



Subject Report 2025-2026

Subject	Design and Technology	Report prepared by	Amy Rees and Sophie Douglas
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Overview of the year:

This year, the focus has been on developing and refining the art curriculum. This has included creating new learning intentions, progression maps, updating mid-term plans, and producing a key document outlining what high quality DT provision should look like in their journals at The Cambridge.

Three key priorities for the year were:

- **Enhancing resources:** Expanding the range of art materials available across the school and ensuring the shared DT cupboard is well stocked and suitably organised.
- **Improving lesson sequencing:** Designing and implementing a clear sequence of lessons within each unit that enables children to review, reflect on and refine their work where appropriate.
- **Reviewing curriculum content:** Beginning the process of revisiting mid-term plans to ensure that studies are inclusive, diverse, and reflective of a broad cultural range.

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge Primary School, we believe that Design and Technology plays a vital role in every child’s education and overall development. Our intent is to provide engaging, high-quality lessons that equip pupils with a broad range of skills and knowledge within the subject and its related areas. Design and Technology is both inspiring and practical. Our curriculum encourages children to take part in purposeful, curriculum-linked projects that develop their abilities to design, make and evaluate. Through these hands-on experiences, pupils are supported in bringing their creative ideas to life while also learning about a diverse range of influential designers.

‘It’s not just about ideas, it’s about making ideas happen’ - Scott Belsky

We aim for all children to leave The Cambridge Primary School with rich, memorable experiences that strengthen their understanding and confidence in designing, making, evaluating, applying technical knowledge and cooking. We want pupils to be able to reflect thoughtfully on their own work and to think critically about the work of others. Our progressive and engaging curriculum equips children with the skills, knowledge and vocabulary needed for successful learning. It enables them to apply what they have learned across other subjects and make meaningful cross-curricular links. Through practical, hands-on activities set in real-life contexts — such as health and safety, nutrition and cooking, technical understanding, designing, making and evaluating — pupils develop a deep and purposeful understanding of Design and Technology.

In Design and Technology, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Evaluate and analyse a variety of designers, makers and their creative work, confidently using the language of design and technology. • Demonstrate proficiency in a wide range of design and technology processes and techniques. • Design, make and evaluate products effectively, selecting appropriate materials, tools and methods for the task. • Think critically about their own work and the work of others, identifying strengths and areas for improvement. • Reflect on and communicate their ideas clearly when discussing their own creations and evaluating the work of others. • Develop a secure understanding of health and safety considerations across all areas of Design and Technology and confidently apply these in practice. 	<p>A Cambridge pupil develops a strong understanding of a wide range of designers, makers and design and technology processes. They are brave when exploring new ideas and techniques, showing the confidence to experiment and take risks. Pupils innovate in their designs, demonstrating creativity and originality. They take ownership of their work, reflecting thoughtfully and thinking critically about the products they create. Cambridge pupils work collaboratively as well as independently, approaching design and technology with curiosity, enthusiasm and a willingness to keep improving.</p>

Implementation

Design and Technology is taught as a skill-based curriculum from EYFS to Year 6, with purposeful opportunities for cross-curricular learning. The Subject Leader creates the medium-term plans, ensuring that units are linked to each year group's focus topic. In KS1 and KS2, Design and Technology is taught once a week for an hour across three half terms, with additional 'DT Afternoons' incorporated into hook days or themed weeks to enhance practical learning. Within EYFS, children experience Design and Technology daily through both indoor and outdoor continuous provision, allowing them to explore materials, tools and techniques in a hands-on, exploratory way. Lessons across the school follow a clear cycle: beginning with research, followed by skill-focused sessions that build progressively each week as part of a half-term project. This structure ensures that pupils develop new knowledge and skills, and engage fully in the design–make–evaluate process. DT journals are used to document learning, including newly acquired techniques, skill practice, draft designs and photographs of final pieces. Informal pupil conferencing is carried out by the Subject Leader during monitoring sessions to gather pupils' views about DT teaching and curriculum content. DT journals are also monitored termly to ensure full curriculum coverage and consistent progression across the school.

