

## The department's vision:

As an academy we embed the Academy's and the wider OAT Academy's trust curriculum purpose.

- We develop **cultural capital** by exposing students to a variety of contextual information about the wider world, local community, designers and the cultural backgrounds of food and products alike.
- We offer a **broad and enriched inclusive curriculum**, which allows every student to excel students and experience variety of practical applications in materials areas such as metal, wood and plastic which will build their confidence when using a broad range of tools and materials and develop skills for life.
- When students leave us, we want them to have **high aspirations** and be aware of where design and technology can take them so they can make informed choices. To enable this to happen **careers** are linked to learning so that students can gain insight into industry.
- Students are exposed to **high quality teaching of literacy** through a focus on subject specific vocabulary, reading in lessons and the role modelling high quality oracy in subject discussions and when thinking critically.

## Sequencing of lessons:

In KS3 students will get the opportunity to explore design technology and it's varying material areas. This includes food technology, engineering, woodwork and design communication skills. Although students do rotate in terms of location (due to the specialist nature of tools and equipment), learning is focussed on practising skills in some fundamental areas of the subject, we refer to these as our 3 key strands. They include:

- Investigation and design
- Manufacture and reflection
- Cooking skills and nutrition

The learning journey of students is designed to give a wholesome experience within the subject throughout which **technical knowledge** is weaved into learning throughout the year. Year 7 is designed to get experience with some fundamental non-negotiable access skills such as weighing and measuring, marking out, health and safety essentials and using hand tools. The projects and briefs are aimed at developing an understanding and love of the subject. Learning in year 8 aims to gain a greater understanding of the user and cultural influences, whilst year 9 encompasses all knowledge but considers design from a socially and moral perspective. KS4 builds on the foundations covered in KS3 but focusses on greater precision, accuracy and independence when using tools whilst also showing depth in technical understanding. Non-negotiable skills are fundamental throughout all years and every year the same skills are revisited in new ways for greater depth.

## Assessment:

Throughout the whole curriculum there is a focus on retrieval and revisiting non-negotiable skills. This is embedded into lessons through retrieval practise tasks, class discussion and questioning. KS3 students are assessed on the 3 key strands across the year as each unit of work provides students with opportunity to focus on a specific strand in depth. Formative assessment takes place prior to teacher summative assessment and this alongside teacher feedback in lessons, this is used to guide students on how to be a successful and progressive learner in design technology. Assessment in KS4 takes place on a half termly basis and is focussed on the current unit of study. We aim for students to practise skills, apply their learning, and then reflect and revisit learning and areas for development.