**Design and Technology Narrative**

“DT is logical, creative and practical” Sir James Dyson.

The mastery of crafting, both in terms of knowledge and application, allows progression into creative design and the innovative development of rapidly changing technologies. The practical skills course, Design and Technology, makes a unique contribution to the development of young people by preparing them to participate in, think about and intervene creatively to improve the quality of their physical environment. It provides pupils with exciting opportunities to develop their capabilities, combining their **designing** and **making** skills with knowledge and understanding, to produce high quality outcomes, ultimately making them informed users of products.

DT study emphasises the importance of rigour and practice in developing students **making** skills to a critically high standard. Embedding practical knowledge and developing an eye for detail forms the basis for higher-level skills.

Design is a way of thinking creatively, taking ideas and turning them into practical reality, which is critical for successful innovation. This is important for the future prosperity and economic health of the UK.

**KS3**

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| Students are introduced to the three concepts of **designing**, **making** and **materials** through the three crafts of Textiles, Resistant Materials and Food Technology. In Year 9, students specialise in one of the three crafts.    Textiles:  Coco Chanel: *“In order to be irreplaceable, one must always be different.”*  Textile products form a part of everyday life; students develop a variety of **making** skills including weaving, embroidery and hand stitching; making an open seam, an over-locked seam and creating buttonholes. They broaden their knowledge of a range of techniques, by learning to use a variety of specialist textile equipment. Alongside practical knowledge, students gain a deeper understanding of the World of Textiles through studying the Industrial revolution, and the influence of an historical, local figure – **James** **Hargreaves**, on the modern industry.  Deconstructing yarns and using the microscopes to investigate the fibre, from source through to construction, enables students to make comprehensive and creative **material** choices. The course considers current and relevant issues regarding the environment and the sustainability of fibres and fabrics. Students will explore and examine an historical investigation into fibre dyeing from its inception to the present day, which will encompass research into natural and synthetic fibres.  In year 9 students further develop and apply their mastery of practical knowledge to the **design** and **making** process. Through a study of iconic fashion designers: **Alexander McQueen**, **Coco Channel**, students **design**, select **materials** and **make** a 1/5th scale fashion item.    Resistant Materials:  Forming an understanding of the fundamental principles of **materials** is essential to the role of designers and engineers. Students explore the properties of different woods, and gain an understanding of how their properties affect the **making** techniques. Beginning with basic joining techniques and using hand tools, students develop practical expertise. They develop an understanding of one of the forming processes, and create samples using basic machine skills. As well as gaining an understanding of how machinery works, they will develop an understanding of how to maintain machines within the workshop.  Practical knowledge and rigorous practice, enable students to develop mastery in producing a variety of wood joints, aspiring to high quality craftsmanship, including expert finishing techniques.  Students will become aware of the influence of the Industrial Revolution, which ushered in and paved the way for key innovators such as **Brunel**. This will also include an examination of influential pioneering architects such as **Frank Lloyd Wright**.  In year nine, students’ rigorous practice and knowledge of joint-making combines with new expertise in laser cutting and electronics to design and create a classic wooden box-lamp inspired by **Charles Rennie Mackintosh**. Pupils will understand how new designs have evolved over time and will be introduced to the most influential stages in the history of Product Design.  Pupils extend their STEM knowledge by conducting a practical investigation creating a scaled wooden hull of a boat, involving: energy stores and transfers, speed, distance and time, mechanisms, averages and range.  Food:  Good food mixed with engaging conversation is the bedrock of human social interactions. Food, at its very best, is an eclectic mix of textures and flavours, which engage the human palate, taking the raw **materials** of basic ingredients and mastering the craft of cookery. During years seven and eight students learn basic skills such as measuring, chopping and preparing ingredients along with the **design** of basic dishes. They explore combining flavours using different ingredients and consider how taste and texture is created through different **making** and cooking techniques. Students develop the skills to create a variety of food dishes, setting them up for an independent adult life. In addition students gain an appreciation of the components of a balanced diet, how to prepare food hygienically and the impact of food production on the environment. By the end of year 8 students have mastered the **making** of a number of different dishes.  