



CURRICULUM – D&T

Intent, Curriculum Map & Age Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent

- Southchurch students are designers. They are inquisitive, creative and supportive. They iteratively reflect throughout the design process taking all learning opportunities available to them.

Implementation

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

Impact

- All students will achieve their potential with altered trajectories

KS2 Links

[KS2 National Curriculum](#)

CURRICULUM MAP

After each topic students will sit an 'End of Topic Assessment' to assess their learning. Students will also sit Summative Assessments in the form of Assessment Point Tests (AP's) that will happen at specific points in the year varying on the year group. All subjects will be assessed during the Assessment Point window.

- Year 7-9 will have 1 end of year Assessment Point (*design and technology will assess the project work during the second rotation*).
- Year 10 will have 2 Assessment Points.
- Year 11 will have 2 Assessment Point in the form of examination rehearsals

	Autumn Term														Spring Term														Summer Term																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39							
Yr 7	Rotation 1.1 – Product Design 1. Such a Mess: Desk organiser (Resistant Materials, laser cutter, polymers) FEEDFORWARD ASSESSMENT – Design Ideas 2. 3D Modelling - On Shape – Cookie Cutter							Rotation 1.2 - Textiles 1. Understanding Fibers & Fabrics: Pencil Case (Textiles) FEEDFORWARD ASSESSMENT – Practical sewing							Rotation 1.3 1. <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							Rotation 2.1 – Systems & Control 1. Brighter world: Torch (Electronics, Input, process, output, laser cutter, polymers) FEEDFORWARD ASSESSMENT – Soldering							AP	Rotation 2.2 - Graphics 1. Introduction into 3D Drawing and Rendering: Isometric Drawing FEEDFORWARD ASSESSMENT – Crating Method							AP	Rotation 2.3 <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							AP	
Yr 8	Rotation 1.1 – Systems and Control 1. Environmental Change: Fan (Electronics, laser cutter, polymers) FEEDFORWARD ASSESSMENT – Soldering							Rotation 1.2 - Graphics 1. Going Down the Rabbit Hole: Pop up Mechanisms (Graphics, levers and linkages) FEEDFORWARD ASSESSMENT – Technical knowledge							Rotation 1.3 1. <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							Rotation 2.1 – Resistant Materials 1. Motions and Mechanisms: Mechanical Toy (Resistant Materials, Woods) FEEDFORWARD ASSESSMENT – Practical Skill							AP	Rotation 2.2 - Textiles 1. <i>6R's – Sustainable Accessories</i> (Reduce, Reuse, Recycle, Rethink, Repair, Refuse) FEEDFORWARD ASSESSMENT – Practical Skill							AP	Rotation 2.3 <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							AP	
Yr 9	Rotation 1.1 – Product Design 1. Let's get Organised: Cable Tidy (Resistant Materials, laser cutter, polymers, packaging) FEEDFORWARD ASSESSMENT – Final Design							Rotation 1.2 - Graphics 1. Gain some perspective: 2 Point Perspective Design Challenge FEEDFORWARD ASSESSMENT – Dragons Den							Rotation 1.3 1. <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							Rotation 2.1 – Resistant Materials 1. Relax: Candle holder (Resistant materials, aluminium) FEEDFORWARD ASSESSMENT – Design Ideas 2. Salad servers (Resistant materials, woods)							AP	Rotation 2.2 – Technical Textiles 1. Wearable Tech – Tote Bag FEEDFORWARD ASSESSMENT – Design Ideas							AP	Rotation 2.3 1. <i>Students in classes rotate between DT, Food Technology & Textiles/Graphics</i>							AP	
Yr 10	•New and Emerging Technologies FEEDFORWARD ASSESSMENT – End of Topic Assessment Practical Skills – Picture Frame Practical Skills – Band Saw Box Practical Skills – Coat Hook Aluminium FEEDFORWARD ASSESSMENT – Practical Skills			•Systems Approach to Design •Developments in New Materials FEEDFORWARD ASSESSMENT – End of Topic Assessment Practical Skills – 3D Printing FEEDFORWARD ASSESSMENT – Practical Skills				•Materials and their working properties •Practical Skills – LED Acrylic Light FEEDFORWARD ASSESSMENT – Practical Skills			AP	Practice Non-Exam Assessment 1 Specialist Technical Principles <ul style="list-style-type: none"> • FEEDFORWARD ASSESSMENT - Selection of materials or components / Using and working with materials • FEEDFORWARD ASSESSMENT - Communication of ideas • FEEDFORWARD ASSESSMENT - Material Management / Developing a prototype 														Practice Non-Exam Assessment 2 Designing Principals <ul style="list-style-type: none"> • FEEDFORWARD ASSESSMENT - The work of others • FEEDFORWARD ASSESSMENT - Design strategies • FEEDFORWARD ASSESSMENT - Investigation, primary and secondary data / Environment, social and economic challenges 							Revision							End of Year Examination Rehearsal						
Yr 11	Non-Exam Assessment (NEA) FEEDFORWARD ASSESSMENT – Deadline 1 (September) FEEDFORWARD ASSESSMENT – Deadline 2 (October) FEEDFORWARD ASSESSMENT – Deadline 3 (November) FEEDFORWARD ASSESSMENT – Deadline 4 (December) Final Deadline December Examination Rehearsal 1 - (December)														Revision														Revision							Exams										

