Vision	Intent	Implementation	Impact
The primary vision in design and technology is for students to work within a safe environment. Workshops are organised spatially to minimise hazards and ensure clear pathways. Work areas are clean, clutter-free, and well-lit. We regularly inspect and maintain tools, machinery, and equipment to ensure they are in good working condition. Any issues result in prompt repair or replacement. This curriculum involves hands-on projects where students design, create, and prototype solutions to real-world problems. This hands-on approach allows students to see the direct results of their creativity and problem-solving skills, fostering a sense of achievement and aspiration. Students are encouraged to research and analyse cultural aspects such as history, traditions, values, and aesthetics related to a specific culture or	Design and technology aims to cultivate students' creativity, technical skills, and problem-solving abilities, preparing them for the demands of the modern world. Our focus is on supporting all students to learn key skills and knowledge. This allows them to enjoy the creative curriculum and make links between the subject and their further education and work life. We want our students to be innovating thinkers, have strong practical skills, be problem solvers and work in collaboration developing communication skills. Our KS3 Curriculum is designed to cover the statutory requirements for the national curriculum, but to have the needs of our learners at Boldon in mind	Outstanding subject knowledge and strong teaching pedagogy are central to our design and technology curriculum. Students work in rotations to enable teaching by a specialist wherever possible, where not possible the specialist is constantly available for guidance and support in all aspects of the planning and implementation. As a constantly evolving subject area, staff are supported by regular training on new technologies. Skills are sequenced from year 7-11 to ensure that students progress each year and that they can retrieve information from project to project. This is carried out by high quality questioning throughout practicals and demonstrations as well as theory lessons in booklets and end of session tests. Within each project, students are assessed against the D&T	Historically, KS3 and KS4 examination results are above the national average. The analysis and evaluations of data are discussed through examination meetings with the senior leadership. These are also reported to other senior leaders and the governing body to ensure challenge and accountability. Faculty learning walks are scheduled into the monitoring calendar for each academic year. Student voice is used to survey the impact of the curriculum and evaluate the impact of the rotations on our students' learning and enjoyment; these outcomes are used to help reshape the curriculum, going forward. Our students tell us they enjoy Design & Technology and we have many examples of students going on to work in the engineering world, be

community when approaching design briefs and target customers. Design technology education teaches practical skills such as CAD/CAM (Computer-Aided Design/Computer-Aided Manufacturing), prototyping, and digital fabrication. These skills are highly valued in industries like engineering, architecture, product design, and manufacturing. In terms of academic achievement, our curriculums often require students to apply scientific principles (e.g., forces, materials science) and mathematical concepts (e.g., measurements, geometry) in real-world contexts. This application reinforces theoretical knowledge and deepens understanding.	also. This ensures that our practices are fully inclusive. Students work on a rotational basis, but the outcomes and levels of differentiation change throughout the year in each project. High quality teaching comes from specialist subject teachers and as such our students are taught by subject staff. The projects are designed to ensure that each year students embed and build upon previous knowledge and skills. Each subject area has skills, knowledge and levels of understanding that are non-negotiables, and form the focus of the T&L and assessments. These are highlighted in our 'question alert' sheets at the end of rotation revision booklets. Literacy and key subject vocabulary form part of every lesson and students are taught retention techniques for each project. A similar approach leads into KS4 with retention and teaching design skills continuing	national curriculum areas, designing, making, evaluating, technical knowledge and cooking and nutrition. Assessment sheets are used to show students which level they are working at, and how to progress to the next level with skills and knowledge. These assessments together from a project grade. The assessments are clear and easy to use for staff and students, making more time for high quality teaching within lessons.	apprentices or study design or engineering at University.

	to be the focus. All faculty staff constantly review the curriculum and adapt as required to meet the needs of all our learners. Design technology promotes cultural capital by fostering an understanding and appreciation of cultural diversity through the exploration of design, creativity, and innovation. Our rich curriculum allows all students to develop their individual personal qualities such as creativity, critical thinking, problem-solving and attention to detail. By providing students with practical skills, knowledge, and experiences that are directly applicable to various professions in design, engineering, manufacturing, and related fields, we are preparing them for the world of work.		