



**WESTFIELD PRIMARY SCHOOL**

**2024-2025**

**DT Subject Report**

<b>Subject</b>	<b>DT</b>	<b>Date</b>	<b>July 2025</b>
<b>Report prepared by</b>	Katherine Pear		
<b>Overview of the year: Sept 2024 - July 2025</b>			
<ul style="list-style-type: none"> <li>• Open evening showcased a lot of DT themed activities, such as construction.</li> <li>• Year 3 trip to Pizza Express with cooking and nutrition DT links</li> <li>• Creative Curriculum week had DT links, such as designing packets for toothpaste.</li> <li>• Year 6 enterprise challenge week.</li> <li>• Plenty of opportunities for DT provision in Reception, such as making boats, baking bread, creating costumes out of paper, etc.</li> <li>• Medium term plans continue to be implemented and reviewed across each Key Stage to ensure that children are developing their DT skills throughout their time at WPS.</li> <li>• Positive feedback from the children about DT in school through Pupil Voice- with the children saying how much they have enjoyed the topics, how it makes them feel happy and proud.</li> <li>• Seesaw being used across Key Stage 1 and 2 to show case children's final product, and an increase in the skills developed and the process the children go through.</li> </ul>			
<b>Curriculum: Intent, Implementation, Impact</b>			
<p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>• To encourage pupils to become creative problem solvers, both as individuals and as part of a team.</li> <li>• To develop their ability to design purposefully using their creative skills; to understand how to use a range of tools and materials effectively; to make use of their problem-solving skills by evaluating their work, finding new ways to do things and developing technical knowledge linked to their experiences.</li> <li>• To give all children a broad range of opportunities to develop their critical thinking and creativity without limits from their starting point in EYFS through to Year 6.</li> <li>• To enable children to see links between the DT tasks they undertake in school and their relevance in the wider world.</li> <li>• To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs.</li> </ul> <p><b><u>Implementation</u></b></p> <p>In all year groups, DT lessons will be planned using direct links to the creative curriculum topic within each year group. We use a variety of teaching and learning styles in Design and Technology lessons but teachers lead discussions and model skills to pupils, alongside discussions about health and safety. Teachers then ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.</p> <p>Within lessons, the children have the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a broad range of materials and resources, including Computing.</p> <p>As DT can be successfully embedded within a wide variety of subjects, the children have countless opportunities to apply the skills that they have learnt. These cross-curricular opportunities allow for more engaging, creative lessons and opportunities for children to practically apply their learning.</p> <p><b>How this looks in context at Westfield:</b></p> <p>In Year R, the children learnt about boats during their Fairy Tales topic week and had the opportunity to design and make a boat for the Gingerbread Man as part of DT. The children are supported to apply</p>			

their comprehension skills, communication and language and scientific knowledge about which material might be the most suitable to construct the boat from in order for it to float and remain waterproof. They observed what would happen to a real gingerbread man biscuit if it was immersed in water so they understood that they needed to avoid this. They also have plenty of opportunities for learning about cooking and nutrition. The children baked bread during our story, 'The Little Red Hen' and they made Daal when we were learning about India.

In Year 1, the children make puppets during the Autumn Term. They practise threading and different stitches that they might wish to use. They stitch their puppet together and then use their designs to decorate it. They use glue to join the materials together that they have added, such as capes, etc.

In Year 4, the children learn about Romans as their overarching topic in the Summer Term. The children have the chance to research defences used by the Roman army and, applying the DT vocabulary and knowledge they have learnt, design and make their own catapults using the same technologies they have learn about on a small scale.

### **Impact**

Pupil voice this year indicates that the children of WPS understand the purpose of DT and enjoy being creative in a way that makes sense to them - namely through links with our creative curriculum.

'It's fun making stuff as you get to connect your imagination to your learning'. Year 5 child.

'I feel so proud of all the learning I have made some incredible things, even when its hard. It cheers you up on a bad day.' Year 4 child.

The children are beginning to make links between what they are learning in DT and how this will have an impact on them in their future careers.

