

DT at Spring Lane Primary School		
Respect	Resilience	Integrity
<i>Curriculum Intent</i>		British Values
<p>At Spring Lane, Design and Technology is a dynamic, practical subject where children develop creativity, problem-solving, and resilience. Rooted in our principles of Relevance, Experiences, and Collaboration, our DT curriculum connects learning to real-life challenges, both locally and globally. Pupils research, design, make, and evaluate purposeful products—building technical knowledge alongside independence and innovation. Whether designing a healthy snack, building a moving toy, or solving a community problem, children become Aspirational Thinkers, Effective Communicators, and Expert Learners with the confidence to shape the world around them.</p>		<p>Our DT curriculum promotes British Values by encouraging innovation, teamwork, and respect for diverse ideas. Pupils learn democracy through collaborative planning and shared decision-making in design tasks, and uphold the rule of law by following safety rules and respecting tools and materials. Through evaluating their own and others' designs, children practise mutual respect and tolerance, valuing different perspectives and approaches. Individual liberty is nurtured as pupils make creative choices, explore interests, and take responsibility for their ideas—developing into thoughtful, capable citizens ready to design for a better future.</p>
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
<p>By the end of EYFS, children at Spring Lane will have explored building and making through play, developing early skills in joining, shaping, and constructing. They will begin to talk about their creations, use simple tools safely, and express ideas with increasing confidence.</p>	<p>By the end of Key Stage 1, children will design purposeful products based on given criteria. They will begin to use tools with accuracy, explore mechanisms, and understand the importance of planning and evaluating. Pupils will talk about what worked well and what they would change.</p>	<p>By the end of Key Stage 2, children will confidently follow the full design process: researching, planning, making, and evaluating products for specific users. They will apply knowledge of materials, structures, mechanisms, and nutrition, using tools accurately and safely. Pupils will reflect critically and creatively on their work, applying what they've learned to solve real-world problems.</p>
Curriculum Implementation – How is DT taught?		
<p>At Spring Lane, DT is implemented through hands-on, Learning Quests that challenge pupils to design, make, and evaluate with purpose. Rooted in relevance, projects are linked to real-life contexts—from creating sustainable packaging to engineering playground equipment—making learning meaningful and engaging. Through experiences such as cooking, construction, and using tools, children build practical skills, confidence, and technical understanding. Collaboration is central, with pupils working in teams to generate ideas, test prototypes, and solve problems together—developing as Expert Learners, Effective Communicators, and Caring Citizens who take pride in their work and see the value of design in everyday life.</p>		
Substantive Concepts (Big ideas linked to knowledge) <ul style="list-style-type: none"> • Designing • Making • Evaluating • Technical Knowledge • Exploring structures and stability • Materials and Components 		Disciplinary Concepts <ul style="list-style-type: none"> • Design thinking and problem solving • Investigating and exploring real-life problems • Generating and developing ideas creatively • Considering different solutions and making choices • Working to design criteria and constraints • Testing and Prototyping

Impact
<p>The impact of our DT curriculum is seen in motivated, capable learners who approach challenges with curiosity and creativity. Pupils think critically about the function, purpose, and impact of products, and design solutions with users in mind. Learning is rooted in relevance—children see how design and technology links to their own lives and the wider world. Through collaboration, they learn to test, adapt, and improve their ideas—building resilience, independence, and responsibility.</p> <p>Pupils' DT learning is assessed using the following:</p> <ul style="list-style-type: none"> • Design and evaluation booklets or portfolios that show progression and process. • Formative assessment through observation, discussion, and feedback during practical tasks. • Pupil voice to assess how confidently children talk about their ideas, decisions, and improvements. • Final products that demonstrate the application of skills, purposefulness, and creativity.
Equity and inclusion – removing barriers
<p>Spring Lane's DT curriculum is grounded in our core principles of Relevance, Experiences, and Collaboration to ensure equity and inclusion for all learners. DT is made meaningful and accessible by connecting projects to real-life contexts, local needs, and pupils' own experiences (Relevance). Through hands-on, practical learning—such as cooking, construction, and problem-solving—children of all backgrounds and abilities are empowered to succeed and see themselves as designers and makers (Experiences). Collaborative tasks promote shared thinking, inclusive discussion, and mutual respect, helping pupils develop confidence and communication skills in a supportive environment (Collaboration). These approaches remove barriers and ensure every child, regardless of starting point, can thrive as a creative, capable problem-solver.</p>