



Technology Curriculum Intent



Why is Technology important?	<p>Design and Technology helps aid the application of Math, English and Science and indeed other compulsory subjects on the curriculum, putting these subjects into context making them easier to digest and more understandable to all learners. It is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work. With the current skills' shortages in the creative, manufacturing and engineering industries – it is a valuable subject for young people to study. It also gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured to make creative use of a variety of resources including digital technologies, to improve the world around them. The food curriculum allows our learners to leave school with a love of cooking as well as knowing how to safely cook a range of predominately healthy savoury dishes to feed themselves and others well, in line with government dietary guidelines. Learning how to cook is a crucial life skill for students now and in later life. Throughout their time at school, we aim to encourage independent learning through practical participation. . As the POS progresses, pupils will be given the opportunity to explore the industry in greater depth enabling them to be job ready.</p>
What is Technology's value within the curriculum and in everyday life?	<p>The skills developed through D&T subjects can help with overall learning across the rest of the curriculum. It enables students to utilise academic knowledge and understanding in an applied context. Gaining knowledge of properties of materials and advanced manufacturing methods enables students to make sense of the world we live in. Understanding how materials behave in their natural state, and under certain conditions, helps educate students about why products and the built-up environment are made of specific materials. D&T prepares its students to participate in tomorrow's rapidly changing world. Students learn to think creatively and solve problems as individuals and as part of a team.</p> <p>Our students are taught more than the basic curriculum, they leave with a broad repertoire of practical skills. Subject knowledge is key for further success so that students are confident when working with their peers within school, the local community and beyond. The aim of our curriculum is for students to leave Alsop with skills for life. The curriculum encompasses literacy, science and mathematical skills and knowledge thus enhancing future employability of our students. It prepares students for a career or further education in a wide variety of industries such as fashion, engineering, construction, architecture, information technology, careers in hospitality, dietetics and even education. Design and technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. D&T will prepare students to participate confidently and successfully in an increasingly technological world It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students will gain awareness and learn from wider influences on D&T including historical, social, cultural, environmental and economic factors.</p> <p>By the end of KS3, we expect our students to have an awareness of how to follow a healthy diet throughout different life stages. As the subject progresses, they will have opportunity to study the industry in more detail. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Learners will also have the opportunity to develop a wide variety food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. The hospitality and catering sector includes a wide range of businesses that provide food, beverages, and/or accommodation services e.g. airlines, tourist attractions, hospitals and sports venues. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry.</p>



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	<p>BTEC Construction covers essential skills such as science and mathematical application, technical drawing, bricklaying, and joinery, making it a broad and engaging subject to study. This qualification can help our students to take their first steps towards a career in the construction industry. We know they will have the health and safety knowledge to work on a building site as well as the key knowledge to understand technical drawings and plans. Our curriculum sets up our students for University courses.</p>
<p>How does Technology reinforce the Alsop values of Knowledge Respect and Opportunity?</p>	<p>Our teaching pedagogy is based on research from experts in the educational field, including work from Barak Rosenshine, Tom Sherrington, Doug Lemov and Daniel Willingham. We provide a knowledge rich curriculum via clear themes, which are broad and ambitious. Lessons encompass literacy, science and mathematical skills and knowledge. We promote the use of subject terminology using the Frayer model, reading and extended writing. Extra curricula activities are embedded to give students opportunities they usually would not encounter. As a faculty, we want to give our students a wide range of cultural opportunities to prepare them for the competitive world we live in. We promote mutual respect and tolerance for those of different faiths and beliefs. We want them to feel comfortable with taking risks and trying new ideas whether that is a trying new food or coming up with a new idea to solve a design problem.</p>
<p>How does Technology build on the foundations laid at KS2?</p>	<p>The KS3 National Curriculum for D&T builds on the principles of the KS2 National Curriculum and is centred around four areas: Design , Make, Technical knowledge, Cooking and nutrition</p> <p>We offer local primary schools primary liaison visits to help support their curriculum. We have designed our KS3 curriculum at Alsop High School to build and develop the theoretical knowledge of D&T/Food whilst embedding this knowledge through practical work. We do not presume that our year 7 learners have mastered the key concepts in primary school so we re-teach if required.</p>
<p>How does Technology support reading?</p>	<p>We strive to ensure all of our learners become confident and competent readers by the time they leave the Academy. Reading experiences across the subjects include shared, guided and independent opportunities. Our faculty aims for reading are to:</p> <ul style="list-style-type: none"> • Provide a rich and stimulating reading environment. • Enable children to read with confidence, accuracy, fluency, understanding and enjoyment. • To develop comprehension skills of inference and deduction. Our POS has clear links to reading material. Each lesson also has the Frayer model embedded in the POS. During each lesson, pupils are encouraged to follow teacher exposition when they read. Further more, children are encouraged and supported to read out loud.
<p>How does Technology challenge all learners?</p>	<p>Our curriculum challenges our learners by encouraging them to be creative and by building their confidence in taking risks whether that be within design or making tasks. Regular low stake assessment helps to inform teaching and planning. Students do not move on until key knowledge has been mastered. Tasks are not differentiated nor is there a separate curriculum, pupils are all taught the same knowledge. We aim to build schema to help support lower ability pupils and beyond. In order to use schemata in DT, we aim to activate prior knowledge by the use of do now tasks. Through discussion, we hope to link new information to hinterland knowledge and link different schemata to each other. Our Hinterland Curriculum is as important as our core curriculum as it is providing essential context to support the overall narrative of our core curriculum. Knowledge should be mastered and not just performed for assessments, so regular fluent recall is embedded in our curriculum.</p>
<p>How is Technology inclusive for all learners?</p>	<p>The D&T curriculum is accessible to all learners with well-structured lessons that present new knowledge effectively and within a logically sequenced approach. The application of knowledge is clearly modelled, and all learners are then given the opportunity to apply their knowledge in a variety of theory and practical tasks.</p>



