



Design Technology

Subject Leader Report 2024-2025



Subject Leader: Zoe Illingworth

Autumn Term

This term, Masefield Primary School appointed a new Design Technology Leader, who has worked collaboratively with the previous subject leader to continue to improve and develop the subject across all year groups. A comprehensive approach has been taken to assess and enhance the curriculum and teaching procedures for Design Technology, ensuring all aspects of the subject are both engaging and educational.

The new leader has been proactive in observing lessons, completing learning walks, monitoring children's books, and engaging in discussions with both pupils and staff. This has led to the identification of key strengths and areas for further development. Furthermore, professional development has been a priority, with staff participating in continuous professional development (CPD) sessions and collaborative planning opportunities. These sessions have empowered teachers to integrate more effective teaching strategies into their lessons and have helped to refine and develop Design Technology practices across the school.

In the Early Years Foundation Stage (EYFS), Design Technology is taught as part of Expressive Arts & Design, with a focus on practical, hands-on activities. Most learning occurs through continuous provision, guided by teacher modelling. Key activities include construction tasks such as building chairs for Baby Bear from the Goldilocks story, designing houses for the three little pigs, and creating shelters for hibernating animals. Children also work with food, linking their learning to calendar events, creating items like chocolate sparklers, witches' hats, and fruit salad. Food hygiene practices are emphasized, teaching children to wash their hands before and after food preparation, clean the food, and tidy the area. Additionally, children engage in building structures using materials such as clay, playdough, and tape, alongside continuous access to junk modelling resources like boxes, tubes, and pipe cleaners. The current focus is on deepening the children's understanding of the design process, particularly the importance of the design brief when creating and evaluating their products.

In Key Stage 1, Year 2 students have focused on mechanisms, specifically sliders and levers. They have applied this knowledge in designing, making, and evaluating moving Christmas cards for family members or friends. This unit has been enhanced with new resources that support both design and evaluation lessons.

In Lower Key Stage 2, Year 3 have explored pneumatics, designing and constructing a moving toy that incorporates this technology. Year 4, who also studied mechanisms, created more complex moving Christmas cards using sliders and levers, providing a deeper level of challenge compared to Year 2.

In Upper Key Stage 2, Year 5 students studied structures, with a particularly purposeful unit. They designed, made, and evaluated full-scale shelters in the forest school area. The project was enriched by input from Mrs. Walton, the Forest School teacher, who taught



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the children how to join wood using various knots, enhancing both the practical and collaborative aspects of the project.

The next steps for Design Technology at Masefield Primary School are to continue refining the understanding and application of design briefs. This will ensure that students fully grasp the purpose of the brief and consistently refer to it throughout the design, make, and evaluate process. This will foster a more structured and purposeful approach to Design Technology, allowing students to create thoughtful and well-evaluated products.

