

CURRICULUM OFFER

Subject	Design & Technology
Intent	<p>Constructing the Built Environment Level 1 / 2 Award is designed to support learners in developing an awareness of certain key considerations. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. (WJEC)</p> <p>Design and technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others. GCSE (AQA) level 1 & 2 Materials work along with the GCSE.</p>
Implementation	<p>Although each students' timetable is bespoke, generally KS3 student's access one lesson per week, while KS4 students access two to three lessons per week.</p> <p>In KS3 pupils will produce projects ranging from Bird boxes, clocks and personalised projects that will enhance skills with a wide range of tools and materials while following the design process.</p> <p>Design & Technology students in KS4 work towards GCSE Resistant Materials (AQA). Students which are interested in Construction can be entered for Level 1 & 2 Construction.</p> <p>Students explore materials and ideas in depth and complete a project: Developing ideas, linked with exploring existing products, exploration of materials, recording work in Folders and producing final outcomes.</p> <p>Students' work is assessed regularly and students continually have verbal feedback in lessons. Formal assessments take the form of tracking pupils work against set targets.</p>
Impact	<p>CITB are delighted to have been able to work with WJEC to develop the Level 1 / 2 Construction Qualifications which are based on industry approved content and provide the opportunity to inspire the next generation of young people to consider Construction in its widest context as a career of choice</p> <p>Design Technology is an inspiring, rigorous and practical subject. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world by ensuring that pupil's design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It enables children to communicate what they see, feel and think through the use of disciplines such as mathematics, science, engineering, computing and art. Children become involved in shaping their environments through Design Technology activities by the taking of risks, becoming resourceful, innovative,</p>

	<p>Enterprising and capable citizens. They learn to make informed judgements and aesthetic and practical decisions 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.</p>
<p>Accreditations</p>	<p>CITB are delighted to have been able to work with WJEC to develop the Level 1 / 2 Construction Qualifications which are based on industry approved content and provide the opportunity to inspire the next generation of young people to consider Construction in its widest context as a career of choice.</p> <p><u>Resistant Materials Technology 4562</u> This specification is Design and Technology offered by AQA. There is one tier of assessment covering grades A* to G. Unit 1: Written Paper (45601) 2 hours –120 marks – 40% Candidates answer all questions in two sections Pre-Release material issued plus Unit 2: Design and Making Practice (45602) Approximately 45 hours – 90 marks – 60% Consists of a single design and make activity selected from a range of board set tasks.</p>
<p>Enrichment opportunities</p>	<p>We have two well-resourced sites in Langdon Hills & Fairview. Each Design Technology room is well resourced with a range of machines & tools and 2 computers available for folder work. Pupils have access to Laser cutting machine using TechSoft and 3D printer to aid modelling of project and use 3D software CAD/CAM.</p> <p>Teachers will be taking some students to ProCat to help students understand more about Apprenticeship. The Design Technology department will also take some students to a taster day at Southend college to explore future prospects.</p>
<p>Safeguarding</p>	<p>In design and technology safeguarding is at the heart of our teaching and learning philosophy. We facilitate our schemes of work to ensure that pupils.</p> <ul style="list-style-type: none"> • To gain and understanding of the touch and feel of certain materials. • Accept when something goes wrong or doesn't turn out as expected. • Celebrate the success of others to give encouragement and boost self-esteem. • Choose materials safely including things like no sharp edges etc. • Use tools and resources that are appropriate for a tasks. • Work inclusively with all students who may have different needs. • Express opinions, giving and receiving constructive feedback. • Work safely following health and Safety guidelines. • To develop tenacity to innovative and be creative in their thinking.
<p>Reading</p>	<p>Students are encouraged to read information as part of their learning experience in lessons. Key words and examination terminology is shared with all students and linked to the learning objectives of the lessons.</p>

	<p>Our Learning incorporates reading as part of the process when developing and in the use of analysis and interpretation skills. In all our subject areas we have subject-specific books available to guide our students. We also guide and support our students in researching and reading online to gain subject knowledge.</p> <p>Staff employ a range of strategies to support students who require support with their reading: breaking down words, using contextual clues, pre-teaching new vocabulary, reading interventions (Lexia) or a coloured overlay if required. Teachers regularly read aloud to students to model pace, expression, and pronunciation. Pupils are also encouraged to read in class to develop their confidence.</p>
Outline of Virtual Curriculum offer	<ul style="list-style-type: none"> • Lessons will be offered through a virtual timetable and accessed via TEAMS. • All virtual resources will reflect the expectations of the existing curriculum. • Work will be assessed in line with teaching expectations, Examination criteria.