Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:
All students are encouraged to become 'Independent Lifelong Learners.
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 wellbeing of the nation.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:
In Year 7 students start by developing some basic computer aided design and manufacturing knowledge (CAD/CAM). This includes, two dimensional design using TSdesign software and three dimensional design using TinkerCAD and industry standard software such as Trimble Sketchup. They are introduced to branding and learn how to vectorise design ideas to use on digital platforms. These skills continue throughout key stage 3, in addition to CAD/CAM techniques, prototype modelling using paper,card and board are used in Year 8. Students will also develop their practical skills using a mix of materials. For example in Year 9 students look at street art to inspire them designing and making name plaques using a variety of processes including measuring, use of coping and scroll saws, sanding machines, basic mechanical fixings and a range of finishing techniques.

Our curriculum embodies our **vision and ethos** through educating for knowledge, wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

Year 11 students in 3D design are creating a project based on recycled materials. In practical lessons, most of the students work independently in year 11 but sometimes they work in pairs to design and make, so they need to work collaboratively to support each other. Students assess each other's performance using success criteria. This enables students to treat each other with dignity and respect, and appreciate others' viewpoints.

promotes the **spiritual development** of all students

For example:
Art design and technology supports spiritual development by introducing children to the work of great Artists, designers and craftsmen and experiencing wonder and awe at the achievements of these great works. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

For example:

New and rising trends in the design and manufacturing Industry are reviewed regularly to ensure the curriculum content remains relevant.
Keywords and T3 vocabulary are covered every lesson, students are encouraged to use them throughout their design analysis and evaluation process. Opportunities for reading are utilised regularly, for example, we read instructions aloud, and students are encouraged to work as independently as possible by following methods first before asking.