**Curriculum Intent on a Page**

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| **Subject** | **Design and Technology** |
| **Subject Teacher** | **Brett Gough** |

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| **Intent statement – Our Curriculum Objectives** |
| It is the intent of **Pine Green Academy** for Design Technology to be taught in all year groups through at least one topic per term. Design Technology projects are often made cross curricular - linking to other subjects taught.  **Key objectives of intent within the Design Technology Curriculum based on the National Curriculum 2014 guidance**.   * Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.   **Aims**  **The national curriculum for Design and Technology aims to ensure that all pupils:**   * develop the creative, technical and practical expertise need 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 |
| **Curriculum Sequencing** |
| The DT curriculum at **Pine Green Academy** is constructed and sequenced in a way that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Units of work have been designed to support the development of knowledge and key life skills which are transferable and which can be used by all pupils in everyday life. |
| **Our Long-Term Plan** |
| KS3 Year 1 Programme-Keep It Tidy, Mechanisms, Sanctuary  KS3 Year 2 Programme-Forces and Motion, Time, Storage  KS3 Year 3 Programme-Personal Choice Project. Re-Use Recycle Project, Electronics |
| **Assessment Opportunities** |
| Students are assessed using a bassline test on entry. Formative assessment is used to move children's learning forward in Design Technology and to inform next steps. Summative assessments take place on a termly basis Students are given assessment opportunities and feedback every 4 weeks during the school year. There are also opportunities for peer assessment and self-assessment. |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | We strive to ensure our classrooms are spaces where educated opinion flourishes and students feel confident to share their thoughts, opinions, and ideas. Great product design is synonymous with resilience.  From Archimedes to Steve Jobs - successful designers have learnt that there is often a struggle to translate ideas to product.  Lessons are learnt and mistakes are celebrated this builds resilience in our students. “Success consists of going from failure to failure without loss of enthusiasm.” **(Winston Churchill)** |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | Many aspects of great design and technology are driven by an understanding of the needs of others. There are numerous examples that show how design technology can help others. These include designs to help with mobility issues, road safety innovations and technologies helping poorer areas of the world. We encourage ours students to show empathy for others while also being considerate and compassionate, Students are encourage to uphold these values when in Design and Technology lessons. |
| **Cultural Awareness** | Students develop a wider cultural awareness through projects that link to our industrial heritage as a nation and we seek to expand children’s knowledge of cultural influences in design. In addition, understanding the religious beliefs of communities are important in design technology, especially when designing products so that it is understood what is and is not acceptable. Through considering dilemmas raised and the impact on the environment when choosing materials, children develop a moral understanding of design. Social skills are developed through encouraging effective3 conversations and peer evaluation as a vehicle for learning |
| **Aspirations** | We want our students to be immersed in a range of genres, from our rich and varied technological heritage, exploring diverse cultures, contexts, and voices. Our aim is to nurture our students to become effective designers, who can articulate ideas fluently |
| **Preparedness for the future** | Design and Technology encourages students to collaborate more and provides them with better opportunities to communicate. Furthermore, technology also allows students to work on team projects and share their strengths. When students work together, they learn to share, learn how to listen, and learn to work well with others these are all transferable skills that they will be able to take into the wider world and the workplace in the future. |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
| * Strategies for students with Dyslexia, including graphic organisers and task breakdown sheets * Coloured overlays/paper provided for students with identified need * Student Booklets * Use of EHCP’S | * Revision guides and other essential materials. * In house performances available to all |

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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| **Closing the gaps?**  .   * **Revisit key practical skills**. * Development of new projects and using existing projects and **SOW** to include and build on missed skills that may not have been delivered or developed due to lost time and **COVID**. * Regular Assessment of skills every 4 weeks’ students receive feedback from teacher to develop and improve. | **Closing the gaps?**   * **Baseline assessment** to identify missing knowledge compare against previous data pre **COVID** to identify gaps. * **Revisit key knowledge** * Development of new projects and using existing projects and **SOW** to include and build on missed knowledge that may not have been gained or developed due to lost time and **COVID**. * Regular Assessment opportunities-exam questions, revision and homework activities. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in