

## Sandhill View

### Design & Technology Curriculum Policy

#### Achieve Aspire Enjoy

#### Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately we want students to ***‘Know More, Do More and Go Further’***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

#### Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The DT curriculum is planned to enable all students to develop substantive curriculum knowledge and skills in the following areas:

- ★ Food
- ★ Resistant Materials
- ★ Textiles
- ★ Engineering (KS4)
- ★ Hospitality & Catering (KS4)

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Aiming high, staying positive and resilience
- Communication skills (listening, speaking, presenting)
- Teamwork and problem solving,
- Creativity and thinking skills
- Self-management and leadership

The DT department ensure that students can develop skills that are useful in the world of work including teamwork, communication, creative thinking and problem-solving skills. The promotion of the importance of the creative careers and its impact in the local economy is included in lessons and information is displayed throughout the department. We refer to a wide range of job opportunities and careers within our schemes of learning and help students to understand a range of qualities and skills needed in different DT career paths.

## **British Values**

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. Students are taught to maturely debate and discuss contemporary issues such as environmental impact of the DT industry. Students are aware of how artists explore identity and are respectful of others' views. They are considerate when creating designs and models, understanding the responsibility they have.

### **Democracy**

The children must take the views and opinions into account but still have the right to make their own choices.

To take turns both in speech and practically with others.

To understand that it is not always possible or right to have their own way and understand the value of compromise.

### **The rule of law**

To understand the importance of safety rules when using tools.

To understand and accept that if these rules are not followed that there are consequences to this.

### **Individual liberty**

To understand that there are able to listen to others but can use their own ideas and design choices when making an artefact.

To accept that others' ideas may not be the same as their own but are able to accept this.

### **Tolerance**

To tolerate ideas from others that are different to their own.

To understand that many great design ideas originate from other cultures.

### **Mutual Respect**

To listen to and consider the ideas and opinions of others even if they differ from your own.

To be able to take turns during discussions to resolve difficulties or make decisions.

To offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.

## **Covid Recovery to 'unlock learning'**

We have built Covid Recovery into our long- and short-term planning by including Jump In (connect) activities to encourage deeper thought and debate in lessons and are continually updating these with relevant topics to reflect both contemporary culture and historical events. We have ensured that all planning addresses gaps in both skills and discussion techniques for all year groups, to not only improve on techniques but also creative thinking skills in order to create design responses. The vocational route of our KS4 courses is reflective of our students way of learning and is designed to offer most of the coursework assessment. This helps break knowledge into smaller units and students are guided through coursework tasks at their own pace. We have focused on embedding a range of practical skills in KS3 as this was an area which was impacted during covid as students were unable to develop their fine motor skills when working online. Students also missed out on learning how to use equipment and developing their practical skills in technology as this was not permitted for a long time due to social distancing in school.

**Literacy** We know that students who read well achieve well. As such all-subject areas are committed to providing regular opportunities to read extensively. In DT we provide opportunities for students to read as

part of connect activities and within the classroom environment with a larger focus on this particularly with research in order to develop independent projects.

We also have aspirations for our students to use ambitious vocabulary and are using Frayer models and keyword definitions in lessons. We have used the whole school approach of SMART reading and writing apps and will develop these for any new projects in DT. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

### Sequence and structure

Our curriculum is covered in Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (years 10 and 11).