'I love sewing, I want to be a fashion designer'. Year 1

It was identified that the children would like more time to design, learn the skills and make their final products as they felt that they were rushed. Some children also mentioned that they would like to revisit topics that they have done before so that they can make improvements with the knowledge that they have now.

Pupil sketchbooks are used to log design and making ideas in DT. Alongside this, there are also photos of final products for children to annotate and evaluate. The children can also evaluate their final products via Seesaw, which also allows for teacher and pupil feedback. This would not only show their ability to reflect on their own and others' designs, but also serve as a working document for pupils evidencing their DT skills development as they move throughout the school.

Our skills progression and overview rationale documents provide a summary to enable the subject leader to monitor implementation, using the skills progression document alongside the QA procedures to monitor impact.

### **Next steps:**

- Continue to monitor planning and teaching of DT across the school to ensure lessons taught are consistent, useful and engaging.
- Carry out QA and Pupil voice each term
- Encourage the use of Seesaw for showing the children when they are learning the DT skills, and

<p>not just their final product.</p> <ul style="list-style-type: none"> <li>• Continue to build teacher confidence in teaching DT so they can support children in executing specific design techniques.</li> <li>• Continue to build cross-curricular links through themed weeks.</li> <li>• Focus on ensuring all products are evaluated in the most appropriate way for the year group.</li> </ul>	
<p><b>5 Key messages of the year:</b></p>	<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>
<ol style="list-style-type: none"> <li>1) DT vocabulary is important in the understanding of taught concepts and skills.</li> <li>2) Children should have plenty of time to explore DT techniques and produce their designs before making their final product. This should be evidenced through Seesaw.</li> <li>3) Seesaw is a great resource for recording the children's progress in DT, especially our SEND/EAL and our younger children.</li> <li>4) Children have a greater understanding that DT provides valuable life skills, especially when they are looking at a future career within the field.</li> <li>5) Children should feel excited and motivated in DT lessons, they should be hooked from the very first lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can we ensure consistency and skills development between year groups?</li> <li>2. How can we ensure assessment is consistent across year groups and progress is shown in sketchbooks and on Seesaw for DT?</li> <li>3. How can we raise the profile of DT as a subject that develops skills for life, both academically and motivationally?</li> </ol>
<p><b>What is progress like within this subject?</b></p>	<p><b>How much funding did you receive this year and what was it spent on?</b></p>
<p>Teachers follow the skills progression and rationale documents when planning DT lessons. These have been carefully planned and written by the subject lead to ensure that there is progression starting from EYFS, to Year 6.</p> <p>Learning journeys are shared at the beginning of each new topic. This shows the children previous linked learning, their series of lessons for their current learning and how these lessons will link to their future learning.</p> <p>Children learn new vocabulary and skills specifically relating to each new DT unit. All new topic words are actively taught by teachers and all classes have vocabulary sheets that class teachers share with the children at the beginning of the topic.</p>	<p>Classroom resources</p>

<p>Seesaw gives children the opportunity to discuss their creations in detail and consider skills they have developed and changes they would make in the future.</p>	
<p><b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b></p>	<p><b>How are Fundamental British Values promoted within your subject?</b></p>
<ul style="list-style-type: none"> <li>• Teamwork promotes social skills</li> <li>• Creative links ensure children develop knowledge of and respect for different cultures</li> <li>• Analysing their work and the work of others enables children to learn the values of similarities and differences and learn to show tolerance</li> <li>• Development of key life skills such as cooking</li> <li>• Consideration of environmental issues and ways in which DT can combat these through reduce, reuse and recycle concept</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative work in design and technology develops mutual respect for the differing opinions, beliefs and abilities of others. In addition, children develop a respect for the environment, for their own health and safety and that of others</li> <li>• Children are encouraged to work in a democratic way, exercising the 'give and take' required for successful teamwork</li> <li>• Builds resilience; persisting with and amending designs until they achieve their vision</li> <li>• Respecting different cultures and history.</li> </ul>
<p><b>If you could change/ develop one thing in this area what would it be and why?</b></p>	<p><b>What will be the three key resources you will be bidding for this year and why?</b></p>
<p>Purchase in school staff training in DT through inset or staff meetings, to inspire, motivate and increase confidence in this area.</p>	<ol style="list-style-type: none"> <li>1. Adequate resources to ensure DT is delivered well</li> <li>2. Workshops for KS1 and KS2</li> <li>3. CPD for staff</li> </ol>
<p><b>Subject Web: Why do we teach what we teach?</b></p> <p>Every child is entitled to a broad and balanced curriculum, which is catered for in our Design and Technology teaching. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of our Design and Technology curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding, through producing their own product linking to their creative curriculum topic, and promoting the moral and mental well-being and development of our pupils through evaluating their own and others' work. DT prepares pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in this area of learning.</p> <p><b>6 key skills:</b></p>	

