



### *Wimbledon College Curriculum Intent*

*Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.*

*All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.*

*We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.*

### Intent

The curriculum in Design and Technology has been designed expecting that pupils have had little to no formal DT education before. It aims to provide pupils with the chance to combine practical and technological skills with creative thinking to learn to design and innovate and make products that meet human needs. They learn to use current technologies, consider the impact of future technological developments and learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects. All projects are built into a learning journey. This ensures that the National Curriculum is covered as much as possible and allows the department to see a bigger picture to ensure pupils are offered every opportunity to develop as thinkers, planners, inventors and communicators – all essential to our future. Our curriculum draws on knowledge and understanding from across the curriculum, including maths, science and ICT, and requires pupils to apply this in practical ways.

At the beginning of KS3, pupils are introduced to the basics of drawing and graphic design as well as beginning to explore how to develop a response in answer to a brief. In this first year, emphasis is given to developing pupils' hand/eye co-ordination, learning basic skills with tools and equipment and establishing how to work in a workshop environment safely and productively. Pupils learn how to evaluate their own work and the work of others to better understand how to develop and improve their work. As they progress through KS3, the pupils undertake a programme of study which endeavours to develop a broad skills base within the workshop environment. This is achieved through formal classroom teaching, delivering theoretical content but also through practical workshop activities where the students have the opportunity to apply theoretical knowledge to practical project work. By the end of KS3, the aim is that pupils will have skills and knowledge that have either prepared them for further study of DT in KS4 or given them skills they can apply across the curriculum at GCSE level.

The curriculum in KS4 DT has been designed to ensure pupils are fully supported in the step up to GCSE level study. The projects are devised to revise and develop practical and design skills from KS3 whilst gradually preparing pupils for the non-examined assessment at the end of Year 10. As the course progresses, pupils are encouraged to design with their own creativity and build increasing levels of independence concerning their work and how it develops. We actively encourage pupils to develop their work towards individual outcomes using a skillset that they realise and develop over the course of the GCSE. By the end of KS4, the aim is to have provided pupils with a body of transferable knowledge and skills that have prepared them for further study of DT in further education or as they begin their career.

### Implementation

To implement the intents, DT offers a similar experience across the department to ensure the pupils have the required knowledge and skills by the end of KS3 and KS4 to be able to progress to the next stage of their educational career. As such, all projects are supported by a project booklet with each activity outlined with exemplar materials, support and guidance. Lessons share a common format with starter, Q&A and/or teacher demonstration ahead of pupil activity. GCSE and A-Level classes also have access to an online bank of resources that includes guidance, support and links to online resources. The programme of study has been planned to ensure the pupils' learning journey revises and develops skills as they go. In order to assist with this, each project contains visual and verbal reminders and call-backs to previous work to support pupils' understanding that skills can be transferred and reused for different purposes. The department follows SoWs that we have created and developed over a number of years. This is to ensure we capitalize on the staffs' skill set as well as be able to tailor the learning to our pupils' needs. The SoWs are 'living' documents that are revised and adapted to meet learners' needs and flex to unanticipated situations. This constant revision keeps learning fresh and allows teachers to continue to be creative and stay enthusiastic about what is being taught. The curriculum is devised to provide a



level of challenge to all pupils, with extension tasks built in to ensure more-able pupils are challenged further. A rotation system is in place, allowing projects to flow and assisting pupils with knowledge retention. The National Curriculum has been referred to, ensuring we are covering all necessary aims and objectives and GCSE projects have been created to ensure the exam board assessment objectives are being met whilst the pupils learn. The department works closely together to ensure teaching is standardised and knowledge is shared and moderation is done to ensure consistency of assessment and approach.

To ensure teaching is of a high standard and excellence, training and exam board standardisation is regularly attended to ensure assessment and internal moderation is in line with the national standard and the HoD is part of working groups and forums on social media/internet where sharing of teaching and learning resources supports the curriculum. Staff in the department are also encouraged to find opportunities to develop their practical knowledge as part of their continuing professional development.

To support a broad curriculum with extra-curricular, pupils have the opportunity to join the KS3 DT Clubs which offer them the chance to have experiences that they would not have within lesson time. Supporting and linking to other areas of the broader College curriculum is implemented by adding to pupils' cultural capital through a GCSE DT trip to the Design Museum to gain inspiration for their projects. GCSE pupils are also made aware of any outside opportunities that we receive invitations to. To ensure all pupils are given the maximum opportunity to succeed, the department facilities include fully equipped workshops with all the hand tools and machines required to deliver the curriculum, access to a separate cutting room and the use of a specialist technician, use of Chromebooks, 3D printers, a laser cutter, a vinyl cutter and an LRC with a suite of computers containing design software and a library of Design books and publications. GCSE pupils have weekly support sessions and interventions provide support to pupils struggling to engage or needing more teacher support.

To help develop pupils as whole people, pupils are regularly encouraged to express themselves within their design work and to use this platform as a way to communicate their emotions and feelings. This links to topics that are addressed within their PSHE lessons. Some pupils come with the belief that they are not good at art and can't do it but the department helps them believe they are all designers and encourages a growth mind set. Pupils come with varying life experiences and skills and we build on the skill sets all pupils arrive with.

### Impact

In order to ascertain the impact of the DT curriculum, assessment in each project includes a formative and summative assessment as well as an independent learning assessment. Pupils are regularly encouraged to peer-assess and self-assess their work to support their progression and understanding. Pupils also complete an end of project evaluation that provides pupils the opportunity to consider what they have learnt and asks them to consider how they could improve. This evaluation also provides teachers with the opportunity to analyse where pupils may not feel confident in their learning in order to plan to revise that learning again in the next project.

To further ascertain positive impact of the DT curriculum, the department also uses pupil numbers studying DT at GCSE in addition to students pursuing Arts-related career paths and involvement and engagement in both extra-curricular opportunities and challenges.

If expected impact isn't being achieved for pupils, a range of intervention strategies are used to support pupils including weekly support sessions and interventions to support GCSE and A-Level pupils struggling to engage or needing more teacher support.

Please see latest exam report for results analysis.