**Intent**

At Belvue, we aim to make our students aware of ‘design’ and ‘technology’, and that they can actively engage in both; we look beyond learning disabilities to enable access for our students. Where design normally precedes manufacture, at Belvue we interpret this to mean ‘being within the practical process.’ For those who are unable to conceptualise or pre-plan, the design process is just about participating, exploring, making, and evaluating. At Belvue, ‘technology’ refers to broad range of traditional and modern tools, equipment, and machine, but encompasses improvised tools and processes that a student may devise.

Creativity and enjoyment are at the heart of our Design and Technology curriculum. We empower our students’ learning through exploration, play, making, drawing, communication, building and deconstructing. Through diverse creative projects, students will experience a wide range of practical life skills and acquire knowledge. They will work with different processes, materials, and tools, and are encouraged to suggest their own ideas. We try to adapt processes and tools to enable students to achieve whilst recognising the importance of failure; we celebrate both.

By the time our students leave us, we hope that they will have improved their practical, independence, and organisational skills. Above all, we hope that they will take pleasure and satisfaction from making and creativity.



Design and Technology



Design and Technology

**Overview**

Design and Technology at KS3 is taught in line with National Curriculum expectations and has been adapted and customised in house to ensure that it supports the progression and development of all students, across all pathways. Ks3 Design and Technology is taught over a three year cycle and students are allocated a double lesson of 80 minutes per week for a term and a half of each academic year. Each year of the Design and Technology curriculum is designed to give students a breadth of experiences in designing and manufacturing using different materials, tools, equipment and in differing contexts such as designing for others or solving problems. Students will experience design and manufacture in the context of:

* Textiles
* Resistant materials
* Computer Aided Design and Manufacture

The three year cycle allows students to engage in different projects; however the core skills and focus remain the same:

* Design
* Exploration and Making
* Evaluation
* Developments of technical and practical skills

Projects are structured in this way to allow our students to develop, generalise and embed their skills and knowledge over the course of the key stage.

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| KS3 | Cycle 1 | Cycle 2 | Cycle 3 |
|  | ***‘All about me’ Cushion Covers*** | ***Moving Mechanics*** | ***Art Deco Jewellery*** |
| Overview | Engage in a range of textile processes in order to design and manufacture a textile product for an end user   * sewing and embroidery * applique * embellishment techniques * upcycling * development of Sewing machine skills * CAD/CAM * Photographing and Evaluating | Engage in a range of traditional woodworking and computer aided design process to design and manufacture a moveable product   * Woodworking process * CAD/CAM * Disassembly and assembly of products * Marking out and cutting using Coping saw, Tenon saw and Hegner saw * Finishing skills using PVA glue and wood filler, hand file, Glass paper and Sanding machine * Photographing and Evaluation | Engage in a range of CAD/CAM and Metal working processes to create a piece of jewellery with a specific design brief.   * Designing and Developing ideas including drawing in 3D and Isometric drawing with annotation * Using CAD/CAM to design a mould for casting metal * Engaging in the process of Casting metal * Finishing skills using Diamond files and Wet and Dry paper * Designing packaging using CAD CAM graphics * Photographing and Evaluation |



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