching, designing, making, and evaluating—develops progressively from Year 3 to Year 6, building confident, reflective young designers.

Building on this progression, we also expect our pupils across all DT topics to draw upon comparisons and make meaningful connections between the designs they study and those they encounter in the real world.

In our twice yearly Ignite link projects, pupils are encouraged to apply their learning to social justice and conservation themes. Cultural knowledge and innovative thinking are promoted to support an active engagement in the ever developing world, allowing them to see that they can use their imagination and creativity to make a difference.

Teachers apply a range of strategies within lessons to enable the children to become invested in their education. Designing for a purpose, problem solving and reasoning skills are all selectively used by teaching staff to provide a focus and structure for curriculum learning.

We believe that it is vitally important for children to develop their own opinion and ideas about D.T, the impact and importance of design and how certain designs can have an impact on society. We are committed to closing the vocabulary gap that exists between children in order to widen their opportunities in life. Vocabulary development is integral to the teaching of D.T. within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is also progressively taught between lessons in each topic. We promote quality talk in all lessons, encouraging children to reflect verbally on the design process, and also to help them articulate and evaluate their own work.

Our DT curriculum aims to promote diversity. We encourage pupils to study designers and designs from a variety of cultural backgrounds, and this is reinforced cross-curricular, for example in guided reading, where children engage in focused lessons on notable figures who have shaped DT and STEM. These include exploring the creativity of chef Heston Blumenthal, learning about Lilian Bader and her role as an instrument repairer in the Women's Auxiliary Air Force (WAAF) during World War II, and examining Tim Berners-Lee's contributions to STEM through his education and career in computer science, physics, and engineering.

We also seek to provide a range of enrichment opportunities for DT to cement knowledge, skills and behaviours. In Year 5, pupils take part in an enriching STEM project supported by a visit from AtkinsRéalis, where industry professionals introduced the children to a variety of STEM careers and the real-world challenges these roles address. Building on this, the pupils explored key concepts such as net zero and sustainability, learning how everyday decisions impact the environment. Working collaboratively in teams, they were tasked with creating a detailed proposal on how our school could work towards becoming net zero, requiring them to problem-solve, think creatively, and consider practical scenarios such as fundraising and resource management. Throughout the project, the children strengthened essential skills including teamwork, critical thinking, and resilience. The experience also provided a valuable opportunity to develop their oracy, as they presented their ideas to STEM professionals and their peers, gaining confidence in communicating complex concepts clearly and persuasively.

Assessment

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for DT. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for DT, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND

- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the DT curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

- to enable all of our pupils to make good progress across all areas of the DT curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.
- to provide pupils with a language rich DT experience, giving them the skills required to grow into independent and confident citizens, who can express their opinions on design.
- for our pupils to be kind, respectful and resilient and to carry these skills forward into their future.
- for pupils leaving us to be well prepared for the next stage in their lives, particularly for the further study of DT at KS3, but also with skills that they can take forward into their future careers.
- for pupils to be self-assured, confident in their creative designing and constructing skills.
- for all pupils to feel inspired that they can use their DT skills to make a positive difference in their own lives, within society and to the world around them.