

# Christ Church CofE Primary – Design and Technology Overview

## Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Design and Technology plays a vital role in this vision. It inspires curiosity, fosters creativity and practical skills, and deepens children’s understanding of how things work and are made. Through D&T, children develop resilience, problem-solving abilities, and an appreciation for innovation, while gaining valuable design, making, and evaluating skills. This equips them to become confident, reflective, and responsible designers and engineers.

## The Christ Church CofE Offer

Design and Technology (D&T) at Christ Church is taught through the Kapow Primary scheme of work, which is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining rooted in our Christian ethos and SHINE values.

We believe that every pupil should achieve their full potential in D&T. High expectations and excellent standards underpin our approach, ensuring children are inspired and excited by a broad, vibrant, and ambitious curriculum. Our ultimate aim is that pupils will feel confident and motivated to continue their D&T journey beyond Key Stage 2, becoming life-long designers and innovators.

Our curriculum develops the four key stages of the design process: design, make, evaluate, and technical knowledge. This solid foundation allows children to apply their knowledge in a range of contexts, supporting attainment across other subjects as well.

Through D&T, pupils develop cultural capital, broaden horizons, and gain a deeper understanding of the world and their place within it. By engaging with design principles and engineering perspectives, children learn the importance of sustainability, functionality, and aesthetic appreciation.

## **Curriculum Design**

Our curriculum is deliberately sequenced to ensure cumulative knowledge over time. From Early Learning units through to Progressive units, pupils revisit and deepen their skills in the four key stages of the design process. The content is reviewed and updated regularly, keeping the program of study dynamic, relevant, and ambitious.

Each Kapow Primary unit progressively builds technical vocabulary, practical skills, and an awareness of design principles. Units increase in complexity as pupils move through the year groups. Previous learning is recycled, revised, and consolidated to strengthen long-term memory.

Our approach is driven by pupils developing their:

- **Cumulative knowledge** – building year on year across the primary phase, with core concepts continually revisited.
- **Progression and connection** – lessons are sequenced to build fluency and confidence across the four stages.
- **Substantive and disciplinary knowledge** – pupils learn both the building blocks of D&T (materials, tools, mechanisms) and how to apply them effectively to solve problems and create products.
- **Vocabulary development** – technical vocabulary is taught explicitly and cumulatively, with pupils encouraged to use authentic language in their speaking and writing.
- **Inclusivity** – high expectations are maintained for all children, with adaptations for SEND and EAL to ensure access, engagement, and challenge.

## **Structure and Planning**

D&T is taught through carefully sequenced units that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for practice and application.

Our D&T curriculum is consciously taught in half-termly blocks. It is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

## **Special Educational Needs and Disabilities**

At Christ Church, D&T is inclusive and accessible to all. Lessons are adapted to meet the needs of pupils with SEND, including those in our Focus Provision. Strategies such as scaffolded tasks, visual prompts, structured repetition, and multi-sensory approaches enable every child to participate fully.

Children with English as an additional language are supported through vocabulary scaffolds and repetition, allowing them to succeed while valuing and celebrating their multilingualism. High expectations are set for all, with appropriate challenge and support in place.

## **Curriculum Impact**

Through our D&T curriculum, pupils gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop a genuine curiosity about the built world, a love of making, and a respect for the design process. Over time, pupils become more confident, fluent, and independent designers and makers.

Ultimately, the impact of our D&T curriculum is seen in the way pupils leave Christ Church: as motivated, creative, and confident learners who understand the importance of design and technology in shaping our world, and who are equipped to make a positive difference in a global society.

## **Roles and Responsibilities**

### **The Role of Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

### **The Role of all other staff**

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

### **The Role of Families**

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

## **The Role of Governors**

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.