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Design and Technology Intent, Implementation and Impact Statement

Intent

At Broom Barns, our intention is to provide all children with a broad, balanced and ambitious Design and Technology curriculum that inspires creativity, promotes innovation and equips pupils with the knowledge and skills needed for life beyond primary school.

We believe that Design and Technology is a vital part of the curriculum, providing meaningful opportunities for children to apply their learning in practical contexts. Through designing and making, pupils are encouraged to think creatively, solve problems, take risks and develop resilience. They learn to design products that meet the needs of a specific user and purpose, whilst considering functionality, aesthetics and sustainability.

Our curriculum enables children to investigate and evaluate existing products, develop technical knowledge and practical expertise, and understand how design and technology have shaped the modern world. We aim for pupils to become confident designers who can communicate ideas, work collaboratively and reflect critically on their own work.

Reading, vocabulary development and communication are embedded throughout the curriculum, ensuring that pupils acquire and confidently use subject-specific language. Through progressive learning experiences from EYFS to Year 6, children develop an appreciation of innovation, engineering and technological advancement, whilst gaining transferable skills that will support them throughout their education and future careers.

Implementation

Design and Technology is taught through a carefully structured and progressive curriculum that follows the National Curriculum and is supported by the PlanBee scheme of work. This provides a clear sequence of learning that ensures knowledge, skills and understanding are built upon year after year, enabling pupils to develop increasing confidence and independence as designers and makers.

Across the school, all Design and Technology units incorporate four key elements of the design process:

- Investigative activities, where pupils critically evaluate existing products and explore how and why they have been designed.
- Focused practical tasks, where children learn and practise new skills, techniques and processes.
- Design and make assignments, where pupils apply their knowledge creatively to produce purposeful products.
- Evaluation activities, where children reflect on their work, assess its effectiveness and identify possible improvements.

In the Early Years Foundation Stage, children explore design and technology through child-initiated and adult-led experiences. They experiment with materials, construction, joining techniques and creative expression while developing fine motor skills, communication and problem-solving abilities.

Throughout Key Stage 1 and Key Stage 2, pupils engage in a range of projects that draw upon skills from across the curriculum, including mathematics, science, computing and art. They are encouraged to research, plan, design, make and evaluate products while considering the needs of intended users.

Teachers ensure that:

- Lessons are carefully sequenced to support progression and build on prior learning.
- Subject-specific vocabulary is explicitly taught, revisited and embedded.
- Learning opportunities are adapted to meet the needs of all pupils, including those with SEND and disadvantaged pupils.
- Children experience each stage of the design process and understand its importance.
- Practical work is recorded and celebrated through sketchbooks, photographs, displays and digital learning platforms.
- Opportunities for enrichment, including visitors, workshops and real-life design contexts, are used where appropriate to enhance learning.

Food Technology forms an important part of the curriculum. Pupils develop an understanding of nutrition, healthy eating, food preparation and where food comes from, helping them make informed choices that support healthy lifestyles.

Through high-quality teaching and engaging learning experiences, we ensure that Design and Technology remains relevant, purposeful and enjoyable for all learners.

Impact

The impact of our Design and Technology curriculum is seen in the confidence, creativity and practical capability of our pupils. Children develop the knowledge, understanding and technical skills required to design and make products that solve problems and meet specific needs. They leave Broom Barns as reflective learners who can evaluate their work thoughtfully and identify ways to improve and refine their ideas.

Pupils demonstrate increasing independence as they move through the school, drawing upon prior learning and applying their skills across a range of contexts. They develop a strong understanding of the design process and can confidently discuss their learning using appropriate technical vocabulary. Children recognise the importance of design and technology in everyday life and understand how innovation can positively impact individuals, communities and the wider world.

The effectiveness of the curriculum is monitored through a range of assessment and evaluation activities, including:

- Ongoing teacher assessment against planned knowledge and skills outcomes.
- End-of-unit and end-of-term assessments.
- Sketchbook and work scrutiny.
- Learning walks and lesson observations.
- Pupil voice interviews and discussions.
- Monitoring and evaluation by the Design and Technology Subject Leader.

As a result of our curriculum, pupils develop creativity, resilience, critical thinking, collaboration and problem-solving skills. These transferable skills support achievement across the wider curriculum and prepare children for the next stage of their education, future employment and life in an increasingly technological society.