



"A tree planted by streams of water, which yields its fruit in season" (Psalm 1:3)
Wisdom – Hope – Service – Resilience



Curriculum Intent Statement

Department: Design Technology

Intent:

Curriculum Intent: Design Technology (KS3 & KS4) Our Vision for Design Technology

The Design Technology curriculum at The Deanery C of E Academy is founded on the belief that design is a discipline for innovation and practical problem-solving. Our core mission is to empower every student to move beyond passive consumption and become an active creator, a critical thinker, and an ethically aware global citizen. We equip students with the technical and practical skills required to thrive in a technologically advanced world.

Curriculum Structure and Scope

Our curriculum is intentionally structured to provide both breadth and depth across the key stages:

- Key Stage 3 (Years 7, 8, 9) ensures comprehensive practical literacy, with all students rotating through Textiles, Product Design, and Food. This approach establishes a strong foundational base and encourages cross-curricular and life skills from the outset.
- Key Stage 4 (Years 10, 11) allows for meaningful specialisation in either Product Design or Hospitality and Catering. Students refine their expertise, applying deeper theoretical knowledge and industry-relevant skills to complex projects.

Developing Knowledge and Cultural Capital

We provide a rigorous learning experience that integrates theory, technical expertise, and an appreciation for the wider world. Students will master making and practical skills across all disciplines, alongside essential Design Skills through sketching and CAD. A deep Technical Knowledge and Understanding of Materials and Structures (Product Design) and Nutrition and Cooking (Catering) is central to our teaching.

Our curriculum also embeds vital Cultural Capital and ethical awareness. Students gain Historical and Global Context by exploring major movements like the Sustainable Design Movement, the influence of Geometric Art, the traditional and vibrant Māori art movement and the

work of figures such as Victoria Villasana, Bethan Grey and Charles Rennie Mackintosh. This exploration fosters the Ethical and Global Awareness necessary for informed decision making. The constant process of iteration and evaluation builds essential Iteration Skills and a Critical Understanding of progress.

Our Overarching Goals

By the time students complete their journey with Design Technology, they will be confident individuals ready for future pathways. Our overarching goals ensure they leave as:

1. **Effective Problem-Solvers:** Capable of applying technical and practical expertise to identify needs, manage risk, and drive innovation through the design process.
2. **Critical Evaluators:** Equipped with a critical understanding and evaluation skillset, able to make informed decisions about products, systems, and food based on historical and global context.
3. **Technologically Literate and Ethical Citizens:** Aware of the environmental and social consequences of design choices, embodying principles of Sustainable Design in their consumption and creation habits.

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1			
2			
3			
4			
5			
6			

Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1			
2			
3			
4			
5			
6			

Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1			
2			
3			
4			
5			
6			

Year 10: GCSE Specification AQA

Term	Unit of Work	Knowledge and Skills	Assessment
1			
2			
3			
4			
5			
6			

Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1			
2			
3			
4			
5			
6			