Subject Curriculum Intent, Implementation and Impact Proforma

Subject	Design & Technology & Food Preparation & Nutrition

Curriculum Intent

We aim to prepare pupils to participate in the fast changing technologies of the present and the future. We aim to develop their ability to think and intervene creatively, using strategies and methods developed in D&T. We want pupils to become independent creative problem-solvers, as individuals, and as members of a team.
The six subskills (design wheel) of investigating the context and task, generating ideas, developing ideas, planning, making and evaluating are the main vehicle for delivery of the curriculum.
Through Design & Technology and Food Preparation, pupils will learn to be able to be thinking, informed users of products and become innovators.
Food Preparation and Nutrition aims to develop pupil's knowledge and understanding of nutrition and health. Pupils will cook a variety of savoury dishes so that they are able to feed themselves and other a healthy and varied diet. They develop a range of cooking skills and techniques during the KS 3. Food Preparation & Nutrition will be delivered through two topic areas where food comes from, and preparation & nutrition in addition to aspects of the subskills (investigation, planning and evaluation), mentioned above.

The characteristics of year 7 and 8 defined using the National Curriculum D&T and Food programmes of study. Yearly teaching objectives are created and distilled into teaching objectives and the 5 year HHA spiral curriculum.
The aim of the KS 3 curriculum, is to cover the objectives holistically across the different subject areas that are taught in the department. The intent is to develop design thinking across all subject areas rather than a craft based approach where the process of manufacture, is more of the focus. By the end of key stage 3, pupils should be in a position to transition to key stage 4.
used for planning Design & technology theory lessons.

Teachers using a range of methods to aid learning and retention and to apply and synthesise knowledge and understanding. Active learning and practical opportunities provided to pupils to develop their design and make capabilities. Project based activities develop pupil's design, make and food preparation capabilities holistically. Pupils assessed in line with the whole school policy. There are standardised assessments across the department. Knowledge and application checks undertaken in line with the whole school assessment cycle. Pupils are assessed on their specific unit of work undertaken with their current teacher. This ensures that pupils are knowledge engaged.

Design & Technology follow a 3-year spiral curriculum that continues the theme of the six subskills. Pupils undertake challenging design and make tasks that delve deeper into the knowledge and skills required to tackle complex problems.
Food Preparation & Nutrition taught through two topic areas, "where food comes from", and "preparation & nutrition" in addition to aspects of the Design & technology subskills (investigation, planning and evaluation). There are multiple opportunities built in to the curriculum to introduce and re-inforce key concepts across the curriculum. The National Curriculum progression objectives form the basis of our spiral curriculum and so concepts

revisited multiple times in a year and across different year groups. Control and quality ensured through learning walks, observations and book scrutiny.

Self, peer-assessment, and verbal feedback opportunities are present in every lesson. A whole school AfL policy as adhered to where pupils given many opportunities to set or receive WWW and EBI feedback. Pupils and teachers record evidence in a reflection log as evidence and for aiding progress and development. Test scores provided to pupils.

Students are assessed formatively in lessons and application checks are made ate crucial points in the year. Summative assessments undertaken at the end of year. All are in line with the whole school assessment policy. Assessment data is used to inform teaching and planning. The data is entered into the school MIS as a record of progress.

Units of work across the Design & technology and Food curriculum based on cultural themes where possible. This will enable pupils from our diverse community, opportunities to develop projects around other cultures from around the world.

Key stage 3 Design & Technology follows a 3-year spiral curriculum that continues the theme of the six subskills. Pupils undertake design that is more challenging and make tasks that delve deeper into the knowledge and skills required to tackle more problems that are complex. Design & Technology covers core skills and one specialist materials area such as Timber, Metals, Systems, Textiles and Paper & Card. The teacher depending on their expertise will determine the materials specialism.

Food Preparation and Nutrition also follows a 3-year spiral curriculum that also builds on the areas of study at key stage 3.
By the end of KS 4, pupils are able to undertake a design and make task autonomously. They should be able to use the six-subskills to tackle design problems effectively.

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Curriculum Implementation

The National Curriculum informs planning at KS3. The programme of study, for Design & Technology and Food Preparation along with the yearly objectives will drive the planning of units at KS3, which will last for 3 years. A range of units delivered as projects over a period of 8 weeks in length in a carousel set-up where five teachers deliver units during a strand/lesson. Each unit will be delivered with an emphasis: Make Only or Mainly Making, Design only or Mainly Designing, Design & Make or Problem solving & Technology in Society. The subjects areas covered include the following, Product Design, Resistant Materials, Systems & Control (including CAD-CAM) and Electronics, Food Preparation & Nutrition & Textiles. SOWs purchased in some instances, and lesson-by-lesson power points are available in some instances.

Key stage 4 delivered in accordance with the AQA specifications for GCSE Design & Technology and Food Preparation respectively. PG Online resources used for planning Design & technology theory lessons.

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Word level literacy and technical vocabulary is provided in each lesson. Do now and starters are used as an opportunity to develop numeracy and literacy. Literacy and numeracy mats are made available to pupils for specific activities and tasks.

Curriculum Impact

We want to develop pupils who are discriminative, informed and active designers and consumers of technology, who are aware of the developments in new technologies that affect their everyday lives and future. We want them to be able to analyse products and understand their pros and cons of designs. We want to develop pupils who have knowledge of the design process and design thinking and how to use the process to solve problems regardless of the medium they use.

Pupils will be able to undertake investigation and research, generate and develop design concepts using a range of strategies and methods. They should be able to use arrange of making methods and skills to fabricate prototypes, models and 3D outcomes, including the use of CAD-CAM, CNC machines, the use of microcontrollers and their associated inputs and outputs. They should be able to explain the impact of manufacturing on the environment and society, including the sustainability and environmental issues such as pollution and global warming. Pupils should know, understand and apply technical knowledge from many relevant sources such as materials technology, physics, mathematics and engineering to problem solve and to develop and test their design ideas. They should be able to make informed decisions about food and its preparation. Develop life-long cooking skills that allow them to cook healthy and nutritious food for themselves and others. They should be discerning consumers who are aware of the source of the food that they eat and how to prepare that food nutritiously.

Students have opportunities to make connections between the world of work, the application of current, new and emerging technologies and their impact on their lives and future education and work.

Where possible, links between STEM careers and the curriculum we offer, will be emphasised. They will be able to see how the knowledge and skills they develop, link to real-world industries, jobs and careers