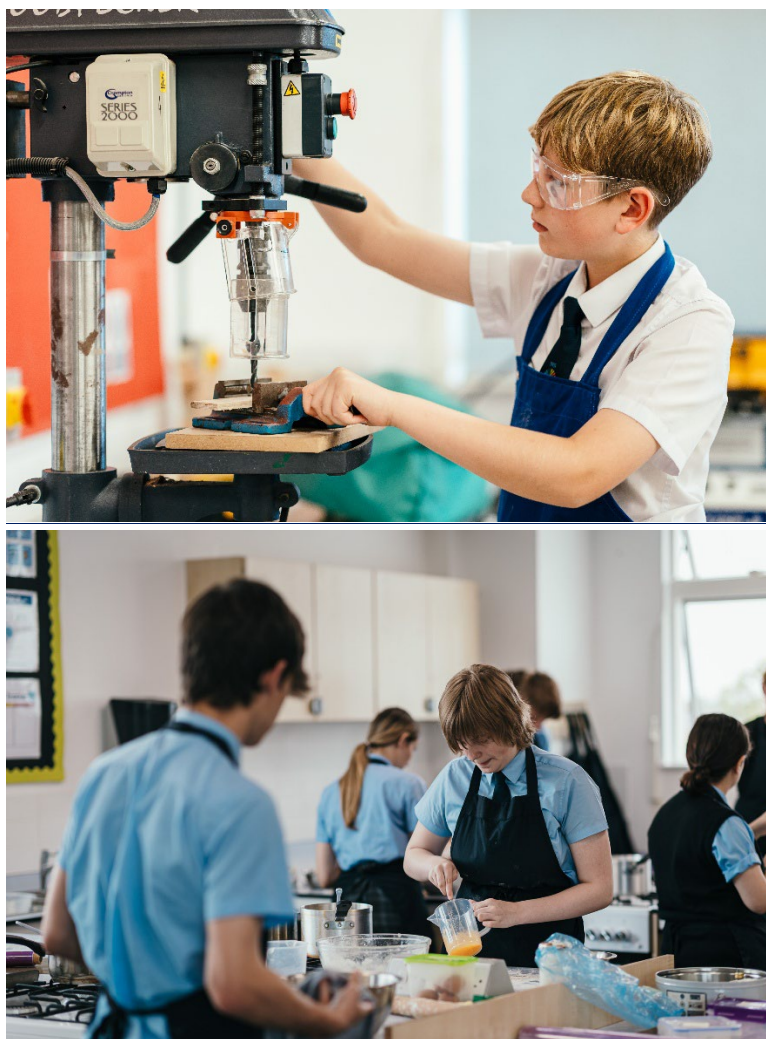


Technology Curriculum Intent



Our commitment to Design Technology education focusses on nurturing our students to become conscientious designers with a robust moral compass and a deep understanding of their social and environmental responsibilities. By emphasizing sustainability, cultural capital, and hinterland, the curriculum is designed to foster a holistic view of design that transcends mere aesthetics or functionality. Students are prepared to tackle pressing issues such as healthy eating, food and fuel poverty, resource depletion and the rising cost of living, with creative and sustainable solutions that benefit both people and the planet. Students are encouraged to delve into a broad spectrum of materials and processes, gaining design intelligence and manufacturing expertise. This comprehensive approach ensures that they not only master the technical skills required but also appreciate the broader implications of their work, recognizing the profound impact that design decisions can have on the global community.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

Our curriculum meets the requirements of the National curriculum; we offer a dynamic and comprehensive learning experience, integrating various disciplines to nurture creativity and innovation, but also equip students with the ability to think critically about the role of design and technology in society. By emphasizing practical problem-solving and critical evaluation, the curriculum prepares students to contribute positively to the nation's cultural and economic prosperity.

Knowledge is Diverse, Inclusive and Representative

We incorporate a broad spectrum of influences and client needs, as well as references to established designers to give context to problem solving opportunities. We are driven to ensure that all students can see the value in their learning, recognizing the relevance of Design Technology in diverse contexts. The ability to critique, evaluate, and test their own work, as well as that of others, is crucial for their development as proficient designers, innovators and consumers. We use the concept of windows and mirrors as a metaphor for inclusion and representation; we encourage empathy and understanding by allowing individuals to see themselves in the problems we identify and consider lives and perspectives different from their own.

Education With Character

The Technology curriculum opens a myriad of ethical and culturally significant discussions. It's essential for our teachers to create an environment where students can engage with these topics thoughtfully and respectfully and guide students through complex issues, encouraging critical thinking and informed opinions. This approach not only enriches the students' learning experience but also prepares them to navigate the nuanced realities of our World.

Offering extracurricular opportunities that focus on learning skills beyond the national curriculum is incredibly beneficial for our students. These activities not only foster a sense of enjoyment and satisfaction from creating for pleasure but also promote teamwork and the joy of making things for others.

How students acquire this knowledge

"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."

Coherent whole

The strategy to our curriculum design is to sequence learning and skills from simple to complex. We support the development of critical thinking as students apply foundational knowledge in increasingly complex scenarios. By revisiting and expanding upon core ideas across various contexts, our students can see the relevance and application of their knowledge in real-world situations.

Acquire and apply

In each learning cycle students revisit and build upon prior knowledge to achieve a deeper understanding and application of concepts and skills. This approach not only solidifies foundational knowledge but also encourages the integration of new information in varied and increasingly complex scenarios, fostering a more comprehensive and adaptable learning experience.

Adapt and improve

Adapt what is taught: Our curriculum must evolve with technological advancements to ensure that students receive the most current and relevant education. By incorporating the latest developments and applications, we provide a dynamic learning experience that prepares students for the ever-changing landscape of technology.

Adapt when it is taught: The KS3 curriculum is designed to build a solid foundation of skills, which is further developed in the early stages of KS4. Flexibility in the curriculum becomes particularly important in the later stages of KS4, allowing for adjustments in teaching methods and topic focus. This adaptability ensures that the curriculum can be tailored to meet the needs of specific groups, especially when responding to Non-Exam Assessment (NEA) assignments and addressing the unique strengths and areas for improvement identified through ongoing analysis.

Adapt how it is taught: We believe it is crucial that our curriculum challenges and engages all students, but that it is equally important to tailor the learning experience to individual needs. We achieve this through careful scaffolding of tasks, allowing students to build upon their existing knowledge, and through the re-teaching of concepts that haven't been fully grasped. Such adaptability ensures that each student can reach their full potential.

Improve: We apply a reflective process of design, implementation, evaluation, and refinement to our curriculum design. By identifying learning gaps through assessment and acting upon student feedback, we can ensure our curriculum remains relevant and effective. We must regularly review our curriculum at short term and mid-term points to ensure that it meets educational standards. Long term review ensures that our curriculum evolves with the changing needs of students and society.