

| | <p style="text-align: center;">INTENT</p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p> | <p style="text-align: center;">SUBJECT NAME: Technology (Timber and Textiles)</p> |
|--|---|--|
| <p>BE RESPECTED Be effective communicators and understand specialist concepts</p> | <p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p> | <p>Develop an understanding and use technical vocabulary used in design & technology, including:</p> <ul style="list-style-type: none"> ● Materials and their properties ● Manufacturing systems and processes ● Equipment and components <p>Be able to read and interpret technical text, including design briefs, specifications, analysis and evaluations of products</p> <p>Develop ability to construct analytical text, using P.E.E. statements, writing frames and learning mats</p> <p>Be able to analyse and evaluate their own, and others, design work and products</p> <p>Develop their extended writing technique, through analysing, evaluating, discussing, describing & explaining</p> <p>Be able to annotate their own design process</p> <p>Be able to discuss, in pairs, in groups and through presentation:</p> <ul style="list-style-type: none"> ● Materials and their properties ● Manufacturing systems and processes ● Equipment and components <p>Be able to carry out a range of mathematical processes in relation to the design and manufacture of a product, including:</p> <ul style="list-style-type: none"> ● Measurement and calculation of material ● Costings ● Mechanical principles ● 3D and technical drawing techniques ● Analysing and displaying data (graphs and tables) |
| <p>BE RESILIENT Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p> | <p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the</p> | <p>Develop ability to peer and self-assess their design work, practical outcomes and exam work, based on success criteria and exam criteria. Recognise where improvement could be made.</p> <p>Be able to respond to feedback and self-assessment to improve their work and make progress in both their design and practical work</p> <p>Develop awareness of health and safety in school and in the workplace</p> <p>Develop an understanding of local and global environmental issues and the implication in design and manufacture</p> |

| | | |
|--|--|--|
| | <p>wellbeing of our students. We make sure through its content, sequencing and the support on offer to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p> | <p>Develop an ability to question and make decisions based on product information, with respect to economy, aesthetics, function, quality & environment</p> <p>Be able to work independently in their design and practical work, making decisions on materials & processes.</p> |
| <p>BE VALUED Be able to value and experience the world around them through opportunities both in and out of lessons</p> | <p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to ‘the best that has been thought and said...helping them engender an appreciation of human creativity and achievement’</i></p> | <p>Develop design techniques through the investigation past and present designers, design movements and other cultures, religion & traditions</p> <p>Develop an understanding of the responsibility of designers when designing for other cultures, religion & traditions</p> <p>Introduce students to the wider aspects of technology and industry, through STEM based projects, links with industry and technology tournaments and competitions</p> |
| <p>BE READY FOR YOUR FUTURE Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p> | <p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p> | <p>At KS3, develop basic design and practical skills, as a foundation for KS4 and further education and training</p> <p>Develop general practical skills and an ability to make informed decision, to help in everyday life</p> <p>Highlight and discuss careers in technology and industry, through the curriculum and through STEM based projects, links with industry and technology tournaments and competitions</p> <p>Be able to appreciate and accept different points of view, through the study and discussion of:</p> <ul style="list-style-type: none"> ● Design ● Manufacturing processes ● Environmental issues ● Power generation ● Economics in industry |
| <p>BE YOU Be able to be the best person students’ can be in their school, local community and society as a whole</p> | <p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very</p> | <p>Collaboration with local industry to develop curriculum knowledge and provide career information and relevant experience</p> <p>Provide technology clubs provision for SEND students, to enable the development of D&T skills and life skills</p> <p>Provide visits to local industry</p> <p>Collaboration with local industry and groups in local projects</p> |

best GCSE outcomes they can achieve by the end of KS4.

Develop life/employability skills through technology activities

Collaboration with local schools, FE & HE institutes, to enhance students' experience in technology and develop their awareness of employment and education opportunities post 16