Design Technology

Newent Community School and Sixth Form Centre

Whole school Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

Design Technology - INTENT AND IMPLEMENTATION

In DT we:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment by
- Using creativity and imagination to allow pupils to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Using a variety of material areas to develop the creative, technical and practical expertise to perform everyday tasks confidently and to participate in an increasingly technological world.

- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by
- Building and applying a range of knowledge, understanding and skills to design and make a range of products for a wide range of users and to be able to evaluate and test their ideas. This includes the ability to understand and apply the principles of nutrition and practical food skills.

- Support students' spiritual, moral, social and cultural development by
- Focusing upon the moral dilemmas raised in designing and making new products.
- Understanding the wider impacts on the environment when designing and making new products and by considering carefully the materials and components used when designing and making.
- Developing an awareness of nutritional requirements of a range of lifestyles and life stages.
- Fostering the school's HEART values throughout our schemes of learning, such as incorporating teamwork into some practical tasks.

- Support students' physical development and responsibility for their own health, and enable them to be active by
- Becoming competent in being able to plan and prepare a range of dishes to be able to feed themselves and others a healthy and varied diet.
- Developing knowledge and understanding of the source, seasonality and characteristics of a broad range of ingredients to become confident in a crucial life skill that enables pupils to cook affordably and well, now and in the future.

- Promote a positive attitude towards learning by
- Becoming resourceful, innovative, enterprising and capable by designing, making and evaluating.
- Fostering a 'can-do' attitude when experiencing new tools, equipment, and practical tasks in specialist teaching rooms

- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by
- Analysing data and identifying specific needs to allow all to access the Design Technology curriculum, for example, by applying for pupil premium funding for food ingredients where there is deemed to be a need.

- Have a high academic/vocational/technical ambition for all students by
- Offering a range of appropriate courses to suit all such as Cambridge National, BTEC and GCSE courses.
- Offering students the opportunity to work in specialist Food/DT rooms to allow access to specialist equipment and resources to provide challenging practical work.
- Offering a range of vocational extra-curricular experiences such as visits from the Royal Navy Chefs, local employers, competitions to generate an awareness of the world outside of and beyond school.

- Equip students with the knowledge and cultural capital they need to succeed in life by
- Helping to build exposure to life-skills such as researching and preparing a range of products from different cultures, innovation and entrepreneurship to help students develop the skills required for their future working life.

Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals by

- Ensuring that throughout Key Stage 3 students are given opportunities, during the rotations, to experience a wide range of material areas, such as wood, plastic, metal, food, textiles, electronics to allow them to make informed Key Stage 4 choices.

- Provide a broad curriculum ensuring all students can access the English Baccalaureate by
- Providing supporting activities within Design Technology, such as a focus on numeracy when weighing or measuring and literacy when learning subject specific terminology.

- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment by
- Encouraging resilience, confidence and independence through designing and making tasks.
- Providing opportunities for reflection and evaluation and to understand that sometimes we learn through our mistakes.
- Providing opportunities to compare and reflect on the work of others to enable students to make future improvements to their work

KS3

Year 7, 8, 9 Half year rotation in Design Technology/Food & Textiles. Design, Make and Evaluate activities using a range of material areas.

Year 7 - DT – Wooden Pencil Case; Food – Eatwell Guide; Textiles – Cushion/Gadget Holder

Year 8 – DT – Wooden Boats/Plastic Phone holders/Pewter Pendants; Food – Eat to Live (Nutrition)

Year 9 – DT – Wooden Clock/Vinyl upcycling/Copper Bangle; Food - Commodities

KS4

Eduqas GCSE Design Technology

- The Eduqas Design and Technology GCSE allows learners to identify and solve real problems through the design process and into production. Learners are encouraged to work creatively and through the course will develop a number of core skills, including practical skills, planning and decision making.

Assessment for the Design and Technology GCSE consists of a written examination and a design and make task.

Eduqas GCSE Food Preparation & Nutrition

- The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life. The specification creates a balance between practical and theoretical knowledge and understanding. The content is divided into six areas. Two tasks are released for each of the assessments that constitute the non-examination assessment.

OCR Cambridge National Child Development

- The OCR Cambridge National Child Development equips learners with key knowledge, understanding and skills that relate to working in the Child Development sector. There is the opportunity to apply knowledge and understanding through completing practical activities. The qualification has three mandatory units. Unit R057: Health and well-being for child development This is assessed by an examination. Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years This is assessed by a set assignment. Unit R059: Understand the development of a child from one to five years This is assessed by a set assignment.

KS5

BTEC Level 3 Extended Certificate Health & Social Care

- The course covers a wide range of units which include Human Lifespan Development, Working in Health & Social Care, Meeting Individual Care and Support Needs, Nutritional Health and Supporting Individuals with Additional Needs. Students will participate in visits to related professionals. The course enables students to develop both a broad understanding of health and social care principles as well as the possibility to focus on specific areas such as children and young people. The assessment process includes a range of methods including external

examinations and set tasks which provide students with work-based challenges, which are set and marked by teachers and externally verified.

ASSESSMENT

In Design Technology, we assess students by conducting a baseline test, covering all material areas when students start the Key Stage 3 curriculum. We are continuing to develop assessment grids for topics which assess the areas of Brief Specification, Analysis and Research; Design Ideas and Development, Planning, Making and Evaluation. Students learn to use practical assessment criteria descriptors to assess how they are working on practical tasks.

HOME LEARNING

We support home learning by posting information well in advance on Satchel, especially when provision of ingredients is required. We prepare a termly letter which details practical schedules so that parents/carers can be prepared in advance.

HOW PARENTS CARERS CAN ASSIST AT HOME

You can assist at home by accessing Satchel to support students with home learning tasks. Support with organisation and provision of food ingredients is especially appreciated.