

How we teach D&T at Tudor School

TUDOR PRIMARY SCHOOL

Autumn 2025

Authored by: Danni Cohen



“D&T is often one of a child’s favourite subjects. Children like making decisions for themselves and doing practical work. They love creating products they can see, touch – and even taste – for themselves. They feel proud to have done so.” (D&T Association)

Mission Statement

Our vision is that through the teaching of Design and Technology at Tudor School, our children will become passionate, resilient and confident designers. They will not only develop a range of practical skills, but will become problem-solvers, creative-thinkers and risk-takers. By working together, they will build on existing knowledge and use their imagination to create innovative and original solutions and products.

‘It teaches us skills that we can use in real life.’ (Year 6 child)

INTENT

National Curriculum Aims

The National Curriculum for Design and Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high- quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Additional Tudor Aims

- to develop a passion and enthusiasm for designing and making for children of all ages and abilities.
- to develop children's capability and confidence in their own ideas
- to develop an understanding of the ways in which people from the past and present have used design and technology to meet their needs
- to develop skills and techniques in using and selecting a range of tools and materials safely

The main elements that underpin the teaching of Design and Technology are:

1. Designing
2. Making
3. Evaluating
4. Technical knowledge
5. Cooking and nutrition

At Tudor School, we pride ourselves on our thematic teaching approach, which stimulates the creative thinking of our children and fully engages them in their learning. This approach creates a strong foundation for high-quality Design and Technology teaching across all phases. By working alongside the Art lead, teachers are aware of the clear distinction between the subjects and ensure that they are teaching specifically D&T skills in D&T units.

This document will clearly explain how we ensure that the national curriculum aims are being taught effectively, how we monitor and evidence clear progression across the school and how staff are enabled to deliver high quality teaching experiences for the children at Tudor.

IMPLEMENTATION

How we cover the curriculum objectives

At Tudor, we have created a curriculum map that identifies when we will cover specific objectives in our two-year rolling thematic curriculum cycle. This enables us to link the objectives with topics that will inspire the children and engage them fully in their learning. We are also able to see which unit will be covered each term to ensure all aspects of D&T are taught. Our curriculum map covers all key stages, including foundation stage, and helps us to show how the skills develop in D&T from EYFS to Year 6. In KS1, the main aspects covered are mechanisms, structures, food and textiles. In KS2, the aspects are mechanical systems, electrical systems, structures, food and textiles. Each year group will cover a food unit every year.

Year Group	Home Under the Hammer	From Field to Fork	Seaside Rescue		Toy Stories	Wings, Waves & Wheels	Turrets and Tiaras
1	Structures	Food	Mechanisms Levers & Slides		Structures	Mechanisms Levers & Slides	Food
2	Mechanisms Wheels & Axles	Food	Textiles		Textiles	Mechanisms Wheels & Axles	Food
	Buried Treasures	Crime-Busters	What a Wonderful World		Is It Right To Fight?	Up Pompeii	Tomb Raiders
3	Food	Mechanisms Pulleys, Springs & Levers	Structures		Mechanisms Pulleys, Springs & Levers	Structures	Food
4	Food	Electrical Systems Alarms	Textiles		Textiles	Electrical Systems Alarms	Food
	Raiders and Traders	Extreme Environments	Step Back in Time		A Whole New World	Spaceship Earth	It's All Greek to Me
5	Food	Structures Computer-Aided Design (CAD)	Mechanisms Springs, Gears, Cams, Pulleys, Levers		Food	Mechanisms Springs, Gears, Cams, Pulleys, Levers	Structures Computer-Aided Design (CAD)
6	Textiles	Food	Electrical Systems Game		Textiles	Food	Electrical Systems Game

From September 2022, we introduced our new structure for how we teach the D&T curriculum to ensure that there is full curriculum coverage and children develop a depth of skills in each specific aspect. Each year group has given specific aspects that compliments their themes and the cooking and nutrition unit continues to be taught every year.

Each year group produces a topic map, at the beginning of each term, which clearly shows which aspect of D&T will be taught that term. It also breaks down the unit and shows the objective and task that will be taught in each session so that there is a clear flow to the sequence of lessons. By using detailed termly topic overviews, we are able to make sure we allocate the appropriate amount of time to each objective and plan when we will teach these. D&T units are typically taught for one – two hours a week over half a term. However, some units lend themselves better to being taught in half-day / full day blocks. Our topic maps are updated throughout the term, so if any objectives have not been covered confidently, these are quickly identified so that they can be covered before the end of the year, or during the following academic year. In addition to using the National Curriculum, we use our “Food Skills Progression Document” and “Assessing Across the Curriculum” document to ensure full coverage and that the correct level of skills is taught.

Overview of Statements

How is D&T taught in EYFS?

In line with the new EYFS framework, D&T is no longer taught as a stand-alone subject, it is embedded within many areas of the EYFS curriculum including literacy, play and learn and expressive art and design. It is also a great tool to support communication and language for the children alongside developing their creativity and problem-solving skills. During play and learn sessions the children are provided with a variety of materials both inside and outside to explore, whether that is independently, or used as part of a group.