### KNOW MORE: Our Key Stage 3 Curriculum includes the following areas of study:

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><b>Food: Hygiene &amp; safety in the kitchen</b></p> <p><b>How can we be safe working with food?</b></p> <p><b>What is bacteria?</b></p> <p>Introduction to basic food hygiene and safety, developing knife skills such as the bridge and the claw and oven safety.</p> <p><b>RM: Drawing skills</b></p> <p><b>Why is drawing an important skill in design and technology?</b></p> <p>Using the grid method to copy logos. Learn</p>	<p><b>Food: Healthy Eating</b></p> <p><b>What is a healthy diet?</b></p> <p>Cooking a range of sweet and savoury dishes.</p> <p>Understanding government guidelines for healthy eating.</p> <p><b>RM: Design Ideas</b></p> <p><b>What do we need to consider when designing?</b></p> <p>Consider the user, cost, materials and aesthetics when designing products.</p> <p><b>What are the potential</b></p>	<p><b>Food: The Eatwell Guide</b></p> <p><b>How can we eat a balanced diet?</b></p> <p>Cooking a range of sweet and savoury dishes.</p> <p>Developing understanding of the Eatwell Guide &amp; the 8 tips for healthy eating.</p> <p><b>RM: Tools &amp; Equipment</b></p> <p><b>What are the different tools used for in the workshop?</b></p> <p>Identify and consider the use of a range of RM tools and equipment and learn how to use them safely.</p>	<p><b>Food: Seasonality &amp; the environment</b></p> <p><b>What are seasonal foods?</b></p> <p><b>How far does our food travel?</b></p> <p>Introduction to seasonality and consider its impact on the environment, food miles and commodity foods such as sugar.</p> <p><b>RM: Designing and making</b></p> <p>Apply knowledge gained from drawing skills and workshop safety to make a full functioning product. Use a variety of hand</p>	<p><b>Food: Food Choice</b></p> <p><b>Why do people choose the foods they eat?</b> Looking at why we choose certain foods, factors that affect food choice including time of year, cost etc</p> <p><b>RM: Designing and making</b></p> <p>Complete final product by applying design skills. Using taught drawing techniques to apply a professional finish.</p> <p><b>Textiles:</b></p>	<p><b>Food: Food Commodities &amp; Nutrition</b></p> <p><b>What nutrients do the food we eat contain?</b></p> <p><b>Where does our food come from?</b></p> <p>Looking at a range of food commodities such as met, fish and dairy products and linking to basic nutrition. Considering where these foods come from/how they are made.</p> <p><b>RM: Testing and evaluating</b></p>

	<p>colouring techniques to render materials.</p> <p><b>Exploring the context</b></p> <p>Design a product for a chosen target market explaining the aesthetics and use.</p> <p><b>Textiles: Textiles Equipment &amp; Health &amp; safety</b></p> <p><b>What do we need to know/do to be safe in the textiles classroom?</b></p> <p>Introduction to working in textiles: to include safety rules, equipment safety.</p>	<p><b>hazards in the workshop?</b></p> <p>Introduction to the workshop and safety practices</p> <p><b>Textiles: Basic hand embroidery stitches-sample piece</b></p> <p><b>What stitches might we use when making textiles products?</b></p> <p>Practice of hand embroidery stitches. To include running stitch, cross-stitch, chain stitch, blanket stitch.</p>	<p><b>Textiles: Research-mood boards &amp; task analysis</b></p> <p><b>Where can we get inspiration for our designs?</b></p> <p>Analysis of the design brief and themed mood board</p> <p>Create initial design ideas using taught drawing and colouring techniques.</p>	<p>tools and machinery.</p> <p><b>Textiles Decorative techniques</b></p> <p><b>What decorative techniques can be used in our work?</b></p> <p>Learn a range of decorative techniques including applique, tie-dye and embellishment.</p>	<p><b>Designing and making</b></p> <p><b>Can you demonstrate a range of techniques in your final product?</b></p> <p>Create a fully finished toy/product using decorative techniques and hand embroidery stitches.</p>	<p>Evaluate finished outcome against design specification. Peer review on outcome. Testing product to ensure it is suitable for the chosen target market.</p> <p><b>Textiles: Evaluating</b></p> <p><b>How well does your product fit the design specification?</b></p> <p>Evaluate finished outcome against initial design ideas. Create packaging/swing tag to advertise product.</p>
Year 8	<p><b>Food: Personal, Kitchen &amp; Food safety</b></p> <p><b>What personal hygiene rules must be followed in the kitchen?</b></p> <p>Knowledge of personal, food and kitchen hygiene. Recap expectation of hygiene in a food room.</p> <p><b>RM: Drawing Skills</b></p> <p>Introduction to Technical drawing using isometric projection and rendering to</p>	<p><b>Food: Macro &amp; Micro nutrients</b></p> <p><b>What are the range of macro &amp; micronutrients needed in the body? What is the function of_____?</b></p> <p>Understanding of a range of foods and their functions in the body including fats, protein, carbohydrates, vitamins &amp; minerals.</p> <p><b>RM: Joining Methods</b></p>	<p><b>Food: Staple foods and food commodities</b></p> <p><b>Where does our food come from? How is our food made?</b></p> <p>Further develop knowledge of a range of food ingredients and their origin. Look at food processing journey and stages of production.</p> <p><b>RM: Practical skills</b></p>	<p><b>Food: Diet related health</b></p> <p><b>How can what we eat affect our health?</b></p> <p>Developing understanding of a range of health conditions and their link to poor diet. Considering how these conditions can be prevented through healthy eating.</p> <p><b>RM: Practical skills</b></p> <p>Follow health and safety</p>	<p><b>Food: Functions of ingredients</b></p> <p><b>What are the functions of pastry ingredients?</b></p> <p>Consider a range of ingredients and their functions in a recipe. Understand the functions of each ingredient in the pastry process.</p> <p><b>RM: CAD CAM</b></p>	<p><b>Food: Fairtrade</b></p> <p><b>What is Fairtrade? Where does sugar come from?</b></p> <p>Studying at the Fairtrade organisation and what its impact on the food industry is. Considering the origin of sugar as a commodity.</p> <p><b>RM: Testing and evaluating</b></p> <p>Once the trinket box is complete test</p>

