



Dudley Academies Trust - The Link Academy

Statement of Curriculum Intent – Design and Technology 2022 - 2023

Our aim is to develop a lifelong love of learning for Design and Technology. Design and Technology plays a very important part in the curriculum because it introduces students to a broad range of knowledge, skills and understanding, and prompts engagement in a wide variety of activities following an iterative design process. Pupils design and make products that solve relevant problems with a variety of contexts. Overall Design and Technology at the Link academy aims to be engaging, challenging, giving pupils an opportunity to take risks, become resourceful, innovative, enterprising and capable citizens.

How will this be achieved in our curriculum?

To achieve this the Design and Technology teachers will strive to offer opportunities that will help learners:

- Develop awareness/need for Health and Safety.
- Develop new practical skills.
- Develop an understanding of food hygiene issues.
- Develop problem solving/thinking skills.
- Develop communication skills.
- Develop social skills (independent and co-operative).
- Extend existing/new practical skills.
- Learn and use appropriate technological vocabulary.
- To be aware of technology in its wider contexts.
- Develop skills in other curriculum areas (for instance; numeracy and literacy).
- Develop self-worth/esteem.
- Produce quality outcomes.
- *To realise learning can be fun!*
- *To see what they can achieve!*

How does assessment fit in?

KS3 – Learners are formatively assessed against a set of assessment criteria that are used in all areas of Design and Technology. This allows learners to track their own progress and be creative in their personal responses to a range of different design briefs across 4 main areas of Design and Technology. These areas are 3D design, Food Preparation and Nutrition, Textiles and Graphics using CAD/CAM. The overall assessment is very closely linked to the Design Process which is displayed clearly on the front of a learner's book.

KS4 – Design and Technology is split into 3 different subject areas at KS4, these are 3D design, Food Preparation and Nutrition and BTEC Health and Social Care. Each have their own individual way of assessing work and providing feedback to support learners in making progress in their option subject which is selected in year 9 and started in year 10.

Food Preparation and Nutrition

Learners are set challenging design briefs in which they have to respond to by creating and planning a variety of different dishes. The teacher assesses them against stringent assessment criteria set out by the exam board. Ongoing verbal feedback throughout lessons is vital in making sure the learners are successful, making progress and developing the practical skill required to create and cook a variety of different dishes independently, in and out of school setting. The course is split into 3 main areas, NEA1 (15%), NEA 2 (35%) and a written exam (50%).

3D Design

Learners are given a range of design briefs/themes which are set out by the exam board. They are assessed against a set of criteria which helps them develop and create outcomes which are individual to each learner. Individual tasks are assessed and are used to help determine how they are performing overall. The course is split into 2 units of work, unit 1 is a portfolio which is started in year 10 and completed in year 11 which is worth 60% of the overall grade and an exam unit which includes a 10-hour practical exam and a portfolio of work, which is worth 40% of the overall grade.

BTEC Health and Social

Year 10 2022-2023

Year 10 is split into 3 units, Unit 1: Human Lifespan Development, Unit 2: Ensuring Healthy Living and Unit 3: Skills, Attributes and Values Required to Give Care. For Units 1 and 2 the learners will have to sit a PSA (Pearson Set Assignment) which they will be given 10 hours to complete. Unit 3 is also a Pearson set task but is allowed 20 hours. Each unit is assessed against a set of criteria set out by the exam board.

Year 11 2022-2023

Learners are given two structured assignment briefs which are set out by the exam board. These are assessed against a set of criteria which helps them develop and produce outcomes that are justifiable and realistic to each scenario given. Both assignment briefs, plus an external exam are assessed and are used to help determine how they are performing overall.

How does extra-curricular for Design and Technology benefit our learners?

Taking part in extra curricular activities in Design and Technology gives learners an opportunity to build on their practical skills and knowledge while working in teams, have access to sophisticated resources and specialist learning environments. Focusing on areas they enjoy will help learners make decisions on what options and careers they aspire to do.