Fiskerton CE Primary School

Design and Technology

Intent, Implementation and Impact Statement

Belonging, learning and flourishing together in God's love.

'Encourage one another and build each other up' (1 Thessalonians 5:11)

Design and Technology Curriculum Intent

Rooted in God's love and inspired by St Clement's call to live in harmony, our Design and Technology curriculum, supported by the Kapow scheme, reflects our commitment to being an inclusive and caring church school where every individual is known, valued and nurtured. We aim to inspire pupils to develop creativity, confidence and a love of designing and making while exploring a diverse range of materials, techniques and real-world applications. Through this, we nurture curiosity, resilience and problem-solving skills, enabling pupils to think critically, work collaboratively and appreciate the innovation and design that shape the wider world.

In line with our vision of belonging, learning and flourishing together, we support children to grow into confident, reflective and resilient designers and innovators. Our Design and Technology curriculum, supported by the Kapow scheme, encourages pupils to work collaboratively, sharing ideas, skills and solutions while supporting and encouraging one another throughout the design process. Through this, pupils learn to value both their own creations and the contributions of others, living out our underpinning Bible verse: "Encourage one another and build each other up" (1 Thessalonians 5:11).

Our progressive Design and Technology curriculum, supported by the Kapow scheme, is carefully sequenced to build knowledge and skills over time. Through engaging and purposeful lessons, pupils are given opportunities to explore a range of materials, tools and techniques, develop their creativity and understand the iterative design process of planning, making and evaluating. As pupils move through the school, they gradually build confidence in designing and creating products that solve real and relevant problems. They are encouraged to persevere, take risks and develop independence in their work, supported by high expectations and a nurturing environment.

Through high aspiration, encouragement and a love of innovation, we empower all pupils to flourish and to be the very best they can be, equipping them with the skills, knowledge and confidence to continue their design and technological journey beyond primary school.

Implementation

Our Design and Technology curriculum is delivered through a carefully structured and progressive sequence of lessons, supported by high-quality resources from the Kapow scheme of work. Design and Technology and Art and Design units are alternated throughout the school year, ensuring a balanced and coherent approach to the teaching of both creative disciplines. This allows pupils to develop a wide range of skills and understanding, from designing and making products to exploring and creating art, while ensuring a well-rounded progression in both practically and artistically.

The scheme is designed around key strands that run throughout the curriculum:

1. Designing – Developing and communicating design ideas through sketching, modelling, and planning.
2. Making – Using practical skills to create high-quality products, including the use of tools, equipment, and materials.
3. Evaluating – Testing, evaluating, and improving designs based on criteria and feedback.
4. Technical Knowledge – Understanding the properties of materials and how mechanical and electrical systems work.
5. Cooking and Nutrition – Preparing and cooking a variety of healthy dishes, applying principles of nutrition and healthy eating.

This structure allows students to develop a broad range of skills and knowledge, from the early stages of design and prototyping through to making and evaluating their creations. Each unit builds on previous learning, ensuring a clear progression that allows for creative problem solving and the development of practical, hands-on skills.

Cultural understanding is embedded throughout the Art and Design curriculum. Pupils study a range of artists from different cultures and time periods, developing respect for diversity and global traditions. Pupils explore different materials, techniques and artistic styles, making links to their own experiences.

Collaborative learning is an important part of the Art and Design curriculum. Pupils are encouraged to work together to share ideas, develop their work and support one another, creating a positive and respectful learning environment. Teachers provide opportunities for pupils to take creative risks and develop resilience, supported within a safe and nurturing classroom.

Assessment is ongoing and formative, supporting pupils to develop and refine their skills over time. Teachers assess pupils' understanding through sketchbooks, practical outcomes and discussion. Opportunities to revisit and build on prior learning helps pupils to strengthen their knowledge of techniques, materials and artistic concepts, ensuring clear progression across the curriculum.

Impact

The impact of our Design and Technology curriculum is that pupils develop a strong interest and enjoyment in the design process. They explore the work of a range of designers, engineers, and innovators from various fields and cultures, fostering respect for diversity and creative practices from around the world.

Pupils make clear progress in their knowledge and skills over time, gaining confidence in using a variety of materials, tools, techniques, and processes to bring their ideas to life. They understand how to take ideas from concept to creation, experimenting with different approaches to problem-solving and design.

Children develop resilience and a willingness to experiment, recognising that successful design involves making decisions, testing ideas, and refining their work. Pupils are encouraged to reflect on their designs and share their outcomes in a supportive, collaborative environment.

By the end of primary school, pupils have a secure foundation in Design and Technology, including key techniques, vocabulary, and processes. They are well-prepared for future learning, leaving as reflective, imaginative, and culturally aware individuals who value creativity, innovation, and the design work of others.