

Design Technology Curriculum Intent



Intent

Design and Technology provides our young adults with a real-life context for learning. It encourages pupils to **thrive** by thinking creatively, solving problems by being critical thinkers both as individuals and as members of a team. At JBA, we encourage our pupils to use their creativity, curiosity, and imagination, to design and make products that solve real-life problems considering their own and others' needs, wants and **values**. This includes creating products that will build their practical skills/knowledge, using different tools and machines that will enhance their motor skills. We ensure that learning is **inclusive** by having access to a broad and balanced curriculum which is appropriately differentiated to enable children to succeed. We provide an accessible learning environment for the needs of all pupils, helping them in **keeping safe** and further develop their independence. We work closely with parents, carers and external agencies and other professionals to ensure that there is a collaborative approach of support and **inclusion**. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, and computing. Our **high aspirations** in Design & Technology give pupils the opportunities and experiences that they need to be successful and help them reach their goals post-school.

Implementation

DT is an integral part of school life and as a school we are dedicated to the teaching and delivery of a high-quality **inclusive** curriculum. This is implemented through a whole school, yearly overview of the DT plan which allows for progression across year groups in all areas of DT including KS3, Textiles, Food & Nutrition, and DT. This is continued at KS4 where we deliver, 3D Design, Textiles, and Hospitality & Catering. We focus on pupils being aware of health & safety **values** related to tasks being undertaken which can be applied at home and post school. Teachers are given ownership and flexibility to plan and adapt accordingly, often teaching DT as a block of lessons to allow the time needed for pupils to be, independent, resilient, and reflective of their work. This is combined with an end of unit assessment to measure pupil progress. All projects across year groups address the principles and **values** of designing, making, and evaluating. Lessons are **inclusive** and incorporate a range of teaching strategies such as independence, paired/group work including practical hands-on and inventive tasks. Pupils have 1:1 or group support to help them access different areas of the curriculum, additional interventions are offered to support them further. We promote the **value** of oracy – whereby we use the development and **value** of spoken language to enhance learning, communication, and problem-solving. It involves students articulating their design ideas, explaining their thought processes, and using technical vocabulary to discuss their work and the work of others. This variety results in lessons being more **inclusive**, engaging and appealing to those who learn in different ways **nurturing** an appreciation of creativity and **high aspirations** as well as increasing the cultural capital from which they can draw in the future.

Impact

Our pupils will demonstrate high levels of engagement and confidence in DT which they can then apply to other areas of the curriculum. Through pupil voice, we can take their feedback to further help the department to continue to plan for areas of curriculum development, pupil support and/or training requirements for staff. Our pupils will be **keeping safe**, show confidence and resilience in the classroom to help them build on the practical expertise needed to perform everyday tasks confidently which will assist them to participate successfully in an increasingly technological world. Our projects focus on the **values** of knowledge, skill, and independence. This will help them internally, within school, and externally. We want our pupils to use their developed skills and attributes beyond school, as a set of life skills that they will continually **nurture** and **thrive** in throughout their lives.