



Curriculum Intent

Design Technology & Food and Nutrition
Mrs K. Kinsella

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

The DT and Food Nutrition students at Q3 Academy Great Barr will develop technical and practical competencies, as well as the skills and attitudes desired by employers. Our learners will become problem solvers who will take measured risks to reach the best possible outcomes.

Subject Intent	
<p>Key Stage 3 Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. Critique, evaluate and test ideas and products and the work of others.</p>	<p>Key Stage 4 Develop the creative, technical and practical expertise needed to problem solve and perform everyday tasks confidently and participate successfully in an increasingly technological world.</p> <p>Build and develop underpinning knowledge of the key principles of design in order to generate innovative design ideas and manufacture high quality prototypes based on the needs of the user.</p> <p>Enable students to recognise the increasing impact and responsibility designers and manufacturers have on society, sustainability and the environment</p>
Curriculum Specification	
<p><u>Key Stage 3 National Curriculum</u></p>	<p>Academic GSCE: <u>AQA Design Technology</u> <u>AQA Food Preparation and Nutrition</u></p>

Wider Curriculum Contribution	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
All lessons will be adapted appropriately to suit the individual learner's needs. LSA and LSPs will be directed appropriately by the members of staff.	Additional challenges and learning opportunities are available throughout each area of study.
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
We consider possible career paths for students studying DT, right from the beginning of year 7. We have posters up in classrooms, so students can see the paths that they can follow.	Students across both Key Stages 3 and 4 make use of disciplinary reading to enrich the curriculum. This focuses on the use of Tier 2 and 3 words which are pre-taught using the Frayer model. Students are given regular opportunities to read out loud and contribute to discussion to develop aural skills.
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
We look at the environment and the ethics behind the use of different materials right from the start of year 7 when we discuss different types of wood and plastic. We also look in-depth at sustainability during our year 7 textiles project. Students will be taught that there is always a potential impact on individuals, society and the environment when there are developments in DT.	<ul style="list-style-type: none"> Students will discuss the safe use of IT. Morality – the KS3 and 4 curriculum considers renewable resources and the impact of materials.
Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
<ul style="list-style-type: none"> Students develop their ability to be reflective on theirs and others' needs as they consider Design needs in... Through product research, and use of ACCESSFM, students explore ethical and moral issues of design, such as environment and labour. Group analysis activities enable students to develop social skills such as team work. Students share and take turns with equipment, along with supporting each other in using equipment. Students explore the impact of different cultures on design history. 	<ul style="list-style-type: none"> Through appropriately designed Curriculum at all key stages, students are provided with appropriate challenge to encourage and build resilience and problems solving. The Design Technology curriculum is designed to focus on the development of creative, problem solving, individual and team skills. Opportunities are provided throughout Key Stage 3 Showcases for students to demonstrate their learning which is celebrated. Students are taught to be 'Responsible' when working in workshop settings. Students are taught to be 'Respectful' when considering design ideas and implications.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
<ul style="list-style-type: none"> The DT curriculum covers the use of software to learn about 2D and 3D design. Students will use desktop and laptop computers to support their projects and NEA; this will also develop their ability to use basic IT software such as Word and PowerPoint. Students will use IT to conduct secondary research; this will support their KS3 projects and final NEA. 	The DT curriculum and GCSE course incorporates numerical skills, such as arithmetic, handling data, graphs, and trigonometry.