**Design and Technology**

**Intent, Implementation and Impact**

**Intent**

**At Woburn Lower School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.**

We intend to design a Design Technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life

**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

**Implementation**

* Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
* Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic such as rockets and moon buggies. Key Stage 2 have focus textile topics making recorder cases and book marks as well as food/drink topics such as playdough and fruit salad.
* Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.
* Each year group has a garden plot at the allotment and takes ownership and responsibility for cultivating the relevant crops.
* A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken
* Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to ‘hands on’ situations in a purposeful context.
* Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality. Projects will be thoroughly marked and assessed against the curriculum objective. Children are also asked to self-evaluate their work.
* Design Technology focused displays celebrating the outstanding three dimensional creations on display throughout the school such as volcanoes and tudor houses. These displays celebrate exceptional practice and exemplify terminology and vocabulary used.
* Independent learning: In Design Technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology.
* Collaborative learning: In Design and Technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

**Impact**

* Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
* Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
* The large majority of children will achieve age related expectations in Design Technology.
* As designers children will develop skills and attributes they can use beyond school and into adulthood.