KS5 Links

[A-Level Design and Technology: Product Design \(7552\)](#)

AGE RELATED EXPECTATIONS

YEAR 7

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	EXPERT	<ul style="list-style-type: none"> I can write a specification independently. At least 7 points are measurable. I can give basic justification to a few points. I can use my research to influence my designing / planning 	<ul style="list-style-type: none"> I can say how suitable my ideas are for my user. My designs meet a few of my specification points. My plan of making considers basic Health and Safety points. 	<ul style="list-style-type: none"> I have started to include some high level skills/processes and I have clearly mastered use of tools and equipment. 	<ul style="list-style-type: none"> I can compare my product with the main points of my specification/plan and suggest how the specification/product/plan could be changed to improve the final outcome. 	<ul style="list-style-type: none"> I understand the properties and performance of the materials/ingredients I have used and how this can effect social/moral/cultural situations.
3	ADVANCED	<ul style="list-style-type: none"> I can write a thorough specification with some guidance. It has a minimum of 7 points, 4 of which are measurable. I can research from a range of sources and analyse it. 	<ul style="list-style-type: none"> My designs meet at least two of my specification points. My plan of making includes information about techniques and materials. 	<ul style="list-style-type: none"> I rarely needed help while making my product. My finished product was made with a range different materials/ingredients and skills/processes. 	<ul style="list-style-type: none"> I can reflect on my own work and suggest ways to improve. 	<ul style="list-style-type: none"> I can name and explain the health and safety issues related to the tools/equipment/processes I have used.
2	DEVELOPING	<ul style="list-style-type: none"> I need guidance to write a simple list of criteria for my specification. A couple of points are explained/justified. I collect accurate information that considers the context given. 	<ul style="list-style-type: none"> My ideas consider at least one point of my specification. I have adapted a version of the plan of making. 	<ul style="list-style-type: none"> In my product I have successfully completed one basic skill. 	<ul style="list-style-type: none"> I can make accurate simple suggestions about how to improve my work. 	<ul style="list-style-type: none"> I can list some of the health and safety implications of the tools/equipment/processes I have used.
1	POTENTIAL	<ul style="list-style-type: none"> I have used an existing specification. I have collected some research with guidance. 	<ul style="list-style-type: none"> I can sketch a few ideas some of which are original. I have used an existing plan of making. 	<ul style="list-style-type: none"> I needed a lot of help making my product. My product has some imperfections. 	<ul style="list-style-type: none"> I can make simple suggestions on how to improve my work. I can make a single judgment on the final product/outcome 	<ul style="list-style-type: none"> I can recall key information from the project as well as names of some of the materials/ingredients and equipment I have used.

