DESIGN & TECHNOLOGY

Curriculum Information

How has our curriculum been designed?

Intent

*[What you want pupils to know and be able to do. **Not** a vision or mission statement.]*

[A long-term plan (such as a curriculum map), showing the knowledge and skills you want pupils to gain at each stage, and by the end of their time at school. Your rationale for why you've made these choices]

At Key Stage 3 and 4 has been planned to ensure a student develops the knowledge and skills throughout their experience of Design & Technology to allow for progression, access to higher level courses at Key Stage 5 and a deeper understanding of the world and the impact they can have on it in the future.

The curriculum has been designed to create the sequencing of schemes of work to optimise learning and ensure that students gain the best knowledge, by building on key skills every year to create a natural progression and embed deep-rooted Design and Technology practice.The curriculum has been developed with the consideration of what students could personally relate to. Projects that are studied at the key stages are designed to be engaging, interesting and reflect on real-life current situations. Projects are design to factor the student's cultural environment.

The curriculum is design to build on 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. The aim of the curriculum is to equip students to understand and apply the principles of nutrition and learn how to cook whilst being aware of health and safety.

Implementation

[How you teach your intended curriculum. Teaching methods; Classroom resources; Sequencing and structure; Assessment]

At Key stage 3 students are introduced to range of SOW's that equip them to develop key skills that enable them to progress further and build their confidence in design and working in practical activity in the DT workshop environment. Students are also introduced to a wide range of Design movements that influence modern day design.

Schemes of work are designed to expand on prior knowledge from previous tasks. Students are expected to develop technical skills, understanding of design theory or nutrition, willingness to explore different materials, processes and refine their work to achieve a functional outcome. Real-life design related problem-solving scenarios is the focus across DT curriculum – Graphics, DT and Cooking & Nutrition.

In DT and Cooking & Nutrition product analysis of existing products is always carried out in design process and making of products. Verbal presentations and peer assessments. Reference to the application of Prior theory knowledge and the connection to design and make tasks is encouraged during practical lesson in Graphics and DT across all Key stages.

In Graphics case studies of how existing practices & companies approach graphic design is discussed and explored. Design theory factors such as colour theory, logo theory, typography, design in ICT and key terminology literacy are consistently elaborated/referred to whilst students are designing. Students are encouraged to take ownership of their work through Self-evaluation and peer assessment. Student's work is encouraged. At key stage 5 tutorials and critiques are implemented to projects to encourage appropriate discussion of reflection.

Analysing existing products in Graphics, DT and Cooking & Nutrition is very important and students are aware of this as it gives them an opportunity to consider become analytical thinkers – observing factors that will help them identify appropriate visual trends; notice good and bad design that will inform them regarding designing functional and creative outcomes that meets the needs of their intended target audience.

During the design process students are encouraged to be resilient, take risks and not being afraid to explore and refine their designs – having the attitude that making mistakes and developing it leads to successful design outcome. Students are encouraged to be ambitions and innovative in their design and make tasks, exploring a wide range of appropriate processes, techniques, materials, and media.

At the start of every lesson the teacher would recap on work studied from the previous lesson, successful examples and non-successful work are presented to the class. This elevates any misunderstanding of the task as students become analytical thinkers referring to WWW and EBI which gives them confidence in what required to make progress.

feedback and Assessment at KS3 are ongoing and often takes place during the lesson through verbal feedback by the class teacher.

The use of ICT is integral to the curriculum. Teachers use interactive white boards and visualisers as an aid to provide visual stimulus for design tasks. The DT learning environment is equipped with computers, CAD CAM (Computer aided design/manufacture) and industry leading design applications that enable students to flourish creatively and develop technical design skills. DT workshop and food technology classroom have a wide range of facilities that enable the students

to explore practical activity and cooking.

Impact

[The extent to which pupils have learned what you intended them to learn, and how you know this. Outcomes in externally set assessments; Pupils' destinations (e.g. further or higher education or employment); Conversations with pupils that demonstrate they know, can do, and remember more than they did before]
Students tend to retain information

At Key stage 4 – Students have solid subject knowledge and appreciation for design to pursue vocational courses in graphic design, engineering in other education institutions or continue Graphic design at A-Level in St Augustine's.

At Key stage 5 The focus on exploring different Graphic Design briefs in year 12 which result is a diverse range of skills and knowledge result in a comprehensive and highly creative portfolio that enables students to confidently talk about their experiences in Graphic Design in university interviews. Students that have studied at A level have managed to secure entry to their first-choice university to study a degree in Graphic design, Multimedia Design, interior Design at prestigious, leading Design educational institutions such as -University Arts London, Goldsmiths University and Middlesex university. Students have also taken the vocational route in apprenticeships with design consultancies.

Research Links/Professional Links

[E.g. Network Hubs, Professional organisations (DATA, PSHE Association etc.), Exam Board markers, Curriculum research documents (Ofsted), subject strategies (Maths Mastery etc.) etc.]
DATA

Sequencing

[Justification of what you teach, how and when you teach it, with reference to the skills and knowledge the students are to gain]

At Key stage 3 The curriculum allows students to follow the design process of initial stages of analysing the design problem, generating design solutions, refining an idea/modelling to design a making of the final product.

At Key stage 3– Students are taught three areas of DT – Graphics, Product Design and Cooking and Nutrition.

At Key stage 3 in DT design theory and nutrition is embedded in the curriculum with basic principles taught in year 7 and expanded further in each year to give the students to confidence to apply their understanding to KS4. DT and Cooking and Nutrition practical projects are carefully designed to show logical development of material properties, technical, processes and skills.

At Key stage 4 Graphics – Students are taught the OCR Art and Design: Graphics Communication Specification. At the start of the year 10 course students are taught a skill building project which expands on Photoshop skills taught in year 9 and develops key image editing techniques which is essential for Graphic communication at GCSE. The second project is the OCR portfolio unit. Students start developing an idea (AO1) through analysing the design brief, contextual investigations that inspires the development of ideas. Refine ideas (AO2) and Record ideas (AO3) by experimenting, modifying using appropriate techniques/processes whilst recording their intentions through observations of existing products that lead to functional final design outcomes (AO4). At Key stage 5 Graphics – Students are taught the AQA Art and Design: Graphics specification. At the start of the year 12 course students are introduced to essential aspect of Graphic design: typography. Design briefs in year 12 give the students an insight into Graphic design and prepare them for selecting their personal investigation topic in year 13 and portfolio for university interviews. The curriculum structure in year 12 & 13 gives students the confidence to independently approach the AQA external set task which they set at the end of year 13.

At Key stage 4 DT – Students are taught the AQA Design and Technology specification. At the start of the year, they complete a desk lamp project. This introduces students to how their NEA is assessed (AO1: Research & investigation, AO2: Generate & Develop Design Ideas: AO3: Analyse & evaluate) in year 11 and provides the skills necessary. Students will be introduced to Units 1-3 of the theory element of the course (AO4: Demonstrate and apply knowledge and understanding of: technical principles designing and making principles). During the second term students complete a speaker project after a trip this again will enable students to feel confident in their skills when completing their NEA. Students will complete unites 4-6 of the theory side of the subject with an assessment at the end of each. During the summer term of year 10 students will be introduced to their NEA contextual challenge. They will work on this until May of year 11 and continue to revise AO4 theory information in preparation for their exam in year 11.

Key Stage	Level	Qualifications	Exam Board
4	GCSE	Design & Technology	AQA
4	GCSE	Art & Design: Graphic Communication	OCR
5	A-Level	Art & Design: Graphic Communication	AQA