DT Curriculum at Bletchingley Village Primary School and Nursery

Intent, Implementation and Impact

Intent
Our Design and technology curriculum aims to inspire pupils to become curious, creative, and innovative thinkers who approach challenges like designers and engineers. By following a condensed curriculum, we ensure full coverage of the National Curriculum (2014) requirements while streamlining content to focus on the most essential knowledge and skills. The curriculum is structured around four key strands: Design, Make, Evaluate, and Technical knowledge. These strands are delivered through six key areas: Structures, Mechanisms/Mechanical systems, Textiles, Cooking and nutrition, Electrical systems, and the Digital world. Our intent is for pupils to develop the confidence to identify problems, generate ideas, and evaluate outcomes while gaining an awareness of how design shapes the world around them. We also aim to embed sustainability, encouraging pupils to consider the environmental impact of their material choices and food sources.
Implementation
To maximise curriculum time, we alternate Design and technology with Art and design every half term, an approach that meets the needs of the National Curriculum while allowing for focused subject delivery. We utilize a spiral curriculum model, where key knowledge and skills are revisited with increasing depth as pupils progress through the school. Each unit is organized through a design cycle, where pupils research, test, and refine ideas to meet real-world needs. Lessons follow a consistent structure: • Recap and recall: Activities to activate prior learning and strengthen memory pathways. • Attention grabber: A short task to hook pupils into the new learning. • Main event: Teacher modelling and guided practice to develop substantive, disciplinary, and procedural knowledge. • Wrapping up: Reflective activities to consolidate learning. Teachers are supported by CPD videos and knowledge organisers to ensure high-quality delivery. Adaptive teaching strategies, such as scaffolding and multi-sensory approaches, are embedded to ensure that all learners, including those with SEND, can access and succeed in the curriculum.
Impact
The impact of our curriculum is monitored through a multi-faceted assessment approach. Formative assessment is constant, using questioning, observation, and strategic "lesson pauses" to check understanding in real-time. Summative assessment is captured through Assessment quizzes and Knowledge catchers at the end of each unit to measure long-term retention. Evidence of progress is gathered through written outcomes, such as annotated diagrams, and pupil voice, which captures their ability to justify design decisions. We use an Assessment spreadsheet to track attainment against learning objectives over time. Ultimately, the impact is seen in pupils who possess transferable technical skills and the ability to think critically, regardless of whether a final project outcome is perfectly functional. The scheme also supports whole-school development by boosting teacher confidence and ensuring a consistent, high-quality approach across all year groups.