



Curriculum Statement: Design Technology

If you're not prepared to be wrong, you'll never come up with anything original – Ken Robinson

Curriculum Rationale

The Design and Technology department aims to create a stimulating learning environment where students learn about materials, processes and creative design thinking. During key stage 3, students experience a variety of material areas and projects in a 6-week carousel. Year 7 complete an Induction programme that introduces them to the Design and Technology department.

Material areas include Food, Electronics, including computer controlled manufacture, Graphics, Resistant Materials and Textiles. Within each material each student completes a focussed 'design and make' activity. These activities develop a number of key skills that students will require to complete their Key Stage 4 GCSE work in Design Technology and Food.

The key stage 4 curriculum comprises of two areas; Food and Design Technology including Engineering.

Students gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students get opportunities to work creatively when designing and making and apply technical and practical expertise.

Students study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will study specialist technical principles in greater depth. These range from electronics, textiles, graphics and resistant materials areas.

During Year 10 and 11 the focus is on learning skills and techniques learned through completing practical activities. These skills will be used in the non-examination assessment that takes place during Year 11. Assessment is through written examination and practical work.

Curriculum Progression & Strategies

Design Technology

Pupils will use the same key skills/formal elements throughout KS3.

Application of design principles is expected to improve through years 7-9.

Progress is assessed on application of design making principles, ideas, experimental work and practical assessments.

The following strategies are employed to achieve progression:

- Practice
- 'Slow down' method
- Whole Class Feedback
- Exemplar work/displays in rooms

Food Technology

Curriculum Enrichment

- Year 10 Food Trip to Jamie's Italian Restaurant and a Commercial Kitchen at the ICC to make comparisons.
- School Bake Off Competition
- OAP Tea Party where students use their expertise to cater for our elderly guests

