

D.T. AT GOSDEN HOUSE

Key 'End Points' in our Learner's Journey

The Design and Technology curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

Primary End Point

- I am learning to be curious about the world around me, through practical and creative exploration, developing skills to enable me to be creative, more independent and productive.

Secondary End Point

- WIIFM (What's in it for me) - I have the knowledge to be confident in making healthy choices and the skills to use kitchen equipment safely. I can express myself through design and have an understanding of how to use a range of tools safely, to complete a project.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF DT FOR OUR GOSDEN LEARNERS?

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Our focus for DT and Food Studies at Gosden is building the life skills our learners need for happy and healthy lives outside of, and beyond Gosden. This links to our toolkit through teaching what our learners need for healthy bodies. We can also build in cross curricular links to our PSHE units, in particularly safety in the home.

We will also incorporate numeracy and literacy, teaching key skills through practical activities. For numeracy this includes weight and measure, time, volume and sequencing. For literacy this includes verbal and written communication, following instructions and using visual prompts. This links to our numeracy and literacy toolkit.

We will incorporate ICT skills into projects through research and design activities.

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN DT?

The National Curriculum intentions for Food and DT are quite open and easily adapted to the needs of our learners. Challenging design and making projects can be undertaken with lots of support and scaffolding to allow our learners to use their fine motor skills and creative thinking. Many of our Gosden learners are naturally quite hands on and practical so making projects in particular fit well with these strengths.

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

DT and Food gives ample opportunities for learners to stretch their learning muscles. Trying out new activities such as cooking something new or learning a new skill in DT helps learners to practise being brave. Design and make activities can be very successful for group work which helps our learners to practise working together. Particularly in practical work, being very visual, it is much clearer for both teachers and learners to clearly see progression which helps them to understand the importance of keep improving. Again, the practical nature of a make project offers clear visuals for learners to understand the importance of getting ready.

DT and Food also gives a wealth of opportunities to access and develop the Gosden Toolkit skills. Through weighing and measuring learners will build on their numeracy skills. The study of Food will help learners to make healthy and informed choices, drawing on the healthy body and life skills. Recipe and instruction reading and understanding will develop literacy skills, and creative thinking will be called upon for design work and problemsolving. Communication skills will be developed through the delivery of the Gosden Bakehouse coffee shop vocational course.

There will be opportunity for learning outside, particularly through making cross curricular links. Science based DT projects such as the egg drop challenge allow learners to get outside, and working with the plant care team to use home grown ingredients in recipes such as pumpkin soup in the autumn.

There will be plenty of opportunity for child led learning. DT projects lend themselves well to exploring materials through looking and feeling, and putting these together through a process of trial and error.

Cross curricular links can be made particularly with Literacy through communicating with others and interpreting recipes and instructions. Numeracy skills will be developed through the use of measure, and understanding shape and form. Within the research process links can be made to History and Geography, such as drawing on different time periods or cultures for inspiration. Some elements of Modern Foreign Languages can be brought in, particularly to Food, learning about foods from other cultures and the names for these. Links can also be made here to PE by exploration of how to keep our bodies healthy.

When considering the safety aspects of the subjects, it is particularly important for learners to be able to communicate and understand instructions clearly. Plenty of visuals will be used to communicate key points. The subjects lend themselves well to visual demonstrations which can be carried out by an adult or supported by learners to allow them to demonstrate their understanding.

PUPIL LEARNING JOURNEY IN DT

	EYFS Curriculum	KS1	KS2	Year 7	Year 8	Year 9	Year 10	Year 11
CONTENT COVERAGE	Art table always available for exploratory play. DT and Food delivered through topics.	Courtyard play – hammering etc. Food tasting sessions linked to different culture and five senses topics. Healthy eating topic building	DT is delivered through topics, a practical project to bring the topic to life and increase engagement and understanding. Examples in KS2	DT and Food will be delivered as part of a carousel. Learners will undertake a term of DT and Food	DT and Food will be delivered as part of a carousel. Learners will undertake a term of DT and Food studies.	DT and Food will be delivered as part of a carousel. Learners will undertake a school improvement	- Coffee shop vocational course – providing a delivery bake and hot drink service to adults in the school once a	- Coffee shop vocational course – providing a delivery bake and hot drink service to adults in the school once a week

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	Junk building of 'my home' and local area. Cooking delivered through my world topic and linked to special days e.g. pancake day and mothers day	towards design and make a salad bowl. Looking at the 5	are hot air balloons, light up Christmas cards, roman shields and baking projects.	studies. During this time they will study Food safety and learn to make a variety of dishes. In DT they will complete a design and make project, developing their creativity and a range of practical skills. A learning ladder will be in place showing how they progress through KS3.	During this time they will study Food safety and learn to make a variety of dishes. In DT they will complete a design and make project, developing their creativity and a range of practical skills. A learning ladder will be in place showing how they progress through KS3.	or enterprise project, catered to the needs and strengths of the class. A learning ladder will be in place showing how they progress through KS3.	week - DT & Textiles course, exploring design and make projects catering to ability and interests of groups to ensure engagement - Delivered through WJEC coursework	- DT & Textiles course, exploring design and make projects catering to ability and interests of groups to ensure engagement - Delivered through WJEC coursework
SKILLS FOR LIFE	Learning together Exploring Creative Challenge Noticing Ask questions Explaining	Learning together Exploring Creative Challenge Noticing Ask questions Explaining		Getting ready Learning together Being brave Keep improving Functional literacy Numeracy Life skills Employability skills Keeping healthy Creative thinking Emotional wellbeing			Getting ready Learning together Being brave Keep improving Functional literacy Numeracy Life skills Employability skills Keeping healthy Creative thinking Emotional wellbeing	

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HOW DO WE KNOW OUR LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Learning and progress can be very visual in DT and Food, although care needs to be taken that learners understand why they are doing. Progress can be shown by a series of practical activities showing a visual improvement in a skill. Evisense can be used effectively to document this. Learning ladders are used, focusing on a small number of core skills. Learners expand their knowledge and ability within this skill area lesson on lesson, as well as increasing how much of this skill they can complete independently.

BSquared can be used to track progress as many of the skill areas fall under numeracy, literacy and PSHE strands.

Functional skills exams will also reflect some of the progress and learning that has happened, as like BSquared many of the skills link to Literacy and Numeracy.

Learners in KS4 will have specific targets if they are studying DT or Food as one of their vocational options, that they will be measured against. These will be updated in discuss with learners as they progress throughout the course. There will also be whole class targets that learners will be measured against. For example: to learn how to use the oven safely.

In Primary and KS3, some of the ILP targets may link to practical skills that can be evidenced through DT type lessons. These can be documented through Evisense and assessed on BSquared.

IN DT HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE ?

The biggest focus within the DT curriculum will be life skills, which our Gosden Graduates will benefit hugely from as it will give them a set of skills to support in leading happy and healthy lives after Gosden. Their studies in Food will give them an understanding of how to keep their bodies healthy, which will also impact on their happiness. They will also learn key safety skills around food preparation equipment which will help them lead a more independent lifestyle.

Their DT lessons, in addition to safety skills, will give them an opportunity to express their creativity. This will impact on learner's confidence in themselves as a unique individual.

Learning activities carried out in DT and Food will improve our learners communication, which will support them in accessing the world outside Gosden. They will also greatly improve their numeracy skills which will support them in activities like shopping and managing money, as well as helping them understand the world around them.