**Design and Technology**
**Curriculum Overview**

## The Curriculum

All lessons will include a range of interesting and challenging relevant tasks specifically planned to involve students in discussion, demonstrations and presentation of their work through iterative design, analysis and evaluation.

### Key Stage 3

All students study Design and Technology until the end of Key Stage 3, and usually study all strands of Design and Technology; Food Preparation and Nutrition, Product Design and Textiles. The overview of the Key Stage curriculum, and the schemes of work, display the systematic approach that we have used to ensure students cover breadth and coverage of Design and Technology in a very real context. By doing this we hope that all students, irrespective of their starting points complete Key Stage 3 having developed the skills and knowledge that will either comfortably move them onto studying a GCSE in Design and Technology or Food Preparation & Nutrition, or leave them with a set of skills and knowledge that shows a fluent progression in their learning of the subject.

### Key Stage 4

All Design and Technology and Food Preparation & Nutrition students follow the AQA specifications in the respective disciplines. Both GCSEs are relatively new (Design and Technology 2019, Food Preparation and Nutrition 2016), covering a wide range of skills and knowledge, and intensely building on the foundations laid in Key Stage 3. The overview of the Key Stage curriculum, as well as the schemes of work, show progression from Key Stage 3, but also act as a bridge to Key Stage 5 if students wish to continue the subject. As with Key Stage 3, we try to ensure that students who end Key Stage 4 taking the subject no further, have developed skills and knowledge that only show clear progression, but will use them into adulthood and beyond.

### Key Stage 5

The subject is split into two different A-levels; Product Design and Fashion & Textiles. We feel this enables students to specialise in a specific subject discipline, being able to deepen their broad knowledge learnt throughout Key Stages 3 and 4. In order to maximise the offer the curriculum time is shared between the two different disciplines. We believe this helps the school with the retention of students as well as ensuring students work collaboratively and can support each other throughout the A-level. The overview of the key stage curriculum and the schemes of work display the systemic methodology we have used to ensure that students are leaving Presdales with the ability to move onto further education or employment within the subject.

## Design and Technology for All

Design and Technology in every guise as a subject has always been an inclusive subject for all. Due to the nature of the practical elements, and the theory elements we lend ourselves to most students as they can access it in some way. The subject is taught mixed ability throughout the key stages and we feel this truly adds to the allure of the subject. Having specialist teachers also

ensures that we are prepared in catering for different needs within practical settings, and we use suggested strategies as outlined in Pupil Passports as well as taking into account students medical and social requirements and build them into our lessons so that all students can access the curriculum. Technical vocabulary is regularly used so even those students that struggle with literacy are able to use subject specific terminology in the correct context.

We also plan carefully for disadvantaged students within the subject, for example trips are paid for from the Pupil Premium budget as well as materials and ingredients for students on a case by case basis. It is paramount to us as a department that every student is treated equally and fairly and that they are all given the same opportunities to succeed.

**How Progress is Assessed**
**To complete at a later date**
- School data captures
- Department Marking Policy
- By outcome of products (quality, skill and precision)
- Extended Learning Tasks (Homework)
- Questioning (including Starter/Plenaries)
- WWW/EBI/MRI (including self, peer and teacher)
- Verbal Feedback
- End of Year tests (Key stage 3, 4 & 5)
- Year 9 Graphics end of topic test (orthographic/isometric)
- End of topic tests (KS4&5)

Teachers use assessment data to review what they are teaching to ensure that any gaps in knowledge or areas where students need a deeper understanding are tackled and through adaptation of resources students can progress and flourish.

**Student View**
Design and Technology is a subject that is based on communication and can be evidenced in different forms. From design ideas and detailed analysis on paper, to expressing thoughts on the design process, students often say they feel most confident discussing work within the context of Design and Technology. Being able to articulate visions and concepts is an essential part of modifying ideas until they become workable solutions.

Student feedback is essential to the development of the subject. Some of the ways in which we consider student views are;
- Feedback during lessons
- Feedback at the end of topics
- Evaluations
- Subject questionnaires
- MRIs (My Response Is…)
- School Council agendas
- House Competitions and House Captains