Technology Curriculum Statement

In line with our whole school curriculum statement, Saint Aidan's is a Church of England High School with an inclusive Christian ethos. Our vision is:

- We **aspire** to be a school where life is lived in "all its fullness" (John 10:10).
- We **believe** in the God-given potential of every one of our students.
- We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result, the Technology curricular are designed to match this vision, whether in formal lessons or in the wider experience of students.

Aims: Through the teaching of Technology at Saint Aidan's we aim:

- to prepare students to participate confidently and successfully in an increasingly technological world.
- gain awareness and learn from wider influences including historical, social, cultural, and environmental factors.
- to have the opportunity to work creatively when designing and making and apply technical and practical expertise.
- to promote a variety of teaching and learning methods (including investigative work) to raise the achievement of students working individually, in pairs or in groups.
- to stimulate, develop and maintain students' curiosity, interest, and enjoyment in Technology.
- to provide exposure and develop competence in a range of different skills, techniques, use of materials, tools, and machinery.
- to provide continuity and progression from KS2, through KS3 and KS4 and prepare students for pathways at KS5 or for life and work outside of education.

Objectives: By the end of their Technology education at Saint Aidan's all students should be able:

- to solve real life problems, communicating their solutions through the iterative design process.
- to approach a variety of problems and tasks systematically, choosing the appropriate techniques or strategies independently or through collaboration.
- to understand the importance of evaluating, testing and refining solutions to ensure they solve the design brief and/or meet the client's needs.
- to follow a brief and create a range of finished products which are commercially viable or suitable for a client.
- to achieve a certain level of mastery by the end of Key Stage 3, and then make informed choices about further study at KS4, 5 and beyond.
- to obtain the highest GCSE and/or vocational grade that they are capable of.

Key Stage 3 - The curriculum is based on a rotation system
In year 7 and 8 pupils have two hours a week, this is on a rotational basis and is split between all areas of the Design Technology curriculum and Food and Nutrition. Graphics communication is covered in year 8 with an hour a week over the whole year. In year 9 pupils cover Design Technology, Engineering, Food and Nutrition and Graphics Communication. The content within each year is designed to visit, revisit, and embed the design process, theory content and practical skills and techniques. Thereby allowing students to make informed choices about further study at KS4, 5 and beyond. In 7, 8 & 9 setting allows work to be delivered according to ability.

Key Stage 4
At KS4 we offer pupils the choice of GCSE Design Technology, GCSE Food Preparation & Nutrition, or the more vocational Engineering qualification. Students cover the programme of study provided by AQA GCSE Design and Technology, Eduqas GCSE Food Preparation and Nutrition and OCR Engineering Design Cambridge Nationals.

Assessment
Students work is assessed regularly through lesson-by-lesson quizzes, portfolios of project work and exam practice papers. Target setting is challenging at both Key Stages and GCSE style grading is used at KS3 to allow students and parents to monitor their progress across all five years.

Beyond the formal Design and Technology curriculum
Our students are given many opportunities to develop their skills outside of the curriculum for example Design Technology Club, Gazette Young Engineers, Rotary Young Chef of the year competition, BAe competitions, The Villa, and we open workshops after-school and at lunch time.