At Tudor, we make reference to the 'Development matters' document. Below are some objectives from the document, in relation to D&T, which the EYFS team ensure is covered throughout their time in Nursery and Reception.

Development Matters Birth to three	Development matters three and four year olds:	Development matters children in Reception:	Early Learning Goal:
<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas</p> <p>Explore materials with different properties.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>

Planning 'to inspire'

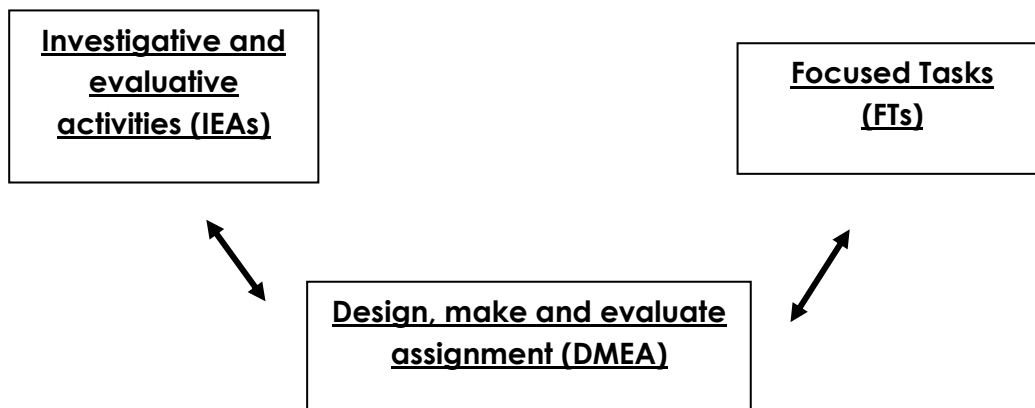
Our thematic approach enables us to link specific D&T units to certain topics within our 2-year cycle to ensure that the children are fully immersed in their learning. For example, in KS1, the D&T food statements linked to knowing about the origins and sources of different foods, are taught during our termly topic "From Field to Fork". This means that this topic is used to link all of the curriculum together, making the learning more relatable and therefore helping the children to develop a deeper understanding.

We aim to link the D&T unit of work directly to the topic, allowing the children to solve problems that are meaningful and purposeful, rather than a stand-alone unit. This engages the children further, as they have a broader knowledge of the topic and are able to utilise skills from other subjects more easily. This way of teaching also helps the children to develop skills that they can use in a real-life context.

We aim to have a cross-curricular D&T approach and draw on and develop skills, knowledge and understanding in subjects such as science, computing, English, maths and art, to provide additional learning opportunities. However, each D&T lesson is focused on developing a specific aspect of D&T, potentially supported by other subjects.

Each D&T unit includes these three types of activity:

- **Investigative and Evaluative Activities (IEAs)** where children learn from a range of existing products and find out about D&T in the wider world (including learning about key designers).
- **Focused Tasks (FTs)** where they are taught specific technical knowledge, designing skills and making skills.
- **Design, Make and Evaluate Assignment (DMEA)** where children create functional products with users and purposes in mind.



How we support children with SEND

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In D&T we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning
- Use of visual aids e.g., vocabulary mats, checklists
- Additional adult support
- Resources to support individual physical needs
- Use of learning partners
- Having a variety of resources and materials accessible to all
- Tasks and activities being simplified/adjusted as required
- Scaffolding of tasks e.g., use of writing frames

IMPACT

Monitoring of Standards

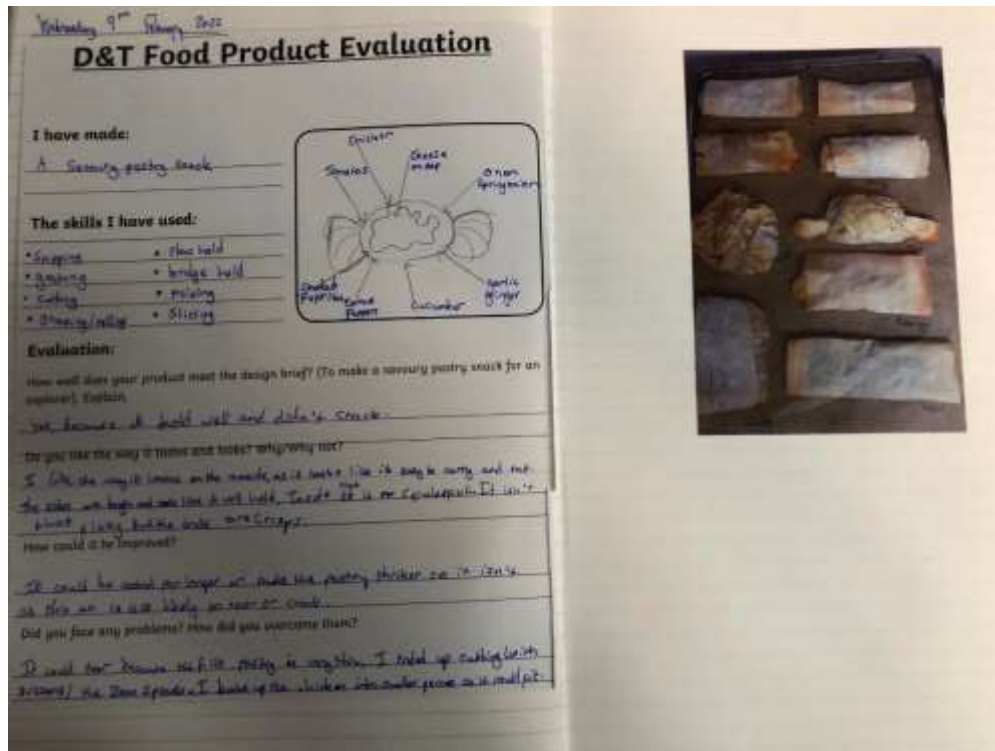
At Tudor, we monitor the standard of D&T in a range of ways.