	<p>show material. Introduction to the workshop and safety practices.</p> <p><b>Textiles: Research and development</b></p> <p>Create a trend board and research page to gather ideas for potential designs.</p>	<p>Understanding types of joint and learning about materials focusing on timber. Learn basic understanding of hand tools and workshop safety.</p> <p><b>Textiles: Decorative techniques</b></p> <p>Experiment by using a variety of decorative techniques including applique, tie-dye and batik.</p>	<p>Apply knowledge of hand tools and machinery to create a mitre and comb joint. Follow correct health and safety procedures.</p> <p><b>Textiles: Designing and making</b></p> <p>Use drawing skills to create design developments using inspiration from research and decorative techniques for possible product.</p>	<p>protocol to use the disc sander and pillar drill to create a fully finished product</p> <p><b>Textiles: Making skills</b></p> <p>Apply knowledge gained of decorative techniques to create a finished textile product.</p>	<p>Introduction to 2D design to create box lid. Introduction to CAD /CAM and its use in industry.</p> <p><b>Textiles: Making skills</b></p> <p>Apply knowledge gained of decorative techniques to create a finished textile product.</p>	<p>its function and evaluate it against the design specification.</p> <p><b>Textiles: Evaluating</b></p> <p>Evaluate final outcome against initial designs and considering the user.</p>
Year 9	<p><b>Food: Special Diets</b></p> <p><b>Why do some people follow a different diet? What is a food allergy or intolerance?</b></p> <p>Discuss a range of special diets and why they are followed. Understand the difference between an allergy &amp; an intolerance.</p> <p><b>RM: Introduction to 2D Design software</b></p> <p>Students will gain an initial understanding of the 2D design</p>	<p><b>Food: Food preparation-Equipment &amp; skills</b></p> <p><b>What would this equipment be used for? What method of cooking is being used?</b></p> <p>Identify a range of different kitchen equipment and their uses. Develop knowledge of cooking methods and techniques</p> <p><b>RM: Use of Computer aided design</b></p> <p>Students to utilise the CAD skills they have</p>	<p><b>Food: Food commodities and labelling</b></p> <p><b>What labelling is required on food? Where does our food come from?</b></p> <p>Understand the legal requirements of food labelling. Identify and analyse nutritional information.</p> <p><b>RM: Perspective Drawing</b></p> <p>1 point perspective 2 point perspective Orthographic drawing</p>	<p><b>Food: Presentation techniques and types of service</b></p> <p><b>Why is it important that food is well presented? What are the different styles of food service?</b></p> <p>Identify a range of food presentation skills and consider their uses. Understand the different types of food service available.</p> <p><b>RM: Health &amp; Safety in the workshop</b></p> <p>Students to focus on</p>	<p><b>Food: Foods of the world</b></p> <p><b>What foods are popular in different countries?</b></p> <p>Students will research a range of countries and their staple food and cook a range of dishes from around the world.</p> <p><b>RM: Developing practical skills</b></p> <p>Students will use learn a range of practical woodworking</p>	<p><b>Food: Adapting recipes</b></p> <p><b>How can recipes be adapted to change sensory properties?</b></p> <p>Students will further develop their practical skills and knowledge of ingredients and cooking processes by adapting recipes from around the world.</p> <p><b>RM: Developing practical skills</b></p>