YEAR 8

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	EXPERT	<ul style="list-style-type: none"> • I can write a detailed specification independently 9 point's minimum, 6 of which are measurable. • I can justify a few of my points in detail. • I can independently research and explain how this relates to the context/product I am going to make. 	<ul style="list-style-type: none"> • I have considered the social, moral, spiritual and cultural impacts my ideas. • My plan of making considers timings for each stage. 	<ul style="list-style-type: none"> • My product is accurately made giving it a high quality finish and includes a variety of materials/ingredients and complex skills/processes. 	<ul style="list-style-type: none"> • I can test most aspects of my ideas/finished product and refine them against needs of the user/specification taking into account the views of my target market. 	<ul style="list-style-type: none"> • I have a broad knowledge of different skills, materials, components, ingredients and processes.
3	ADVANCED	<ul style="list-style-type: none"> • I can write a specification independently. • At least 6 points are measurable. My research relates closely to the context or user needs. 	<ul style="list-style-type: none"> • I can label materials and justify why I have chosen these, based on their properties. • My plan of making refers to equipment. 	<ul style="list-style-type: none"> • I worked mostly independently. • Parts of the product are accurately made giving a good overall finish. 	<ul style="list-style-type: none"> • I can accurately test my product and use this feedback to suggest changes. 	<ul style="list-style-type: none"> • I can apply some aspects of my knowledge and understanding to the context.
2	DEVELOPING	<ul style="list-style-type: none"> • My specification is detailed with most points relating to my research. • I have 3+ measurable points. • I collect accurate information that considers the context given. • I can briefly explain what I have found out and say how useful this information is. 	<ul style="list-style-type: none"> • I can label my ideas to show how the different parts of my products will be made. • I have explained how the designs work. • I can independently produce a basic plan of making. 	<ul style="list-style-type: none"> • During the making of my product, I have used a few basic skills with growing independence. 	<ul style="list-style-type: none"> • I can say or write www/EBI for both practical and written work. 	<ul style="list-style-type: none"> • I can name and describe most of the key information, skills, techniques and equipment I have used.
1	POTENTIAL	<ul style="list-style-type: none"> • I need guidance to write a simple list of criteria for my specification. A couple of points are explained/justified. • I collect accurate information that considers the context given. 	<ul style="list-style-type: none"> • My ideas consider at least one point of my specification. • I have adapted a version of the plan of making. 	<ul style="list-style-type: none"> • In my product I have successfully completed one basic skill. 	<ul style="list-style-type: none"> • I can make accurate simple suggestions about how to improve my work. 	<ul style="list-style-type: none"> • I can list some of the health and safety implications of the tools/equipment/processes I have used.

YEAR 9

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	EXPERT	<ul style="list-style-type: none"> • My specification is linked to the findings of my research. • I can analyse my research independently and explain how the information will influence my final product. 	<ul style="list-style-type: none"> • My ideas are based on my feedback. • I have used CAD modelling to present my final design • My plan of making considers measurable Quality Control Checks 	<ul style="list-style-type: none"> • Highly skilful and creative product covering a range of materials/ingredients and skills/processes. 	<ul style="list-style-type: none"> • My evaluation clearly takes into account how my product is influenced/effects social, moral, cultural and environmental issues. 	<ul style="list-style-type: none"> • I can use my knowledge to plan/create a product that accurately fits the user needs.
3	ADVANCED	<ul style="list-style-type: none"> • I can write a detailed specification independently 9 point's minimum, 6 of which are measurable. • I can give basic justification to a few points. • I can independently collect a range of relevant information closely relating to the context. 	<ul style="list-style-type: none"> • I can create a wide variety of creative and innovative ideas. • I have used my model to help me develop my design to a final solution. • My plan of making considers basic Quality Control Checks. 	<ul style="list-style-type: none"> • My product is accurately made and functions adequately/well. • Overall I have achieved a good level of finish. 	<ul style="list-style-type: none"> • I can discuss how I have solved problems during my design/development/ making. 	<ul style="list-style-type: none"> • I can apply my knowledge and understanding by responding to several aspects of the context.
2	DEVELOPING	<ul style="list-style-type: none"> • I can write a specification independently. • At least 5 points are measurable. • I can begin to independently choose the types of research I will gather. 	<ul style="list-style-type: none"> • I can sketch a range of original ideas. • I have modelled my idea with a degree of accuracy. • My detailed plan of making refers to quantities. 	<ul style="list-style-type: none"> • I worked mostly independently. My product works effectively and has a few imperfections. 	<ul style="list-style-type: none"> • I can test some aspects of my product and use the results to write evaluative comments. 	<ul style="list-style-type: none"> • I can name and describe all of the key information, skills, techniques and equipment I have used.
1	POTENTIAL	<ul style="list-style-type: none"> • My specification is detailed with most points relating to my research. • I have 3+ measurable points. • I collect accurate information that considers the context given. • I can briefly explain what I have found out and say how useful this information is. 	<ul style="list-style-type: none"> • I can label my ideas to show how the different parts of my products will be made. I have explained how the designs work. • I can independently produce a basic plan of making. 	<ul style="list-style-type: none"> • During the making of my product, I have used a few basic skills with growing independence. 	<ul style="list-style-type: none"> • I can say or write www/EBI for both practical and written work. 	<ul style="list-style-type: none"> • I can name and describe most of the key information, skills, techniques and equipment I have used.

