Beckfoot Thornton Technology Department

Confident communicators	Knowledgeable and experienced learners	Committed community contributors	See the future and are ready for it
Our curriculum provides planned opportunities for all students to improve their ability to articulate their views and ideas in a confident and fluent manner, through what they say; what they read; what they write and what they create. Through this our students develop in both self-belief and confidence in their ability to communicate in a variety of settings.	Our curriculum provides opportunities for all students, regardless of their starting points, to develop the tools needed to learn and acquire both knowledge and skills. Through carefully sequenced learning, students' resilience grows as they become increasingly independent and proactive learners, who are empowered to succeed.	Our curriculum provides opportunities to enhance the cultural, creative and technological capital of all our students so that they can all make personal contributions in the wider community. They are proud of their school; understand the world around them. They develop personal skills as well as leadership attributes in order to make a positive contribution.	Our curriculum provides the opportunities, qualifications and aspirations, so that our students are able to make informed choices at each milestone. They are knowledgeable and have high aspirations for their own success so that they can thrive within a 21st century world. Our students are supported to develop the skills to face uncertainty in new situations, and the resilience to persevere when faced with new challenges.

What are we trying to achieve?

Intent

Design Technology (Resistant Materials), Product Design, Hospitality & Catering and Health & Social Care

Confident Communicators:
- Develop the confident use of technical language and Tier 3 vocabulary.
- Planned opportunities to discuss and debate social, moral, cultural and social considerations.
- Taught sketching, making and presentation techniques including use of ICT and CAD CAM.

Knowledgeable and experienced learners:
- Primary and secondary research and investigation including disassembly and surveys.
- Detailed knowledge of materials, ingredients, tools, processes and theories and the ability to use them appropriately.
- Theory tested in lessons and homework in Do now activities and examination style questions.

Committed community contributors:
- The awe, wonder and beauty of the world.
- Celebration and appreciation of our cultural similarities and differences.
- Environmental impact of human decisions and manufacturing systems are debated.
- History of design and design movements in an historical and local context.

See the future and are ready for it:
- Design, development and modifications.
- Aspirational displays and course materials.
- Focus on post 16 pathways and employment available to technology students.
- Participation of STEM events and trips.
- Understanding of materials, processes and new technologies.

During Key Stage 3 our students will experience the two key areas of food and design technology, in two six month blocks, and will:
- Work safely and independently in a workshop and food room.
- Develop confidence working with a wide range of materials, ingredients and equipment.
- Be able to identify and classify different types of food and design technology materials.
- Appreciate and critically analyse of the work of others.
- Develop, modify and improve existing recipes and designs.
- Problem solve real life situations to minimise the negative impact on the environment and society.
- Present work using a range of creative techniques including ICT.
- Enhance drawing skills using 3D drawing and rendering techniques.
- Identify the provenance of foods and different cultures.
- Identify a range of design movements, designers and iconic designs.

At Key Stage 4 our students can choose to study BTEC WJEC hospitality and catering or GCSE AQA design technology.
- Work independently and in groups to meet given deadlines.
- Demonstrate problem solving skills to be able to create, innovate and manufacture.
- Complete in depth critical analysis and comparison using Tier 3 vocabulary.
- Be confident in examination structure, timings and expectations.
- Understand and use revision techniques that will facilitate examination success.
- Complete a substantial coursework component, sustaining quality of work over an extended period.
- Show resilience and determination when faced with design challenges.
- Present work using a range of creative techniques including ICT and CADCAM.
- Identify the wants and needs of a given client in response to social, moral and cultural considerations.
- Work with accuracy and precision and be able to correct working errors.

At Key Stage 5 our students can choose to study BTEC health and social care or GCE AQA design technology (product design).
- Identify real world problems and carry out a variety of investigations to determine need.
- Determine the social, emotional, cultural and economic factors that are relevant to a client or target market.
- Form a positive working relationship with a real clients to seek opinion and respond to feedback.
- Communicate both sides of complex arguments using Tier 3 language and appropriate technical language.
- Present ideas and theories using an extensive range of creative techniques including ICT and CADCAM.
- Evaluate the successes and limitations of final outcome or theory and suggest possible improvements.
- Commit to regular and meaningful private study in school and at home.
- Understand educational and career pathways available to technology department students after school.
- Interpret and apply knowledge in situations beyond the specification.
- Use leadership skills to contribute to the technology department and to the wider life of the school.