<p>program and the basic features.</p> <p><b>Textiles: Exploring the context</b></p> <p>Explore a design context to design a textile product for a target market.</p> <p>Create a mind map and mood board of ideas.</p>	<p>been developing to independently create a phone charger consisting of numerous components.</p> <p><b>Textiles: Research and development</b></p> <p>Research into Morag Myerscough and Victoria Villasana. Research in to chosen designer to gather more inspiration.</p>	<p>Isometric drawing Rendering H&amp;S</p> <p><b>Textiles: Technique samples</b></p> <p>Carry out a variety of decorative techniques including Batik, block printing and tie-dye.</p>	<p>potential hazards in the workshop and prevention of accidents</p> <p><b>Textiles: Designing-initial ideas</b></p> <p>Use drawing skills to create a fashion line up of potential ideas. Get peer feedback to select most effective design for chosen target market.</p>	<p>skills and experience use of a range of tools and equipment in the workshop Develop practical skills including lap joint, housing joint and finger joint.</p> <p><b>Textiles: Making</b></p> <p>Apply knowledge gained from designing and sampling to create a fully finished garment fitting the design context.</p>	<p>Students will use learn a range of practical woodworking skills and experience use of a range of tools and equipment in the workshop Develop practical skills including lap joint, housing joint and finger joint.</p> <p><b>Textiles: Making/evaluating</b></p> <p>Evaluate final outcome against design brief and consider any improvements</p>
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We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide regular opportunities for students to read as part of the research process.

### Our Key Stage 4 Curriculum

At Key Stage 4 students follow the OCR Engineering course and WJEC Hospitality & Catering course. Both are vocational courses with coursework and exam elements.

