

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>Design Technology is taught over two 13 week modules in KS 3 and also one 13 week module of Food Technology.</p>	<p><u>SP4</u> - Students are given a vast amount of opportunities to design, create and take pride in their own ideas. Within KS3, students can design a snake coat hook, an alarm, a clock, an amplifier & docking station and a pop-up interactive book.</p> <p><u>SP5</u> - Almost all students take their work home to show it to those they live with. This sense of pride and satisfaction is shown in the way that so many students do not leave their work in school once it is completed.</p> <p><u>SP4</u> - The general ethos within all Design Technology lessons is to focus on their own work and look at their own issues and then aim to work them out.</p>	<p><u>M1</u>- Many of the projects that are completed also have a moral theme running through them. In Year 9 students can complete a child’s pop-up book that has a storyline based on South Africa and the many moral dilemmas that can be faced there. <u>M4</u>- Not only are the mechanisms of the book focused on but also the story which will then morally educate the child audience.</p> <p><u>M3 / M5</u> - In year 8 students create clocks that are made from a variety of recycled materials. This enables students to gain an understanding of sustainability and why recycling is important.</p> <p><u>M4</u> - Students are consistently taught about the man-made and natural resources within the world and why it may not be good</p>	<p><u>So2 /So5</u> - Students are consistently reminded of the safety rules within the classroom environment of all Design Technology workshops. Students are told to wear personal protection equipment and are reminded the health and safety requirements for all during every lesson.</p> <p><u>So2</u> - Students are taught how to use all machinery and tools correctly and are taught about the risks involved with all equipment.</p> <p><u>So4</u> - Materials that are used have also been changed to enable students that may suffer with reactions such as dust or nut to fully take part in the lessons.</p> <p><u>So5</u> - By using group work in all projects, students can give encouragement and motivational feedback to</p>	<p><u>C4</u> - By looking at the historical changes of technology in society, students can evaluate and learn how advances have been made in all areas of technology that are now use by many.</p> <p><u>C5</u> - Students look at examples of fashion and devices such as mobile phones that have advanced and what role Design Technology has had within this progression and development.</p> <p><u>C1</u> - By using culturally accepted types of technology such as CAD CAM in year 8, students can create a pattern for the box that their alarm will be kept in and use a laser cutter programmed to create their own design and in Y9 when students design a housing for their amplifier.</p>

	<p>SP5 - By asking helpful and guiding questions students who may be flummoxed with their work are given support and ideas to work through what needs to happen to turn their challenge or issue into something that is then solved so their working may continue and further progress.</p> <p>SP5 - At KS4 students are given long term projects which focus on the students making more industrial type products. By being given a set of criteria and a design brief, students can create ideas such as a picture frame or a child's toy in the same way it may be done in an industrial workshop or for a business.</p> <p>SP6 - From giving each other regular peer feedback, students develop an understanding as to whether their work is good or has issues</p>	<p>to use wood, metal or plastic when creating a certain design.</p> <p>M3 / M5 - By looking at the benefits and drawbacks of using recycled steel and man-made timber, students can look at why non-renewable resources will eventually run out and alternatives will need to be used.</p> <p>M1 / M3 - In the year 11 controlled assessment task, students are given product ideas by the exam board and these consistently reinforce the idea of low energy production and low input mechanical use.</p> <p>M2 / M3 - Students are told on a regular basis about the cost of a product and that to run a good business, morally a carbon footprint must be considered for the benefit of the world. The cost of creating a product and the impact it may have on the</p>	<p>help their peers around them to make progress.</p> <p>So1 - Students are encouraged to think about the fact that if they were working for a client in a social circumstance they would have to act on feedback in that situation.</p> <p>So5 - By listening and problem solving in each lesson in order to make their design or creation even better, there is a constant dialogue, discussion and compromise taking place for each student.</p> <p>So4 / So5 - Class discussions will take place enabling students to rank the work produced and further look at offering feedback how each creation could be improved from a personal and practical point of view.</p> <p>So1 / So5 - By encouraging the atmosphere in the workshops to be like an industrial setting or business, students get a good idea of what it would</p>	<p>C4 / C5 - When students create their own clock in year 8, they look culturally at when people first began to tell the time and how this was done and how it has advanced throughout time. Looking at the impact of culture and location throughout history.</p> <p>C4 - By looking at the work of many of these designers and pioneers of technology:</p> <ul style="list-style-type: none"> • Alessi • Starck • Ollins • Beck • Kinneir and Calvert • Sabuda <p>C2 / C6 - Students can further develop an understanding of where, how and when many culturally significant designs were created.</p>
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<p><u>Catering / Food Technology</u></p> <p>This subject area is studied as a GCSE subject at Key Stage 4 and also as a 13 week unit of work during each year of Key Stage 3.</p>	<p>based on the guidance or respect they receive from their teachers and also fellow peers.</p> <p><u>Spiritual</u></p> <p><u>SP1</u> - Students develop a sense of pride and achievement based on the end result that they produce that has been created and planned by themselves.</p> <p><u>SP5</u> - As part of the GCSE catering studies course, students are given the responsibility to plan, create and then present a 3 course meal and this always allows students to see their own work created and also feel pride when they take it all home with them. They can enjoy the whole experience of pride and satisfaction again once they share their work with the people that they live with.</p>	<p>world's resources is also consistently discussed.</p> <p><u>Moral</u></p> <p><u>M1 / M3</u> - By looking at the moral responsibility that the students have in relation to the production of food, students look at carbon footprints and how mass catering may affect or create one of these.</p> <p><u>M5</u> - Students look at hygiene in all years and focus on why morally if they are preparing food for the consumption of others there needs to be correct hygiene in all preparation areas.</p> <p><u>M3</u> - When looking at healthy eating, students are taught about the moral responsibility they have to look after their bodies and stay fit and not obese.</p> <p><u>M1 / M5</u> - By looking at the various fuels that can be used when cooking food,</p>	<p>be like to be employed as a product designer whilst in these lessons.</p> <p><u>Social</u></p> <p><u>So5</u> - Students focus on what various foods are consumed within society and how this can vary based on cultural differences and society.</p> <p><u>So5</u> - By focusing on the nutrients in food, students can look at what are the healthiest options and what types of food are most likely to lead to obesity and diabetes.</p> <p><u>So1 / So5</u> - Students learn about how to store food safely and cook food to the correct standard so it can be consumed by others in society without leading to illness.</p> <p><u>So1</u> - When learning about the production and sale of food for society, students learn about food packaging</p>	<p><u>Cultural</u></p> <p><u>C2 / C5</u> - Students develop their key terminology so they can describe and explain in a correct way what they have created and how it may have been influenced by a different culture.</p> <p><u>C2</u> - The students are encouraged to use ideas and ingredients in their work from all around the world to then produce a variety of culturally different foods.</p> <p><u>C3</u> - Students learn about the dietary needs of people from different cultures and why people have certain food laws that they must adhere to due to culture or religions.</p>
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