






Design Technology and Textiles	
Vision	At TDPC, we recognise the importance of Technology and the role it has to play in promoting long term self-confidence and personal pride and achievement.
Philosophy	<p>Our Technology curriculum aims to provide all students with the opportunity to engage in a variety of activities to give them the confidence to take on tasks</p> <p>We strive to inspire our students through lessons that are enjoyable, challenging and accessible to all. We want our students to appreciate the benefits of a working alone or as a team to develop practical skills.</p> <p>Through our teaching of Design Technology, we will provide opportunities for students to develop transferrable life skills for the future, ensure that students are confident in the workshop environment and develop a tolerance and appreciation of their own and others' strengths and weaknesses. This is an inclusive approach which endeavours to encourage not only physical and practical development but also well-being.</p>
Intent – our curriculum design principles and what we intend for the young people to learn:	<p>As with all our subjects at TDPC, we base our curriculum design around the following principles:</p> <ol style="list-style-type: none"> 1. Feeling successful 2. Broadening horizons 3. Oracy opportunities 4. Applying core skills 5. Disciplinary thinking
Feeling successful 	<p>Students are encouraged to participate in activities that are aligned with their interests but also gives them the opportunity to explore different ideas, address problems and find solutions, become familiar with a number of tools and processes and evaluate products, both their own, and those designed by others.</p> <p>Students will follow the design, make, evaluate process, working within a design brief that will have been created with them for their personalised projects, whether in the workshop or the textiles room.</p>
Broadening horizons 	Students will have the opportunity to explore other cultures during the research phase of design, this could be looking at textile designs and processes
Oracy opportunities 	<p>Students will be able to talk about their projects, relating them to the design briefs; they will be confident in using technical language associated with their projects, including the naming of the specialist tools/equipment being used and the skills they have learned.</p> <p>Students will be able to discuss and refine their designs and evaluate their finished product</p>

Curriculum Design Rationale
Technology – Key Stages 3 and 4

<p>Applying core skills</p> 	<p>Students will be encouraged to read and understand the design brief they are working to; they will be encouraged to use the internet to research their ideas and be able to summarise what they have discovered, and how it could relate to their design.</p> <p>During the making process, students will be encouraged to use their measuring skills with increasing accuracy and safely use equipment for marking out materials.</p>
<p>Disciplinary thinking</p> 	<p>During the design, make, evaluate process, students are encouraged to think like a designer when working to a design brief, make informed decisions about the materials they will use and solve problems as they arise.</p>
<p>Implementation – how we teach our intent:</p>	<p>Our curriculum incorporates a variety of design technology and workshop-based activities to encourage students to participate. The curriculum at TDPC is thematic, and activities for each term will be linked to the Key Stage 3/4 learning as this encourages students to apply the learning they have acquired in other subject areas to technology in a more practical way.</p> <p>We want to ensure that students can develop their confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. This is an inclusive approach which endeavours to encourage not only physical and practical development but also well-being.</p>
<p>Impact – how we know that our curriculum is successful:</p>	<p>Design technology is taught as a basis for lifelong learning into adulthood and the world of work. Students have access to a wide range of activities in the belief that if taught well the students will feel successful and it will boost their confidence, engagement and motivation.</p> <p>Students will develop practical skills and will be encouraged to work independently, enabling them to build the confidence to undertake small maintenance projects, that could help them financially in the future.</p>
<p>Accreditation</p>	<p>Students have the opportunity to gain AQA Unit Awards and ASDAN accreditation, this enables students to record their achievements, evidence their progress and take pride in their work.</p>