

## Intent

The intent of our Design and Technology curriculum at The Beacon Centre is to develop and prepare our pupils for a realistic view of the working world within our own specialisms, yet acknowledging the links to other subject areas. This allows our pupils to become well-rounded, educated and prepared individuals in the hope that they use those skills to access better life opportunities that are not restricted to the local area.

Design and Technology, Food Technology and ART are inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world.

Cultural capital is explored across the key stages by appreciation of the work of others locally, nationally and internationally, each subject identifies and relates to real contextual challenges focussing upon people, communities or businesses.

Design and Technology builds on the skills and knowledge pupils have already learnt at primary school as a result of base line testing and transition work staff are well informed of the pupils starting point as they commence KS3. Close tracking of all pupils continues to be an intrinsic part of our monitoring in our DT department to ensure all pupils progress is regularly reviewed and intervened/supported where appropriate.

Pupils work in mixed ability groups in year 7, 8 and year 9. All teachers are made aware of any disadvantaged pupils on the DT department tracking sheets and class lists, all teachers are reminded of their responsibility to ensure that any obstacles to learning are removed. The department supports the needs of all pupils regardless of any potential barriers.

The DT curriculum is collaboratively and coherently planned and sequenced across Years 7-9/GCSE to ensure that pupils build on all aspects of prior learning and stretches and challenges all pupils regardless of starting point. As pupils progress through Key Stage 3, they are given the opportunity to focus on specific areas of the subjects such as food technology, textiles, wood work, art and design.

Food Technology- The pupils should be taught how to cook and apply the principles of healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In addition the pupils experience household tasks that will assist them to lead as independent life as possible.

Art- The curriculum is designed using excellent subject knowledge to motivate and engage all pupils and provide equality of opportunity for all. Programmes of study have an emphasis on developing a creative mindset through to develop higher order thinking skills, experiential learning through doing practical work and reflecting in a structured way.

DT- Design and Technology gives young people the skills and abilities to engage positively with the designed and made world. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including traditional and digital technologies, and how to improve the world around them.

We recognise the broad range of pathways within the creative industries at The Beacon Centre and aim to equip all pupils with the skills and attributes to ensure they are prepared for the next stage of education, employment and adult life. Programmes of study are designed using excellent subject and pedagogical knowledge so that all pupils can make outstanding progress

## Implementation

By keeping up to date with the latest developments in the Design and Technology Industry, our schemes of work are engaging and challenging. We regularly reflect on and review our projects to ensure that they remain relevant to the modern world and our pupils' needs. Our experienced teachers deliver the content of our schemes of work through a range of techniques, allowing all pupils to access the content in a logical way. Our pupils have access to differentiated learning where all abilities are catered for.

The department provides a safe, welcoming, caring and supportive environment where each pupil is expected to work to a high standard. All pupils in Key Stage 3 are taught weekly in Food Technology, DT and ART. Pupils in Key stage 4 are entitled to 2 hours 15 minutes per week of Food Technology.

Skills and knowledge are mapped throughout the scheme of work, to ensure consolidation and progression. The departments schemes of learning are based upon the national curriculum for design technology and exam board requirements for KS4.

At the heart of our creative Design and Technology curriculum is the engagement of pupils with practical tasks. These tasks specifically serve identified needs, solve problems - and function, it is considered essential that these learning activities reflect the nature of the subject within a range of contexts. These include the world of work, the development of communities and society, the environment (sustainability impact) and the ways in which technologies or technological solutions address or affect these. Pupils are encouraged to make, share, justify and discuss value judgements with respect to their own design decisions

The Design and Technology department at The Beacon Centre provides a safe environment with high expectations of behaviour and learning as well as close monitoring of equipment and modelling safe practice. Well planned series of lessons designed to stretch and challenge learners appropriately. A variety of formative assessments are completed as part of the pupils planned learning activities. At The Beacon Centre we have a multi-disciplined and appropriately resourced curriculum including computer access for every young person.

A variety of Key Stage 4 qualifications appropriate to the individual needs of each pupil are offered at The Beacon Centre. After-school and/or lunchtime sessions available where appropriate. Pupils have the opportunities for exploratory, self-directed learning. The Design and Technology department staff have regular training opportunities. Pupils to be given the opportunity to take work home regularly and share in their achievements. Peer mentoring to model and encourage good working practice. Visits to museums and galleries as well as links with local facilities and workshop opportunities are all available to pupils during Design and Technology Lessons.

SMSC (Spiritual, Moral, Social and Cultural) and British Values are embedded into the curriculum. Students have the freedom to take risks and explore in a safe environment. They learn to communicate and develop ideas, meaning and feelings and have the opportunity for independent thought and personal responses. Students learn to reflect on experiences through visual, tactile and others sensory means. They learn to use materials safely and appropriately, and to be understanding and respectful of others' work, opinions and abilities. Students have the opportunity to work collaboratively, share ideas, engage in class critique and discussions.

## Impact

Over time, pupils develop a range of skills – practical, theoretical, analytical - that can be used from project to project, building on and using prior knowledge; gaining experience of processes that can be used to potentially inspire career goals and pathways. Our pupils leave us with a wealth of key skills that can be applied to everyday situations and workplace scenarios.

The Design and Technology curriculum has been designed to engage with and stretch our pupils whilst giving them the opportunity to deep learn some of the foundation skills and techniques. Pupils demonstrate an understanding of basic health and safety practise. Pupils to enjoy their learning and be proud of the work they have produce.

In Food Technology, pupils will develop confidence, independence, problem solving skills and self-esteem. They will also learn the value of home cooked food and how this can help towards physical and mental health.

Pupils feel that the Design curriculum is suitably challenging, enjoyable and that they know how to progress in the subject and feel supported by teaching staff. It equips students to be risk takers, evaluators and reflective and engaged learners. Students have knowledge of art, design and culture, and will have developed preferences and made choices which will have a positive life-long impact. All students are able to be successful by finding a skill, material or topic which highlights their capabilities, regardless of additional needs and ability.