

Christleton High School

The Design and Technology curriculum is practical and valuable. Students actively contribute to their own creativity, cultural wealth and well-being as well as that of their community. It teaches them how to take risks and so become more resourceful, innovative, enterprising and capable. At its core is creativity and imagination. Students learn to design and make products and systems that solve genuine, relevant problems within different contexts. These are all skills that are directly transferable to other subject areas but cannot be as effectively developed in those areas. 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.



Curriculum Overview





1.What Curriculum Curriculum aims to:	
are we vision Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are	brought to life
	Creative
Focus for learningAttitudes- determined, respectful, dedicated, helpfulHabits- resilient, resourceful, reflective and collaborativeSkills- literacy, numeracy, ICT, personal, learning and thinking skillsKnowledge and unders expertise to shape our literacy world	
2. How do 2. How	Durposes Targeted resources- matched to learning need- use of time, space, people, materials
we organise learning? Knowledge and skills Curriculum content Oracy, language and literacy ICT SMSC, Healthy mind	Problem solving, reasoning and numeracy
DESIGN Research; exploration; problem solving; specifications; communication; different AnakingMAKEEVALUATE Analysis of designs; investigate technologies; test, evaluate and refine ideas.TECHNICAL KNOWLEDGE AND SKILLSFOOD & NUDesigning and Making	edominantly savoury nd varied diets. ee and characteristics of
D&T Key Areas Timbers Polymers Metals Electronics Food Textiles Design / Drawing Modelling	CADCAM
To ensure teaching and learning is effective so that learners understand quality and how to improve3.How well are we achievingLook at whole impactUses information intelligently to identify areas for 	Convey impact to all stakeholders in a simple clear format
our aims? To secure	
How we measure the impactProgress trackers in student booklets + Progress Assessment Booklets. All data shared and calculated on SIMS spreadsheet. Staff use this spreadsheet and SISRA to identify student under achievement and/or specific needtargets for projects and/or assessment and/or specific needassessment booklets + Progress targets for projects and/or assessment using criteria 	eerately seek eedback every year estionnaire or v. Responses used necessary changes or within lessons

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