

DT

Torkington Primary



INTENT

At Torkington Primary School, our Design and Technology curriculum is designed to inspire pupils to become the engineers, designers, and chefs of the future. We provide a technical and highly ambitious curriculum that prepares every pupil to participate in an increasingly technological world, with a strong emphasis on sustainability and global responsibility.

The Iterative Design Process

We believe that DT is not a linear path but an iterative process. Our intent is for pupils to engage in a cycle of "Research, Design, Make, and Evaluate," where they are encouraged to take risks and view "failure" as a valuable step in innovation. We want our pupils to be resilient enough to pivot their designs and refine their ideas through trial and error, ensuring the final product is fit for purpose and aimed at a specific target user.

Technical Knowledge and Vocabulary

Our curriculum goes beyond "making"; it focuses on the acquisition of deep technical knowledge. We prioritise the breadth of the National Curriculum, ensuring pupils gain expertise in structures, mechanisms, electrical systems, computing, and textiles. Technical vocabulary (such as *fulcrum*, *oscillating*, and *reinforce*) is explicitly prioritised and displayed from the start of every lesson, ensuring pupils can discuss their work with professional precision.

Cooking and Nutrition

We place a high priority on health and self-sufficiency. Our intent is that every pupil leaves Torkington Primary with a repertoire of healthy, savoury dishes they can cook independently, alongside a robust understanding of nutrition, seasonality, and the source of their food.

Ambition for All

We hold the same high ambitions for all pupils through whole-class lessons. For pupils with SEND, we ensure that barriers—such as literacy—do not limit creative or technical output. Through adaptive teaching, the use of physical scaffolds, and modern technology, we ensure the design process remains intellectually rigorous for every learner.

IMPLEMENTATION

At Torkington Primary School, Design and Technology is delivered through high-quality, half-termly blocks. We use **PlanBee** as our core scheme of work to ensure a robust, small-step progression of skills and technical knowledge.

Lesson Delivery and Skill Progression

Technical Instruction: Lessons begin with the explicit teaching of skills and safety. Whether using a saw, a sewing needle, or food preparation tools, teachers model precision and safety protocols to ensure all pupils develop competent manual handling.

Tinkering and Reflection: We prioritise the iterative nature of design. Every lesson concludes with a dedicated reflection period, where pupils evaluate their work-in-progress, identify "bugs" in their designs, and plan how to refine their products.

Sketchbooks and Evidence

- **Professional Journals:** Pupils use sketchbooks as unique, personal journals to document their creative journey. To ensure individual creativity is matched by technical rigour, teachers use agreed success criteria.
- **Digital Evidence:** We utilise iPads and photographic evidence for all pupils to capture the fluid, hands-on "making" phase, which a static sketchbook cannot always portray.
- **Adaptive Documentation:** For pupils with SEND, we use oracy as evidence by recording verbal design explanations. We also use physical exploded diagrams or templated scaffolds to ensure their technical ideas are fully captured.

Cooking and Enrichment

- **Culinary Techniques:** Cooking is taught as a technical discipline. Our lessons focus on skills such as the "bridge" and "claw" grips and the safe use of heat sources.

- **Enrichment:** The curriculum is bolstered by a **weekly teacher-led DT club** and regular **STEM projects**, allowing pupils to apply mathematical and scientific knowledge to real-world engineering challenges.

Knowledge and Skills Prior to KS1 - DESIGN TECHNOLOGY in EYFS

Before embarking on key stage 1 work, many children will have attended our nursery and reception classes where they will have had the opportunities to find out and learn about the world they live in. The foundation stage provides a rich environment in which we encourage and value creativity. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, designing and making, dance, role-play and imaginative play. The range of experiences are imaginative and enjoyable. By the end of EYFS, pupils are expected to have been able to experiment, explore and discuss different art forms, media and techniques as outlined in the Expressive Arts and Design area, specifically, 'Creating with Materials' and 'Being Imaginative and Expressive'. This will be achieved by facilitating students in their exploration, as well as:

- Asking and answering questions about the starting points for their work, and developing their ideas.
- Exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
- Review what they and others have done and verbally share what they think and feel about it.

IMPACT

The impact of our DT curriculum is evidenced by pupils who are creative, technically proficient, and capable of evaluating their own work with a critical eye.

Technical Proficiency

Through the systematic delivery of the PlanBee curriculum, pupils build a repertoire of technical skills. By the end of each Key Stage, pupils demonstrate clear progression in their ability to use tools safely and effectively. After each block, teachers complete assessment grids to track attainment against National Curriculum objectives.

The Iterative Journey

The impact of our teaching is visible in the unique journals kept by each pupil. Work scrutiny shows a clear journey from research to the final evaluation, proving that pupils have considered the user, purpose, and functionality of their products. iPad evidence provides a window into the "making" process, showing pupils successfully navigating technical challenges.

Pupil Voice and Oracy

Pupils speak with confidence and enjoyment regarding their design choices. They use technical vocabulary accurately to explain their reasoning. They are not just "makers" but critics who can identify the strengths and weaknesses in their own work and suggest logical next steps.

Future Readiness

The impact of our Cooking and Nutrition curriculum is seen in our pupils' increasing independence and ability to make informed, healthy choices. Our pupils leave Torkington Primary School as capable innovators, ready to apply their problem-solving skills to the challenges of Key Stage 3 and the wider world.