Topics taught across each year group:

	AT1 1-Bugs Life 2- Castles 3- Through the ages 4- Ancient Greeks 5- Egyptians 6- Fallen Fields	AT 2 1- Moon Buggies 2-Street Detectives 3- Rosks, Relics, Rumbles 4-Mlsty Mountains 5-Earth and Space 6-Frozen Kingdom	SP 1 1-Enchanted Forest 2- Fire, Fire 3- Rioting Romans 4-Carnival 5- Tudors 6- SATS	SP2 1- Memory Box 2- Land Ahoy 3- Rioting Romans 4- Rainforest 5-Tudors 6- Blood Heart	SU1 1- Superheros 2-Up, up and Away 3-Flow 4- Dragons 5-Settlements 6-Tomorrow's World	SU2 1-Claws, paws and whiskers 2-Movers and Shakers 3- Scrumdiddlyumptious 4-Vikings 5-North America 6- A childs War
EYFS	<i>Features of a portrait</i>	<i>Painting and Drawing</i>	<i>Collage</i>	<i>Painting and Drawing</i>	<i>Junk Modelling</i>	<i>Printing and Weaving</i>
Y1		<i>Moon buggies- Creating a vehicle with wheels</i>		<i>Memory box- Create a flap book to share memories</i>	<i>Superheroes- Create a puppet using sewing techniques..</i>	
Y2	<i>Castles- Create a castle with a draw bridge</i>		<i>Fire of London- Create a house to represent Pudding Lane</i>		<i>Up, up and away Children to create a kite that can move through the sky.</i>	
Y3			<i>Romans- Weaving</i>	<i>Romans- Chariots- Woodwork</i>	<i>Rivers- Structures</i>	
Y4	<i>Greeks- Clay pots</i>			<i>Rainforest- Levers mechanisms</i>	<i>Anglo-Saxon- Sewing</i>	
Y5	<i>Egyptians- Beetle papyrus- Clay</i>		<i>Tudors- Sewing pouch</i>	<i>Tudor- Theatre mechanisms</i>		
Y6			<i>Borders- Working toy structures.</i>			

Rationale for curriculum organisation:

Design and Technology in the EYFS is introduced through a combination of focused inputs and play-based learning, ensuring that fundamental skills are taught, practised and embedded throughout the year. Children explore and use a wide range of materials, tools and techniques through both child-initiated and adult-directed activities, allowing them to develop independence, curiosity and early creative skills. Across the rest of the school, pupils take part in whole-class, one-hour lessons each week. Lessons follow a clear cycle, beginning with a KAGAN followed by a sequence of skill-focused lessons that build progressively towards a half-term project linked to learning in other subjects. To enrich the curriculum further, hook days are used for mini projects, deeper exploration of particular skills, and additional practical experience. Where appropriate, DT skills and knowledge are woven into other subject areas throughout the half term, helping to strengthen connections, support retention and deepen understanding. This integrated approach enables pupils to develop the key skills and attributes associated with the Cambridge Learning Characteristics, preparing them to be confident, creative and reflective learners.

What have you done to ensure that every skill is covered?

To ensure comprehensive coverage of all Design and Technology skills, the Subject Leaders have carefully reviewed and refined the skills progression document making amendments and associated planning as part of ongoing monitoring. Drawing on professional expertise, current research and the requirements of the National Curriculum, we have consolidated all DT skills and allocated them to the appropriate year groups. This structured approach ensures clear progression and effective development of skills as pupils move through the school. Mid-term plans are updated regularly at the end of each term, informed by check-ins and feedback from teachers. The working skills progression document acts as a guiding framework, outlining when each skill is taught and providing consistency across year groups. It is reviewed frequently to ensure it remains current, coherent and aligned with both curriculum expectations and the needs of our learners.

Impact

Teachers assess children's progress in Design and Technology primarily through formative assessment. This includes verbal feedback, book looks, self-assessment, peer assessment, teacher judgement and the use of RAG rating to evaluate developing skills and knowledge. In each lesson, the teacher highlights the specific skill being taught, helping pupils understand the focus of their learning. Knowledge gained throughout the unit is captured in knowledge organisers within the children's DT journals, supporting reflection and enabling pupils to RAG-rate their understanding at the end of each lesson. Pupil voice is gathered during lessons through KAGAN structures, encouraging children to actively reflect, critique, and provide constructive feedback on their own work and the work of others as they move through the design–make–evaluate cycle. Teachers provide continuous verbal feedback to guide progress, and children's work is documented through photographs and written evidence in their DT journals, as well as being displayed in the classroom to celebrate learning.

