



Highworth Warneford School

Department Curriculum Intent Statement



Curriculum Intent, Implementation and Impact Statement

Highworth Warneford School: Design and Technology

Introduction – Overall Department Intent

Design and Technology is an inspiring, rigorous and practical subject, which encourages students to learn to think and intervene creatively to solve problems both as individuals and as members of a team. The DT department at Highworth Warneford School, are committed to delivering a modern and engaging curriculum, providing a broad range of knowledge, skills, understanding and opportunities for all students using a wide variety of activities. We have high expectations of all our learners and lead by example, ensuring work is completed to the best of their ability, whilst allowing students to be creative and take risks in a safe and positive learning environment. We encourage all to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. We link work to other disciplines such as English, Mathematics, Science, Geography, Computing and Art, developing cross curricular links. The students are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. Students achieve well in Design & Technology gaining 'real world' skills, whilst developing independent thinking and problem-solving skills with an increased knowledge of the technologies present in the world in which they live. Within our DT facility we also facilitate Child Development at KS4 which uses elements of the skills above as well as developing empathy and nurture to others. During their journey from KS3 to KS4 students improve their design and making skills, work safely and confidently, while developing transferable skills they can use in and out of school as well as apply in the future.

Department implementation with the HWS 5 Keys to Curriculum Success

<p>Knowledge, skills and mastery</p>	<p>The Design and Technology facility facilitates the development of knowledge and skills in textiles, product design, resistant materials, graphics, food and nutrition and child development. Our KS4 Design and Technology GCSE specialises in Product Design (wood, plastic and metal) and Food and Nutrition with Child Development also being a KS4 only offer. Students in KS3 rotate through all of the disciplines to allow experience and knowledge to make informed option choices at KS4. Our curriculum provides a breadth of study which enhances the requirements of the National Curriculum for England and is also linked building the skills needed for GCSE. By continually evaluating schemes of learning, we reflect current changes in national law, educational practices and culture in order to prepare pupils with the knowledge, skills and mastery for everyday living, future study, the world of work and the design industry.</p> <p>The Design and Technology curriculum focuses on the iterative design process: design; make; test; evaluate and refine. Lessons are taught using the core principles of ICE, TEPP and CREATE in order to develop students’ knowledge, skills and mastery in the subject areas, regularly linking, where possible, across the whole school curriculum. The curriculum in Year 9 allows personalised guidance to support forthcoming GCSE study. The aim is to achieve the best foundation from which to progress to the next stage of study, without constraining choice for pupils not taking DT at GCSE. The department creates learning environments which are flexible enough to meet the needs of all young people and to ensure that pupils feel that they belong to our creative community as well as building confidence in becoming independent learners. Progress is monitored through a planned system of assessment. This process is aligned with whole school systems and data points, but also considers our KS3 rotations. Reflection and evaluation are central skills in a practical subject and includes the consistent use of Personalised Learning Checklists to enable student and staff review.</p>
<p>Literacy and numeracy</p>	<p>Our school values ICE are promoted within DT as high levels of literacy, articulation and numeracy are fundamental in ensuring the best outcomes for students within the DT faculty. Explicit teaching of literacy and articulation is embedded in the curriculum offer for each discipline. Each classroom has a literacy word wall of subject specific terminology. Students are encouraged to become familiar and comfortable using new vocabulary and this is embedded throughout each module of work. Tier 2 and 3 language is modelled by staff, and students are expected to be able to use these words both in written work and oral discussion.</p>