KS4 END OF COURSE EXPECTATIONS

AQA Design and Technology GCSE	
Aims and learning outcomes	<ul style="list-style-type: none">• demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice• develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values• use imagination, experimentation and combine ideas when designing• develop the skills to critique and refine their own ideas whilst designing and making• communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing• develop decision making skills, including the planning and organisation of time and resources when managing their own project work• develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes• be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses• consider the costs, commercial viability and marketing of products• demonstrate safe working practices in design and technology• use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.
Assessment objectives	<ul style="list-style-type: none">• AO1: Identify, investigate and outline design possibilities to address needs and wants.• AO2: Design and make prototypes that are fit for purpose.• AO3: Analyse and evaluate:<ul style="list-style-type: none">○ design decisions and outcomes, including for prototypes made by themselves and others○ wider issues in design and technology.• AO4: Demonstrate and apply knowledge and understanding of:<ul style="list-style-type: none">○ technical principles○ designing and making principles.

DEPARTMENT FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

Design and Technology National Curriculum

Purpose of study

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 well-being of the nation.

Aims

- The national curriculum for design and technology aims to ensure that all pupils:
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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 their ideas and products and the work of others

Skills

Design

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding

- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Knowledge

- understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- understand how more advanced mechanical systems used in their products enable changes in movement and force
- understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

Computer Science National Curriculum Links

[Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In design and technology students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Religious Education National Curriculum Links

[Agreed Syllabus for Religious Education](#)

[Religious Education in English Schools: Non-Statutory Guidance](#)

Within the design and technology curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical design influences.

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The design and technology curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

Equality & Diversity: The design and technology curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.

Wellbeing & Community – The design and technology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

Cultural Capital – The design and technology curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
 - **New Designers**
 - **IPECO Careers**
 - **National Trust Heritage design**
-
- **Extra-Curricular:**
 - Stem Go Cart Building
 - Lego Club
- **British Values:**
 - **Individual Liberty:** Students have choice over how they learn within certain aspects of the course and are encouraged to discuss democratically where there are disagreements.
 - **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
 - **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected. The classroom rules ensure students are all responsible for the learning environment.
 - **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.

- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.

Careers & Employability – The design and technology curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the design and technology curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

Events

- Small piece trust project days
- Webinars on careers within design and technology

SMSC CURRICULUM LINKS

Spiritual development

Through the projects we offer and the curriculum we deliver at both key stages, the pupils are taught how to investigate products. This includes aesthetics, functionality, product evolution and the analysis of how products affect the quality of our daily lives. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both workable and innovative.

Moral development

Pupils are faced with moral decisions throughout the design process. This includes selecting materials and ways of manufacturing, identifying and meeting the needs of others, sustainability & environmental impact. They must also begin to understand the impact of new technologies and how these can often be employed to solve existing problems but sometimes also create their own moral dilemmas. The 6 R's are routinely discussed and referred to throughout the design & make process. Within the classroom and the wider community the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

Social development

Pupils are often asked to design and make products to meet the needs of users or clients by receiving valuable feedback from others. For this to be successful pupils must show mutual respect when working collaboratively. Peer evaluation of designed and made items plays a big part in Design & Technology work as this is a vital mechanism for progress. Pupils learn to articulate their thoughts and feelings about their own and other's' work. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive.

Cultural development

Pupils are taught that all their design work should be sensitive to needs and beliefs of different backgrounds, ensuring all imagery, text and products won't cause offence. Pupils must consider how their ideas and products can impact the world around them. Pupils are encouraged to use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

Equality, Diversity and Inclusivity Links

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.