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?

In Design and Technology, assessment is primarily carried out through **verbal feedback** and **targeted questioning**, creating opportunities for pupils to actively reflect on their learning in relation to the lesson objectives as they move through the design–make–evaluate cycle. Continuous assessment of pupils' work ensures ongoing checks on understanding and monitors their progress over time. **Knowledge and skill organisers** clearly outline the expectations for what pupils should know and be able to do by the end of each unit. Practical, hands-on lessons support strong conceptual understanding through kinaesthetic learning and real application of skills. All learning is recorded in **DT Journals**, with design and evaluation activities directly added to pupils' books where appropriate. The making process is photographed and documented, with images added to the journals to provide a full picture of each child's progress and final outcomes.

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

The subject leads have developed clear key themes that underpin the DT curriculum and ensured these are thoughtfully linked to wider curriculum learning. They have identified relevant artists to support each unit, providing purposeful connections to styles and techniques, and have researched the key skills that need to be explicitly taught to secure progression across year groups. In planning, the subject leads have successfully drawn on their own prior knowledge and collaborated closely with colleagues, sharing ideas to strengthen teaching and learning. They have also engaged with wider art networks to exchange expertise, reflect on effective practice, and consider areas for further development.

What Performance Information is monitored? What are the 3 questions are you considering for future developments?

Progress in DT is strong, with children demonstrating secure development of both knowledge and skills each year. With the implementation of new planning, pupils' performance is being closely monitored, and feedback is provided to subject leads to support continued improvement. Evidence of progression is clearly visible within Journals across both Key Stage 1 and Key Stage 2.

How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?

Fundamental British Values
Pupils are taught the **Fundamental British Values** throughout the curriculum, and these are woven meaningfully into Design and Technology. In DT, children learn about a diverse range of designers, makers and architectural styles from different cultures and backgrounds, promoting **tolerance and respect** for cultural diversity. Through discussions about design choices and the

Monitoring of DT has been carried out through a range of activities, including:

- Book looks
- Review of the new planning linked to existing topics
- Staff verbal check-ins
- Pupil conferencing
- Learning walks

Looking ahead in DT, we aim to reflect on the following key questions to support continued improvement:

- To what extent are teachers confident in modelling and demonstrating the key skills within Art and Design?
 - Are pupils confidently using the taught vocabulary to discuss, evaluate and reflect on their learning during lessons?

influence of different creators, pupils show **democracy** by listening to and valuing the opinions of others. Children demonstrate the **rule of law** by following safety procedures, classroom expectations and the specific criteria set for each project, understanding why these rules are important for safe and successful work. Pupils are also encouraged to express **individual liberty** by making their own creative decisions when designing and producing their work, taking ownership of their ideas and outcomes. Mutual respect is embedded throughout DT lessons. Pupils are taught how to give constructive feedback, discuss each other's work with kindness, and collaborate effectively during group projects. These experiences help children understand, practise and demonstrate all aspects of the Fundamental British Values within practical, purposeful contexts.

The Cambridge Learning Characteristics (BICO)

A Cambridge pupil develops a strong understanding of a wide range of designers, makers and design and technology processes. They are **brave** when exploring new ideas and techniques, showing the confidence to experiment and take risks. Pupils **innovate** in their designs, demonstrating creativity and originality. They **take ownership** of their work, reflecting thoughtfully and thinking critically about the products they create. Cambridge pupils work **collaboratively** as well as independently, approaching design and technology with curiosity, enthusiasm and a willingness to keep improving.

Opportunities for Personal Development

As part of our careers clubs, we run a weekly after-school sewing club, offered to different age groups throughout the year. This club focuses on sewing and basic haberdashery skills, giving pupils the opportunity to be creative, develop practical techniques and explore the work of a range of designers.