KS 4	Half Term 1 Sept-Oct	Half Term 2 Nov- Dec	Half Term 3 Jan- Feb	Half Term 4 March-April	Half Term 5	Half Term 6
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<p>Year 10</p>	<p><b>Engineering</b>  <b>R040:</b> Product analysis &amp; disassembly  Task 1 – speaker analysis and engineering matrix.  Task 2 disassembly and analysis of components and manufacturing processes.  Task 3 CAD modelling  <b>Hospitality &amp; Catering</b>  <b>Unit 1: 1.1.1 Hospitality and catering providers.</b>  Students should know and understand the two different types of hospitality and catering provision: commercial and non commercial.  <b>Unit 1: 1.1.3 Working conditions in the hospitality and catering industry.</b>  Students should know and understand the types of employment contracts and working hours.  <b>Unit1 1.2.1</b> The operation of the front and back of house</p>	<p><b>Engineering</b>  <b>R040:</b> Task 4 risk assessments and planning.  Task 5 practical modelling.  Task 6 testing and evaluating ready for December submission.  <b>Hospitality &amp; Catering</b>  <b>Unit 1: 1.1.2 Working in the hospitality and catering industry.</b>  Students should know and understand the following types of employment roles and responsibilities within the industry  <b>Unit 1 1.1.4</b> Contributing factors to the success of hospitality and catering provision  <b>Unit 2: 2.3.1 How to prepare and make dishes.</b>  Students should be able to demonstrate a range of the following food preparation and cooking techniques for</p>	<p><b>Engineering</b>  <b>R039:</b> Drawing &amp; Development  Task 1 Analysis of brief and specification.  Freehand sketches.  Task 2 design development.  Task 3 – orthographic drawing  <b>Hospitality &amp; Catering</b>  <b>Unit 2: 2.3.1</b> Food safety  <b>Unit 1 1.4.1</b> Food related causes of ill health  <b>Unit 1 1.4.2</b> Symptoms and signs of food induced ill health  <b>2.3.1 How to prepare and make dishes.</b>  Learners should be able to identify types of skills and skill levels when selecting dishes to produce.  Learners should know and understand that some dishes require the use of more complex skills than other dishes</p>	<p><b>Engineering</b>  R039  Task 4 engineering exploded drawing and rendering.  Task 5 CAD assembly drawing including mated components.  Easter submission.  <b>Hospitality &amp; Catering</b>  <b>Unit 1 1.2.2</b> Customer requirements in hospitality and catering  <b>Unit 1.2.3</b> Hospitality and catering provision to meet specific requirements  <b>Unit 2 2.1.1</b> Understanding the importance of nutrition  <b>Unit 2 2.1.2</b> How cooking methods can impact on nutritional value  <b>Unit 2 2.3.1 How to prepare and make dishes.</b>  Learners should be able to identify types of skills and skill levels when selecting dishes to produce.</p>	<p><b>Engineering</b>  R040 prep  Develop practical making skills including practical knowledge of H&amp;S. practical modelling task to create a CAD/CAM box.  <b>Hospitality &amp; Catering</b>  <b>Unit 1 1.3.1</b> Health and safety in hospitality and catering provision  <b>Unit 2 2.3.3</b> Food safety practices  <b>Unit 2.3.1 How to prepare and make dishes.</b>  Learners should be able to identify types of skills and skill levels when selecting dishes to produce.  Learners should know and understand that some dishes require the use of more complex skills than other dishes</p>	<p><b>Engineering</b>  R040  Iterative design  Inclusive design  User centred design.  IDOV design cycle  User considerations  Primary and secondary research  <b>Hospitality &amp; Catering</b>  <b>Unit 1 1.4.4</b> The Environmental Health Officer (EHO)  <b>Unit 1 1.4.3</b> Preventative control measures of food-induced ill health  <b>2.3.1 How to prepare and make dishes.</b>  Learners should be able to identify types of skills and skill levels when selecting dishes to produce.  Learners should know and understand that some dishes require the use of more complex skills than other dishes</p>
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	<p><b>Unit 2: 2.3.3 Food Safety Practices.</b> Students should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p>	the production of dishes1 :		Learners should know and understand that some dishes require the use of more complex skills than other dishes		
Year 11	<p><b>Engineering R038:</b> Exam Prep Introduction to design cycle Specifications and briefs Manufacturing processes Production methods Anthropometric s and ergonomics Sustainability Standard components <b>Hospitality &amp; Catering</b> <b>Unit 2: 2.1.1 Understanding the importance of nutrition.</b> Students should know and understand the</p>	<p><b>Engineering R038:</b> Exam Prep Orthographic drawings Isometric Market pull and technology push Production costs and budget Safety Legislation Plastic forming  <b>Hospitality &amp; Catering</b> <b>Unit 2: 2.2.1 Factors affecting menu planning.</b> Students should be</p>	<p><b>Engineering R038:</b> Final Exam (January) <b>Hospitality &amp; Catering</b> <b>Unit 2: 2.2.2 How to plan production.</b> Learners should be able to plan dishes for a menu. <b>Unit 2: 2.3.2 Presentation techniques.</b> Students should know and understand the importance of using appropriate presentation techniques during the</p>	<p><b>Hospitality &amp; Catering</b> <b>Unit 2: 2.1.2 How cooking methods can impact on nutritional value.</b> Students should know and understand how cooking methods impact on nutritional value. <b>Unit 2: 2.4.1 Reviewing of dishes.</b> Students should be able to provide a brief review of their planning,</p>	<p><b>Hospitality &amp; Catering</b> Preparation for final exam (Unit 1) and revision of the following areas: <b>1.1.1</b> Hospitality and catering providers. <b>1.1.2</b> Working in the hospitality and catering industry. <b>1.1.3</b> Working conditions in the hospitality and catering industry. <b>1.1.4</b> Contributing factors to the</p>	



	<p>function of nutrients and have an awareness of the need for a balanced/varied diet:</p> <p><b>2.3.1 How to prepare and make dishes.</b> Practice making side dishes.</p>	<p>aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers</li> </ul> <p><b>2.3.1 How to prepare and make dishes.</b> Practice high skills- eg pasta, bread, pastry, sauces</p>	<p>production of dishes.</p> <p><b>2.3.1 How to prepare and make dishes.</b></p> <p>Practical Exam- 3 hours to cook &amp; present two dishes with sides</p>	<p>preparation and cooking, highlighting areas of success and of potential further development</p>	<p>success of hospitality and catering provision</p> <p><b>1.2.1</b> The operation of the front and back of house</p> <p><b>1.2.2</b> Customer requirements in hospitality and catering</p> <p><b>1.2.3</b> Hospitality and catering provision to meet specific requirements</p> <p><b>1.3.1</b> Health and safety in hospitality and catering provision</p> <p><b>1.3.2</b> Food safety</p> <p><b>1.4.1</b> Food related causes of ill health</p> <p><b>1.4.2</b> Symptoms and signs of food induced ill health</p> <p><b>1.4.3</b> Preventative control measures of food-induced ill health</p> <p><b>1.4.4</b> The Environmental Health Officer (EHO)</p>	
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**DO MORE: Milestone assessment end points Unit specific substantive, disciplinary knowledge and skills end points are detailed on individual schemes of learning.**

