



DT (Design Technology) – Intent, Implementation and Impact

Intent

At Goathland Primary School, our Design and Technology curriculum enables children to become **creative, independent problem-solvers** who can design and make products that solve real and relevant problems. We aim to equip pupils with the technical, practical and critical-thinking skills needed to thrive in an ever-changing world.

Our intent is for children to:

- **Develop creative, technical and practical expertise**, enabling them to perform everyday tasks confidently.
- **Think innovatively and take risks**, working both independently and collaboratively.
- **Identify needs and opportunities**, generating and developing ideas to meet them.
- **Reflect on and evaluate** their own and others' work, including existing products and real designers.
- Learn about a diverse range of **designers, engineers, chefs and craftspeople**, building aspiration and cultural awareness.
- Understand the **impact of technology** and product design in the modern world.

DT at Goathland is built on the **Big Ideas** of: **Design – Make – Evaluate**, which children learn to articulate and apply as they progress.

Implementation

DT is taught through a **carefully sequenced** and **cyclical curriculum** that ensures progression in **designing, making and evaluating**, alongside **technical knowledge** and **cooking and nutrition**.

Curriculum Structure

- **EYFS** develop foundational knowledge through continuous provision, hands-on construction, junk modelling, woodwork and practical exploration.
- **KS1** follow a **two-year cycle** covering food, structures, textiles and mechanisms.
- **KS2** follow a **four-year cycle** covering mechanical systems, electrical systems, structures, textiles and food.

We use the **Design and Technology Association “Project on a Page”** planning structure to ensure:

- Clear **design → make → evaluate** learning sequences.
- Use of meaningful **end products**.
- Opportunities for **pupil-led design decisions**.
- Skills and knowledge progress **regardless of class group mix**.

Spotlight Individuals

Each unit includes a **real designer, chef, architect, engineer or manufacturer**, selected to:

- Provide representation and inspiration
- Break down stereotypes in engineering and design
- Support cultural and historical context

Practical Learning

Children:

- Draw and annotate ideas
- Create prototypes and models
- Use tools and techniques safely
- Test and refine products
- Present and review outcomes

In cooking units, pupils learn:

- Food hygiene and safe preparation
- Seasonality
- Healthy eating choices

Assessment

Assessment in DT is ongoing and supports pupils to reflect and improve.

- **Formative assessment** takes place through discussion, questioning, observation, sketchbook work, and evaluation activities throughout each project.
- **Final products** are assessed based on function, purpose and user suitability.

The school uses the **Balance Assessment Tool** to record progress in DT across the following strands:

DT Progression Strand	Examples of What is Assessed
Design	Generating ideas, user awareness, design criteria, planning
Make	Tool handling, materials selection, accuracy, improvement
Evaluate	Reviewing prototypes and products, self/peer critique, reflections
Technical Knowledge	Structures, mechanisms, textiles, electrical systems, digital control
Cooking & Nutrition	Safe preparation, healthy choices, knowledge of food origins

Balance enables teachers to:

- Track progress over time
- Identify gaps in knowledge or skills
- Ensure the **design–make–evaluate** cycle progresses year-on-year
- Support consistent subject leadership and curriculum refinement

Impact

By the end of their time at Goathland, children will:

- **Design, make and evaluate** high-quality, functional products with clear purpose and user awareness.
- Use a range of tools and materials **accurately, independently and safely**.
- Demonstrate **resilience and problem-solving**, adapting ideas when challenges arise.
- Talk confidently about the **process** of design, not just the product.
- Show awareness of how design and technology influences and improves everyday life.
- Be **proud of their work**, seeing themselves as resourceful and capable designers.

The impact of DT is visible in:

- Pupil voice (enthusiasm, creativity and confidence)
- DT books and prototype work showing progression
- Balance tracking data and teacher observations
- Increasing independence and risk-taking in design processes

DT at Goathland prepares children to become **innovative thinkers and capable makers**, ready to apply these skills throughout life.