1. Innovative skills
2. Creativity
3. Planning and problem-solving skills
4. Resilience
5. Communication and teamwork
6. Critical thinking and analysis

**How do you ensure every skill is taught within your subject?**

There is a clear skills progression document and Curriculum Overview and rationale for DT that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using Seesaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

**Topics taught across each year group:**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>R</b>	All About Me Look Up!	Fairy Tales Farms and Transport	Going Wild! Let's Go Under
<b>1</b>	<b>Once Upon a Time</b> Textiles - puppets	<b>Dinosaurs</b> Mechanisms - Moving Pictures	<b>Kings and Queens</b> Cooking and Nutrition - fruit salad
<b>2</b>	<b>Superheroes</b> Textiles - superhero cape	<b>All Around the World</b> Structures - making a floating boat	<b>Cracking Contraptions</b> Mechanisms - design and build a moving vehicle
<b>3</b>	<b>Ancient Egyptians</b> Mechanisms - Pneumatic sarcophagus	<b>James and the Giant Peach</b> Electrical systems - make a torch with a switch	<b>Tudors</b> Structures - making a freestanding stable, strong house
<b>4</b>	<b>Stone Age</b> Cooking and Nutrition - Make Stone Age bread	<b>What a Wonderful World</b> Structures - Design and make a pavilion	<b>Romans</b> Mechanisms - Design and make a Roman catapult
<b>5</b>	<b>Victorians</b> Textiles - Design and sew a Victorian sampler	<b>Space</b> Electrical systems - Design and make a toy space rocket buzzer game with electrical components	<b>Island Invasion</b> Structures - Design and build a Viking bridge
<b>6</b>	<b>World War</b> Cooking and Nutrition - Design and make a rationed recipe	<b>Greeks</b> Structures - Design and build a playground	<b>On Top of the World</b> Textiles - Design and sew a pencil case with fastenings

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**Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.**

1 hour per week for a half term in each term alternated with Art.

**Describe what a good learner of this subject looks like when they leave Westfield Primary School?**

What are the 7 key components of a good learner in your subject?

1. Children to become confident in their relevant and innovative thinking
2. Children to have a positive and enthusiastic attitude towards the subject
3. Children to have acquired a range of skills, which they can talk about when presenting their creative work
4. Children have developed DT knowledge and vocabulary
5. Children are curious to learn more
6. Children have pride in their work both individually and as part of a team
7. Children are aware of how DT impacts the world around them

**What does Fast Feedback look like in your subject?**

**How do you know this has been effective for children's progress?**

**Is your subject an SDP priority?**

**Has there been school training and / or development related to your subject / specific SDP objectives?  
Have you taken part in any individual research?  
What has been the impact of this on the children and staff?**

Evidence of children self-correcting their work and re-drafting, if appropriate.

Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.

Independent Work

Verbal feedback given.

Teacher Assisted Work

I spoke with my teacher and ...

DT is not an SDP priority

Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training power points, research activities.

Staff surveys enable areas where there is a lack of confidence to be addressed through CPD

Pupil voice ensures the children have a clear understanding of the skills they are learning and the purpose of these

Continued Quality Assurance ensures DT is being delivered to a high standard at WPS