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	<p>Our lessons follow the national curriculum and are structured in such a way that students frequently recap key knowledge to support their long-term memory. We aim for our pupils to retain key knowledge, so they are simply not just performing in class – we want to teach skills for life. Further more, our curriculum is designed around substantive and disciplinary knowledge which is carefully sequenced. New knowledge it is taught in a logical manner, ensuring the foundations are secure before moving on to new knowledge to enable mastery of the subject. Our curriculum challenges our learners by encouraging them to be creative and by building their confidence in taking risks whether that be within design or making tasks. Regular low stake assessment helps to inform are teaching and we can intervene as required. Our subject modules are short, sharp tasks to keep all students engaged. There are a wide selection of tasks to suit a wide variety of tastes. Food practical’s can easily be adapted to suit the preferences of the individual e.g. they can easily be made to suit the needs of vegetarians and vegans.</p>
<p>What role does assessment play in Technology?</p>	<p>Assessment and its associated feedback are essential to student learning. Regular and varied assessments help us to identifying where there are gaps in knowledge. Assessment affects decisions about grades, seating plans, advancement on to the next topic, instructional needs, and importantly the curriculum. KIPs are taken regularly by our learner’s as well as formal end of module tests. Peer and self-assessments, are also encouraged as it can foster a number of skills, such as reflection, critical thinking and self-awareness. We also use Microsoft Teams to assess learners via home work. We make use of this technology, via electronic submission of work, as it can be a more comfortable method of assessment for some learners. Low stake quizzes are important when gathering assessment data as are hinge questions. We use white boards and cold calling regularly to ensure all students are taking an active part in lessons.</p>
<p>How are British values interwoven into the Technology curriculum?</p>	<p>British values and The Alsop way flows naturally through our curriculum. We aim for our students to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. It is important that students have a secure understanding of foods outside of their own cultures, this why enrichment activities are so important to our faculty. We try to take them out of their comfort zone by trying new recipes as well as using unfamiliar ingredients. We look at food miles and local produce as well as sustainable materials used in DT. We aim to use recycled products wherever possible. We give pupils the opportunities to vote on the products they would like to make via student voice. Our learners have the right to make choices regarding the elements of their life. For us this refers to their right to make choices about their education, food, beliefs, and opinions. We share thoughts and ideas regularly, especially when designing and making new products.</p>
<p>How is SMSC interwoven into the technology curriculum?</p>	<p>Spiritual: The curriculum has the opportunity to explore beliefs, experience and faiths, feelings and values. We explore how religion can affect foods we eat, vegetarianism, customer needs and wants. Learners will also enjoy learning about oneself – what they like and don’t like about certain products, as well as the needs of others and the surrounding world. They will use their imagination and creativity as well as reflecting on experiences when designing for themselves and others.</p> <p>Moral: In D&T there is the opportunity to learn what is right and wrong and respect the law. For example we look at health and safety legislation to keep others and ourselves safe. Learners also explore consequences, for example, of using finite resources. Learners also have the opportunity to investigate moral and ethical issues and offer reasoned views.</p> <p>Social: There are opportunities to use a range of social skills to participate in the local community and beyond. For example, we visit local restaurants and construction sites. This is for learner to appreciate diverse viewpoints and to participate in real life working situation.</p> <p>Cultural: The opportunity to explore and appreciate cultural influences is vast.. The curriculum is designed to support, understand, accept, respect and celebrate diversity.</p>
<p>How is cultural capital interwoven into the</p>	<p>Enrichment opportunities are a strength within our faculty. We regularly arrange trips to bring learning to life and consequently reducing inequalities in life experiences. Our aim is to enable</p>



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students to function as well-informed individuals well after they leave school. We feel it is important that pupils have a wide range of learning experiences. Learning is via a variety of scenarios to broaden their hinterland knowledge. To us, the hinterland is as important as the core, as it provides the essential context to support the overall narrative of our core curriculum.