In year 9 students consider the impact of a mixture of cultures on the food prepared and eaten in Britain. They consider the influences of human migration, the environment, religion and local traditions on the **design** of food dishes. Students begin to take risks, using their mastery of techniques to create new combinations of texture and flavour in their dishes. This iterative approach to **design** demands confidence and knowledge to be successful. The knowledge of the chemistry of food becomes increasingly important as students design investigations into the effect of raising agents, enzymes, gluten, emulsification and gelatinisation.    **KS4**  Design and Technology:  Product analysis plays an important role in Design and Technology. We begin by considering the important work of **James Dyson** as a British Designer who has challenged companies to look more innovatively at designs to make more sustainable products. From an identified brief, pupils trial ideas through an iterative **design** process, considering cost, environmental and social factors, culminating in a definitive **design**. The practical crafting then encompasses a deep understanding and practical application of **materials**, machinery and **making** techniques.  Pupils go on to **design** and **make** products in one of the crafts: Textiles or Resistant Materials. In year 10, pupils **make** either an item of children’s clothing, or a wooden bird house. Then in year 11, pupils have a choice of **design** brief from the exam board  Food: Years seven to nine serve to create a solid foundation upon which students can build during years ten and eleven to show ultimately their creativity in food production from its raw **materials**. Students will use their knowledge of how to prepare and combine ingredients by experimenting with ingredient types and quantities, **designing** and evaluating the dishes they **make** and refining the cooking process. Students will see that this idea of product improvement is used as a development tool in the food production industry. Increasingly theoretical aspects of food technology are included, such as considering the components of a balanced diet, influenced by the campaign work of **Jamie Oliver**, the use of food preservatives, flavour enhancers, and the chemical methods used to create different textures.  In year 11, students design and create three dishes using a wide range of skills such as butchery, patisserie and baking.  Key Stage 5:  Students will be required to undertake a small-scale design, make and evaluate the project in response to a realistic contextual challenge. With reference to the context, students are expected to identify a specific task that meets the needs and wants of a user, client or market.  Design & Technology: Fashion & Textiles  Fashion design is the art of applying design, aesthetics and natural beauty to products and their accessories. It is influenced by cultural, environmental, historical and social attitudes, and has varied over time and place. Students consider the History of Fashion and iconic designers such as: **Alexander McQueen, Coco Chanel, Yves Saint Laurent** and **Mary Quant.** Alongside the increasing depth of technical knowledge and industrial practice, students are also encouraged to develop their passion into a practical career.  In year 12, students expand their repertoire of sewing techniques in preparation for the demands of their final product. In year 13, students have an entirely free reign to consider the context of need in the market to identify a **design** problem. They then investigate **materials** and research **design** solutions and trial elements of the product, leading to **making** a finished textile product.  Design & technology: Product Design  Product design is the art of applying design, and structure to products and their uses. It is influenced by architectural, environmental, historical and social attitudes, and has varied over time and place. Students consider influences such as: **Wayne Hemingway and Steve Jobs.** Alongside the increasing depth of technical knowledge and industrial practice, students are also encouraged to develop their passion into a practical career.  In year 12, students expand their repertoire of **making** techniques in preparation for the demands of their final product. In year 13, students have an entirely free reign to consider the context of need in the market to identify a **design** problem. They then investigate **materials** and research **design** solutions and trial elements of the product, leading to **making** a finished product.  Health and Social Care  The care sector is a fast-changing discipline that requires professionals at all levels to be proactive and flexible. In studying health and social care, we consider the ethical, legal, social, economic and political factors that influence the provision and development of services. Caring for our diverse society in a multidisciplinary environment is a significant challenge.  In KS4, students explore how people grow, develop and adapt throughout their lives. We explore how the Health and Social Care sector works and investigate its core values. . Using real-life scenarios, pupils apply their knowledge to practical situations in order to improve someone’s health & well-being.  In KS5, students focus on the personal qualities and work skills that are required in the health and social care sector. The BTEC Diploma in Health and Social Care covers a wide range of topics including elements of Psychology and Sociology and applies these disciplines to real-life settings such as early years' education and residential care to name just a few. This vocational qualification enables students to develop the practical knowledge, skills and understanding needed to prepare for their chosen career in an intrinsically rewarding way. |