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Students should be able to recognise and name different equipment in the three material areas. They should demonstrate their ability to evaluate the key features of a design with the use of some key word annotation.</p> <p>Students should show their ability to use a basic range of materials and skills demonstrating some accuracy in their outcomes.</p> <p>Students should have a basic knowledge of nutrition and the guidelines for healthy eating.</p>	<p>Students should consistently be able to recognise and name different equipment in the three areas of technology. They should demonstrate their ability to evaluate the key features of a design and the effective use of specialist key vocabulary with more detailed annotation.</p> <p>Students should show their ability to use and control a wider selection of materials and techniques, demonstrating consistent accuracy in their outcomes.</p> <p>Students should have moderate knowledge of nutrition and the cause of diet related health issues.</p>	<p>Students should demonstrate a highly developed ability to effectively name and use a range of equipment and tools in the three material areas. They should demonstrate a confident approach to designing, considering all the factors needed. They should display a good understanding of subject specific terminology across the three material areas.</p> <p>Students should extend their control of tools and equipment by creating a high-quality outcome as well as experimenting with a variety of materials.</p> <p>Students should have a thorough knowledge of nutritional guidance and food providence.</p>
8	<p>Students should show some improvement in accuracy of their practical skills and be able to identify a range of tools and equipment which they can use with some accuracy.</p> <p>Students should demonstrate their ability to evaluate some of their own work to improve upon and realise their own designs and practical work.</p> <p>Students should be able to create simple designs in response to a brief with some basic annotation.</p> <p>Students should have a greater knowledge of basic nutrients including macro and micro nutrients and the guidelines for healthy eating.</p>	<p>Students should consistently improve accuracy of their practical skills and be able to select a wide range of tools and equipment which they can use with some accuracy.</p> <p>Students should consistently and effectively demonstrate their ability to evaluate their own work to improve and realise their own creative intentions.</p> <p>Students should consistently and effectively create imaginative design ideas in response to a brief with suitable annotation.</p> <p>Students should have a clear knowledge of macro &amp; micro nutrients and understand the guidelines for healthy eating.</p>	<p>Students should show a highly developed ability to demonstrate practical skills and be able to select a wide range of tools and equipment which they can use with accuracy.</p> <p>Students should have a highly developed ability to effectively and creatively evaluate their own work. This should inform improvements in their designs and practical work and realise their own creative intentions.</p> <p>Students' work should demonstrate a highly developed ability to create imaginative design ideas in response to a brief with detailed annotation.</p> <p>Students should have a detailed knowledge of a range of macro and micro nutrients the fully understand guidelines for healthy eating.</p>
9	<p>Students should be able to use some drawing and designing techniques to record design ideas and are</p>	<p>Students should consistently demonstrate their ability to successfully use drawing and designing techniques to</p>	<p>Students should show a highly developed ability to demonstrate drawing and designing techniques which effectively record design</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>able to meet some of the criteria given.</p> <p>Students should work with some independence, showing an understanding of design criteria to inform the way they use tools and materials.</p> <p>Students should reflect, evaluate and explain design qualities within their own designs and practical outcomes.</p> <p>Students should have a basic understanding of food commodities and know where some foods originate.</p>	<p>effectively record design ideas and are able to meet most of the criteria given.</p> <p>Students should work independently showing a consistent understanding of design criteria to inform the way they use tools and materials.</p> <p>Students should consistently and effectively reflect, evaluate and explain the qualities of their own designs and practical outcomes.</p> <p>Students should have a clear understanding of a range of food commodities and know where several foods originate.</p>	<p>ideas and are able to meet all of the criteria given.</p> <p>Students should work confidently and independently, showing a highly developed understanding of design criteria and use these to inform the way they use tools and materials effectively.</p> <p>Students should consistently, effectively and critically reflect, evaluate and explain the qualities of their own designs and practical outcomes.</p> <p>Students should have a detailed understanding of a wide range of food commodities and know where most foods originate.</p>
<p><b>10 /11</b></p> <p><b>10 /11</b></p>	<p><b>Hospitality &amp; Catering Level1/2</b></p> <p><b>Grades L1P- L1D</b></p> <p>Learners should have a basic understanding of the two different types of hospitality and catering provision: commercial and non-commercial, residential and non residential provision.</p> <p>Learners should have a basic understanding of the different types of employment roles and responsibilities within the industry including some of the qualities and attributes needed for the job.</p> <p>Learners should know the basic costs incurred within the hospitality and catering industry</p> <p>Learners should have a basic awareness of the responsibilities for personal safety in the workplace of employers and of employees in relation to the law.</p>	<p><b>Hospitality &amp; Catering Level1/2</b></p> <p><b>Grades L1P- L1D</b></p> <p>Learners should have a clear understanding of the two different types of hospitality and catering provision. They should be able to explain some of the features of commercial and non-commercial, residential &amp; non-residential provision.</p> <p>Learners should have a clear understanding of the different types of employment roles and responsibilities within the industry including most of the qualities and attributes needed for the job.</p> <p>Learners should clearly understand the costs incurred within the hospitality and catering industry.</p> <p>Learners should have a clear awareness of the responsibilities for personal safety in the workplace of employers and of employees in relation to the law.</p>	<p><b>Hospitality &amp; Catering Level1/2</b></p> <p><b>Grades L1P- L1D</b></p> <p>Learners should have a detailed understanding of the two different types of hospitality and catering provision. They should be able to explain most of the features of commercial and non-commercial, residential and non-residential provision.