Curriculum Leader: Kelli Parsons



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	<p>In order that students are able to discuss their subject knowledge with precision, relevant terminology is systematically taught across all subject areas. The capacity to structure extended written responses, so central to positive GCSE outcomes, is evident in all our schemes of work. Students are supporting in using a framework for these and modelled through 'I do, We do, You do'.</p> <p>Key aspects of Mathematics are built into our schemes of work, such as measuring, weighing, conversion and costing which underpins many processes in both practical and theory work. Pupils are given specific teaching to reinforce these concepts and are then required to apply their skills using taught approaches and whole school numeracy concepts from the maths department. For GCSE DT, 15% of the total grade is for numeracy and this is emphasised in class as well as in assessments and the NEA aspect of the course.</p>
<p>Entitlement and engagement</p>	<p>In the DT faculty, we echo the school's values using ICE principles of: Integrity, challenge and excellence through providing students with stimulating lessons to engage and inspire our future designers. Students are encouraged to celebrate their achievements and work is displayed in the department and throughout the school. Students are exposed to the work of current key designers and persons within all areas of the food industry to engage their appreciation of the hostility industry.</p> <p>The Design and Technology faculty is committed to the inclusion of all students and seeks to ensure that the individual needs are fully met. We see high quality teaching as the right of all students and put intervention in place where required. At KS4, we offer targeted support for both the NEA and terminal examinations.</p> <p>We believe that there should be no barriers to the study of any of our option choices, particularly when it comes to GCSE. Our PP and FSM pupils are supported in all subject specialisms, with materials and ingredients being discretely supplied in both KS3 to KS4. Our ethos of all disciplines being open to all students is developing a departmental response to ensure that students see how the skills they are using in our subject areas effect aspects of daily life, the work place and industry, their perception of value of this is core to our drive to see the way that design influences media, retail and all elements of life which we use daily. Integrity is a key value here.</p> <p>Within this academic year we are expanding our current trips and visitor offer. In child development we have links with Norland Nannies, food and nutrition has links with local food producers and we also have connections with Atlassian Williams Racing F1, the Royal National Air Tattoo (RIAT) and STEM Works. We are also exploring including BMW (KS4), The Design Museum London and The MAD Museum (KS3).</p>
<p>Aspiration and wellbeing</p>	<p>Promoting students' health, safety and well-being is central to the aims of the faculty. Alongside the PE and PSHCE curriculums, Food and Nutrition schemes of work promote Integrity and a healthy lifestyle, they also equip pupils with the practical skills to create a range of dishes for use in the future. Students with personal issues surrounding food have aspired to opt into GCSE Food and Nutrition, as it is seen as a safe place for them and supports their wellbeing. CNAT Child Development also has key aspects of RSE which are highlighted within the curriculum model.</p> <p>The practical use of sophisticated equipment and machines is paramount to the delivery of the DT curriculum. Safe usage of all devices is embedded in schemes of work and teachers participate in the necessary CPD, supported by technical staff. It is hoped that student usage of such equipment encourages a spirit of challenge, responsibility, independence.</p> <p>The creative process and practical work inherent to the DT curriculum is viewed as a means by which students can enhance their general well-being and mental health. We take seriously the contribution that the department can make in promoting practical DT application as both challenging and relaxing.</p>



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Community, respect and enrichment

As a department, we acknowledge our responsibility in ensuring that the DT curriculum is delivered with Integrity and with a sensitive regard to a range of communities, faiths and cultures. A wide range of influences is always explored in any design process, with respect to faith and culture being particularly considered.

Central to our curriculum offer is the opportunity for students to explore the impact of all creative processes on the global environment. We seek to make links with current affairs and encourage students to engage in relevant debate. Through the inclusion of the “6 Rs” and the “Eat Well” guide, we also hope to encourage discussion in tutor time, PSHCE and other areas of the curriculum.

We encourage our students from both KS3 and KS4 to support the department and participate in a variety of activities including Open evening, supporting school concerts and the OAP Christmas party.

The department has a range of specialist Design and Technology teachers, who are equip to teach all subjects at KS3, before taking groups through GCSE using their specialist technical knowledge. The department creates learning environments which strive to meet the needs of all young people as well as promote our school values – ICE and build confidence in becoming resilient independent learners. As identified earlier progress is monitored through a planned system of assessment, which again reflects our school values. This process is aligned with whole school systems and data points, but also considers our KS3 rotations. Reflection and evaluation are central skills in a practical subject; consistent use of Personalised Learning Checklists encourages pupils to become accountable for their own progress and to make informed Options choices.

Curriculum implementation

- At KS3 there are four hours allocated per fortnight to DT, this is usually two one-hour lessons per week. The curriculum is delivered on a rotational basis to ensure equal access to all specialisms; rotations last for 13 weeks and rotate on a full-term basis, at Christmas and Easter, with pupils experiencing both theory and practical work. The opportunity to cook takes place on a weekly basis, during the food rotation.
- At KS4 pupils have 6 one-hour lessons per fortnight in Year 10 and Year 11.