Using a combination of the National Curriculum, the "Assessing Across the Curriculum" document and our bespoke year group curriculum overview, a D&T unit is created, with clear lesson objectives planned for each lesson. This may be a skills-based objective, for example "use techniques that require more accuracy to cut, shape, join, finish his/her work". Each lesson is planned around a clear objective and activities are carefully thought-out so that teachers can clearly see whether the child has met the objective. As the objectives can be quite broad, it may take several lessons for children to have covered all parts of the objective.

We use "Feedback Sheets" to evaluate how successful the children were, identify skills the children are secure in and highlight where they need further practise and/or support. The teacher will use these formative feedback sheets, as well as D&T sketchbooks and practical pieces of work, to assess how well the children met the objective at the end of each lesson. At the end of the unit, they will use Sonar Assessment Tracker to complete a summative assessment for each individual child.

"Pupil Voice" is used by the D&T lead to assess how children feel about their D&T learning and whether they are able to identify the skills they are using. Children should be encouraged to use subject-specific vocabulary when they are explaining and discussing their learning. Children should be able to explain their design choices and justify their thinking.

D&T sketch books, feedback sheets and photos (on class ipads) are reviewed regularly by the subject leader. The main focus is on seeing clear progress between key stage groups and skill progression rather than the just focusing on the end result. Photos need to be taken of children developing their skills during the sequence of lessons, and not just of the final product they produce at the end of the unit.



Regular staff meetings are led by the D&T lead to update the staff team on the current successes of D&T teaching across the school, as well as providing opportunities to reflect on which areas to continue focusing on. The D&T lead meets with staff throughout the year to provide additional support where needed and questionnaires are used to help evaluate the subject.

Pupil Attainment (including use of Sonar Assessment Tracker)

At the end of each unit (usually end of a half-term) teachers will assess each child's progress using Sonar Assessment Tracker. Feedback sheets will be used to help teachers assess progress and will help to provide evidence of skill progression. Sonar Assessment Tracker allows us to assess children at 'below ARE' (red) 'just at' (yellow), 'securely at' (light green) and 'above ARE' (dark green) level. This enables teachers to be able to clearly see which children need further support in future units and which children need extending further.

Using Sonar Assessment Tracker, the D&T subject lead can compare classes and year groups across the school to monitor Tudor's overall progress and focus on specific groups, for example boys, girls, SEN and PPG.

Health and Safety

The safety and hygiene of the children within each class is the responsibility of the class teacher. Risk assessments for teaching all aspects of D&T at Tudor School can be found on the staff drive (and inside the resources cupboard) as well as resources to support teachers and children using a range of equipment, for example using knives in food lessons.

Food Safety

The D&T Subject Lead has a current "Food Safety in Catering Level 2" certificate and provides staff with food safety and food hygiene teaching resources. D&T Lead and TA regularly check that food equipment has been cleaned and stored correctly.

At the start of a food unit, an "Ingredients Check" letter should go home to all parents to check if there are any foods that need to be carefully handled due to any food allergies, intolerances or religious views.

There are Food Safety risk assessments available on the staff drive and all staff are encouraged to read through these before carrying out a D&T food unit.

Resources

At Tudor, there are three locked D&T cupboards located in the KS2 building. One contains resources specifically for textiles, one has resources for cooking/food technology and one has resources for mechanisms and structures.

A thorough resources audit is regularly carried out (see previous action plan) to identify which resources are missing. A resources document has been created and sent out to staff – this is regularly updated and sent out at the start of each term. Staff are asked at the end of each term (when we have a staff meeting allocated for next term's planning) if there are any resources that they will require for the next D&T unit to ensure we have the necessary resources in school when needed.

An investment was made into cooking resources in 2019, to ensure that there was enough equipment for each class to take part in practical food lessons at one time as each class now carries out a food unit each year.

Each year, some of the D&T budget will be allocated to updating and adding to our current D&T resources.