KS3 TECHNOLOGY

Intent

The KS3 technology curriculum has been developed with the student in mind. Within the curriculum we have included aspects and topics that will allow for a smooth transition to their KS4 counterpart should they choose it as an option. Aside from KS4, the curriculum is designed to provide a broad familiarity with tools, techniques and knowledge that would be gained had the student been in a mainstream school. Alongside this, the goal is to give students the abilities and knowledge to fix (or know how to fix) basic practical problems that may occur in their everyday lives now and in the future.

The current Technology curriculum work towards the aims set out in the National Curriculum. All pupils:

· develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

· build and 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

Throughout a Technology cycle, each student will work toward each of the above aims regularly. Through the project-based learning we have in place, the students learn to utilise the tools and techniques necessary to accomplish their goal.

By the end of the year the students will have developed a knowledge and comfort with the technique developed, while also maintaining a standard to the highest of their ability. We also try to develop a sense of health and safety within the workplace which can be applied to a series of scenarios.

The subject specific words and 'keywords' are visited regularly over the course of every lesson. Students are held to a good standard and asked to use proper terminology when in the technology environment. This leads to a good practice which can be carried through, should they choose to pursue a technology-based career path.

Both literacy and numeracy are visited throughout the Technology curriculum from measuring, and working out, to discussions and evaluations. Students are also encouraged to read Technology based literature to broaden and deepen their understanding in this area.

Given the practical nature of our students I believe that Technology (and Construction) are pinnacle to the future of a lot of our students. As such, we work towards a curriculum that prepares the students for a practical based career. Throughout the year, reference will be made regularly to maintain the ideal that the skills learned in lessons are transferrable to a career in that subject.

Within the subject, we try to incorporate all the values tied to the Social, Moral, Spiritual and Cultural development. In order to do this, we create a working environment similar to that of a professional setting. This allows for students to act within the standards of the SMSC whilst also gaining a toned-down version of a professional setting for experience moving forward.

The curriculum respects the RRSA and allows for students to express their views in the correct manner. As such the students are expected to act responsibly within the RRSA system. Our goal is to develop the cultural capital of the student with the hope that they will carry the skills and techniques forward with them beyond their time at our school.

In the creation of the curriculum, we have researched and reviewed various Rosenshine articles, the Ebbinghaus forgetting curve and various studies published via DATA (Design and Technology Association). All these sources have proven to be useful in the development of a sustainable curriculum suitable to the needs of our students.

At the end of each project we measure the students work against the endpoints. They are judged in three main categories of Design, Make and Evaluate. Within these categories, the criteria for each student is specific to them and their ability. Ideally the student would produce a unique product within their brief to a high standard showing independence and knowledge while also maintaining the high standards of Health and Safety throughout the project.

Within each lesson we expect the students to follow and values depicted in the British values description. With particular attention to the values of mutual respect and tolerance for other faiths and traditions. These are celebrated and explored through our curriculum, reflecting the National Curriculum, and through a wealth of extra-curricular events and activities.