Intent

At Newlands, we strive to embed a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study. We endeavour to fulfil the duties of the national curriculum whereby we 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.

The promotion of a language rich Design Technology curriculum is essential to the successful acquisition of knowledge and understanding in Design Technology. The promotion and use of an accurate and rich vocabulary throughout school is planned and encouraged at every opportunity throughout each and every lesson.

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. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see a design technology as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

Implementation

The teaching of Design Technology across the school follows the National Curriculum objectives set out from year 3 to year 6. Children design products with a purpose and an intended user in mind at all times. Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this appropriately and safely. Design and technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high quality Design and Technology curriculum; through well-planned and resourced projects and experiences linked to topics or previous learning through a cross-curricular nature.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 DT	Structure- Bronze Age Round Houses Kengo Kuma		Food/nutrition - stews Ghalia Mahmoud		Moving parts- Pit head stocks Young and Perves	
Year 4 DT	Electrical system – Christmas decoration Alessandro Volta		Sewing- Viking money bag Samuel Parkinson		Food/nutrition – Italian pizza and pasta Antonio Carluccio	
Year 5 DT	Food/nutrition – Healthy American Diner James Beard		Electrical system- Crumble- Programmable buggies Henry Ford		Structure- Bridges Horace Jones Isambard Kingdom Brunel	
Year 6 DT	Moving parts- Automata- Victorian Toy Kazuaki Harada		Food/nutrition – afternoon tea Mrs Beeton		Sewing- Pencil case Vivienne Westwood	

Impact

Children will know more, remember more and understand more about Design Technology. The large majority of children will achieve age related expectations in Design Technology if they consistently meet the clear expectations set out in the national curriculum and our own skills progressions. As designers, makers and evaluators children will develop skills and attributes they can use beyond school and into adulthood.

The assessment gathered is used to inform differentiation, support children who require it and challenge those who need it. Design Technology is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

Our children enjoy the self-expression that they experience in Design Technology throughout each of the processes of designing, creating and evaluating. They are keen to learn new skills and work hard to perfect those shown to them. The children's learning outcomes are very often cross-curricular, which helps them to express feelings and emotions in what they have designed or created, as well as showing their knowledge and understanding in history, geography and science through the links promoted between DT skills outcomes and each year's group's topics.

Through Design Technology, the children are able to reach out into the school community as learning is readily displayed within a central gallery within school.