



Essendon C of E Primary School

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Design & Technology Curriculum Statement (Using Kapow)

Intent

Our Design and Technology curriculum encourages creativity, practical problem-solving and resilience. Using Kapow's structured, skill-building approach, we aim for pupils to become confident designers and makers who can apply their ideas with purpose and imagination.

We intend for pupils to:

- Develop creativity and imagination by designing and making products that solve real problems.
- Learn key technical knowledge in structures, mechanisms, textiles, electrical systems and food technology.
- Build competence across the full design cycle: research, plan, design, make and evaluate.
- Use tools, equipment and materials safely and with increasing accuracy.
- Understand how design and technology contributes to society, industry and daily life.
- Learn from a wide range of designers, engineers and inventors.
- Develop perseverance, critical thinking and teamwork.

Implementation

We follow the Kapow D&T curriculum to ensure coherence, progression and full coverage of the National Curriculum.

Our implementation includes:

- **A sequenced programme of study** where skills and knowledge build year on year.
- **The full design process** embedded in every unit: investigating, generating ideas, making, evaluating and improving.
- **Hands-on practical tasks** using real tools, materials and components.

- **Clear teaching of technical skills** in structures, mechanisms, electrical systems, textiles and food preparation.
- **Food and nutrition education** including hygiene, cooking skills and understanding healthy eating.
- **Teacher-supported demonstrations** and high-quality Kapow resources that strengthen subject knowledge.
- **Cross-curricular links** with maths (measurement), science (mechanisms, circuits), computing (CAD, structural design) and art.
- **Inclusive and adaptive teaching** ensuring every pupil accesses practical learning safely and successfully.

Impact

Our Design and Technology curriculum produces pupils who are independent thinkers, confident makers and reflective evaluators.

Impact is seen in:

- **Pupils who approach tasks with creativity and resilience**, generating thoughtful design ideas.
- **A secure understanding of the design cycle**, demonstrated through planning, prototypes, final products and evaluations.
- **Improved technical skills**, evident in the quality and functionality of finished work.
- **Growing independence and confidence** in using tools, equipment and materials safely.
- **Children who can evaluate their own products and those of others**, using subject-specific vocabulary.
- **Clear progression of skills** across year groups through learning evidence, displays and project outcomes.
- **Pupils prepared for future learning**, with the practical problem-solving skills needed for secondary D&T and real-life situations.