</p> <p>Learners should have a detailed understanding of the different types of employment roles and responsibilities within the industry including all the qualities and attributes needed for the job.</p> <p>Learners should know the detailed costs incurred within the hospitality and catering industry</p> <p>Learners should have a detailed awareness of the responsibilities for personal safety in the workplace of employers and of employees in relation to the law.</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>Learners should have a basic understanding of some of the food related causes of ill health and some food labelling laws.</p> <p>Learners should know and have a basic understanding of the role of the Environmental Health Officer (EHO) and the some of the responsibilities that are included.</p> <p>Learners should know some of the functions of the basic nutrients and have an awareness of the need for a balanced/varied diet</p> <p>Learners should know how a range of basic cooking methods impact on nutritional value</p> <p>Learners should know the basic factors to consider when planning menus and plan at least one dish with support.</p> <p>Learners should be able to demonstrate a basic range of food preparation and cooking techniques to produce dishes with support.</p> <p>Learners recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector, they will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect success in hospitality and catering. They demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and</p>	<p>Learners should have a clear understanding of most the food related causes of ill health and most food labelling laws.</p> <p>Learners should know and have a clear understanding of the role of the Environmental Health Officer (EHO) and most of the responsibilities that are included.</p> <p>Learners should know and understand the function of the basic nutrients and have a clear understanding of the need for a balanced/varied diet</p> <p>Learners should know and clearly understand how a range of cooking methods impact on nutritional value</p> <p>Learners should know and clearly understand most of the factors to consider when planning menus and be able to plan two dishes with limited support.</p> <p>Learners should be able to demonstrate a range of food preparation and cooking techniques to produce dishes with limited support</p> <p>Learners recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering</p>	<p>Learners should have a detailed understanding of the various food related causes of ill health and in-depth understanding of food labelling laws.</p> <p>Learners should know and have a detailed understanding of the role of the Environmental Health Officer (EHO) and all the responsibilities that are included.</p> <p>Learners should know and fully understand the functions of a range of nutrients and have a detailed understanding of the need for a balanced/varied diet</p> <p>Learners should know and fully understand how a wide range of cooking methods impact on nutritional value</p> <p>Learners should know and understand in detail all the factors to consider when planning menus and be able to plan two dishes with accompaniments independently.</p> <p>Learners should be able to demonstrate a wide range of food preparation and cooking techniques to produce dishes almost fully independently.</p> <p>Learners recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	omissions. Their practical skills are basic and they can use a small range of equipment with some support, outcomes are not always successful.	operations and may have some minor inaccuracies or omission. Their practical skills are good and they can use a small range of equipment mostly independently, outcomes are often successful.	success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector. Their practical skills are very good, and they can use a small range of equipment independently, outcomes almost always successful.
10/11	<p><b>OCR Engineering Grades L1P- L1D</b></p> <p>Recall and apply some knowledge and understanding, in a limited manner, that has some relevance and limited detail of engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Analyse and evaluate to make adequate judgements, with some reasoning and reach straightforward conclusions on engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD-drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Safely and effectively demonstrate a limited level of skills, techniques and processes relevant to engineering when using a wide range of tools and equipment to implement a production plan, applying skills and techniques to a complex engineering piece</p> <p>Analyse and evaluate their own demonstration of relevant skills, techniques and processes applicable to the sector when</p>	<p><b>OCR Engineering Grades L1P- L1D</b></p> <p>Recall and apply mostly relevant knowledge and understanding in a mostly detailed manner of engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD-drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Analyse and evaluate to make mostly reasoned judgements and reach coherent conclusions on engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD-drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Safely and effectively demonstrate mostly relevant skills, techniques and processes relevant to engineering when using a wide range of tools and equipment to implement a production plan, applying skills and techniques to a complex engineering piece</p> <p>Analyse and evaluate their own demonstration of relevant skills, techniques and processes applicable to the sector when planning and preparing completed engineering pieces in a mostly detailed manner</p>	<p><b>OCR Engineering Grades L1P- L1D</b></p> <p>Recall and apply highly relevant knowledge and understanding in a highly comprehensive manner of engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD-drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Analyse and evaluate to make reasoned judgements and reach well-supported conclusions on engineering disciplines, science and mathematics in engineering drawings, properties and characteristics of engineering materials, tools and machinery, hand-drawn and CAD-drawn engineering drawings, product planning techniques and applied skills and techniques</p> <p>Safely and effectively demonstrate highly relevant skills, techniques and processes relevant to engineering when using a wide range of tools and equipment to implement a production plan, applying skills and techniques to a complex engineering piece in a highly comprehensive manner</p> <p>Analyse and evaluate their own demonstration of relevant skills, techniques and processes relevant to the sector when planning and preparing complex,</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	planning and preparing completed engineering pieces in a reasonable, straightforward manner, with limited detail		completed engineering pieces in a highly comprehensive manner

## GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. In DT we will focus on **Creativity, Aiming High** and **Leadership**. Our young people have demonstrated that taking part in creative activities both in and outside of the classroom can not only boost their self esteem but they can also help others. We encourage our young people to teach skills to others and work together to learn about different cultures and events through discussion and group work. Projects from Year 7 upwards have been designed to creatively explore a variety of materials but also to refine skills to aim high to take pride in not only their finished products but also to the process displayed in their books.

## How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Differentiated and feedback tasks outlined clearly on the board or in teaching resources
- A variety of techniques, processes and materials are taught in DT covering forms such as research, analysis, designing, evaluating and a variety of making skills across three areas: food, textiles and resistant materials.
- Work and discussion tasks to develop confidence in presentation and literacy skills
- Work is always uploaded onto TEAMS for absent students to work on outside of the lesson
- Technician support is available for students who need extra help in practical lessons.

### **How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of DT we;

- We aim to provide not only a space to teach technical skills in Design & technology in order to build a sense of pride, resilience and creativity; but also a space where young people feel safe and comfortable to express how they feel about their society and what is happening in their world, whilst also developing empathy and understanding to others. Our subject encourages students to think creatively and develop transferable skills such as critical thinking, imagination and problem solving to equip them to lead in life beyond the classroom.
- We ensure all students are equipped with the tools and materials needed for each project area in DT including ingredients provided in Food.
- We aim for GCSE results to show no or little gap in attainment for disadvantaged students in comparison to those that are not due to the accessible nature of our creative approach to teaching.

### **How do we make sure that our curriculum is implemented effectively?**

The DT curriculum leader is responsible for designing the DT curriculum and monitoring implementation.

The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and to shape future learning.

Assessments are checked for reliability within the department and across the Trust.

### **How do we make sure our curriculum is having the desired impact?**

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys/student voice
- Parental feedback
- External reviews and evaluations