



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Subject- DT (KS3 RM/ TEXTILES/FOOD)		
Vision statement:	<p>KS3</p> <p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual, and moral obligations.</p>		
Curriculum intent:	<p>In line with the Academy's vision to enhance students' understanding of the world by ensuring an educational journey guided with care and compassion the Design Technology department at Landau Forte Academy QEMS aim to deliver a curriculum that not only develops students' theoretical knowledge, design concepts and practical skills of the subject but inspires them to succeed far beyond their education at the academy.</p> <p>The Design Technology curriculum aims to be;</p> <ul style="list-style-type: none"> <li>o Challenging for all</li> <li>o Ambitious</li> <li>o Coherent both in planning and sequence</li> <li>o Adapted successfully to suit all needs and abilities</li> <li>o Broad - covering a range of specialisms and subject disciplines within the DT curriculum area</li> </ul> <p>In delivering a knowledge and practical skill-based curriculum, students will be able to not only achieve the best they can academically but would be able to apply the theoretical knowledge into their practical outcomes and make seamless links and connections between them. Our course offers at KS4 and 5 ensure there is a wide range of options available to all learners to suit their needs and interests within the DT specialisms- in short enabling all our learners to unlock their potential within our subject area.</p> <p>In summary the Design Technology curriculum is developed and tailored for each specific year group considering the demographic of our students. The intention of which is to allow students to be challenged in both a theoretical context around our subject and in a practical setting based around the real-world situations. Our school values are at the heart of the planning and delivery of our curriculum – Curiosity, Compassion, and courage.</p>		
Threshold Concepts (TCs):	<p><u>Threshold concepts- Food</u></p> <p>T1: Research- show understanding of the function and properties of ingredients- have awareness of seasonality and provenance.</p> <p>T2: Research and analysis- Nutrition- Be able to explain nutrition in regards to the Eatwell guide and key commodity areas.</p> <p>T3: Preparation- Have the ability to prepare ingredients/ themselves/ the environment for safe and effective practical work.</p>		



## CURIOSITY

## COMPASSION

## COURAGE



T4: Making- Can select ingredients to work with to reflect the needs of recipes and methods. Show evidence of a progressive development of technical skills through making.

T5: Evaluation-Can articulate the use of ingredients/ equipment. Can reflect and analyse dishes produced through sensory testing and can suggest improvements to products and performance.

Threshold Concepts (Design Technology – following Iterative design process)

T1- Context – Demonstrate understanding that all design technology activity takes place within all contexts that influence design practice

T2-Analysis- Exploration of design opportunities & user's needs, wants & values.

T3-Design- Develop realistic design proposals, using a range of designing strategies including Isometric/ orthographic and CAD to meet a stakeholder need, within a given context and solves a problem. Link to wider contexts such as environmental impact- Product life cycles

T4-Test and model -Develop a broad knowledge of materials and their properties including source & origin. Use a range of practical skills, materials, tools and equipment. Use a range of testing methods to see if a model is fit for purpose both accurately & safely.

T5- Evaluate and modify- Explain and justify decisions made, linked back to the design, modelling and researching of a context to meet needs of a stake holder. Suggest modifications and changes to make a product or idea more fitting of the context and meet the needs of a stake holder.

KS2 National Curriculum summary:

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 [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design:
  - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
  - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Make:
  - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
  - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate:
  - investigate and analyse a range of existing products
  - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work



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# COMPASSION

# COURAGE



- understand how key events and individuals in design and technology have helped shape the world
- Technical Knowledge:
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products
- Cooking and nutrition:
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Year 7  
Rotation 1- RM  
Handy Stand- Plastics

Year 7  
Rotation 2- RM  
Handy Stand- Plastics

Year 7  
Rotation 1- Textiles  
Applique Clock

Year 7  
Rotation 2- Textiles  
Applique Clock

Year 7  
Rotation 1- Food  
Health and safety/  
Nutrition

Year 7  
Rotation 2- Food  
Health and safety/  
Nutrition

The Big Question

Can you identify and select materials considering their properties?

Can you identify and select materials considering their properties?

How does the food we eat impact of our health?

Big picture questions:

Can you identify plastics/polymers?  
Can you draw accurately (oblique/thickness)?  
How can we create ideas?  
How do we model?  
Can you work safely & independently?

Where do natural and synthetic fibres come from?  
What is iterative design and how will it help our design process?  
How are we influenced by the work of others?  
How do we work safely & independently in the Textiles classroom?  
How do we gather research?

How do we stay safe in the kitchen?  
What are macro nutrients and how do they impact our health?  
What does a healthy diet look like?

What are macro and micro nutrients and how do they impact our health?  
Why do some people have different dietary needs?



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## COMPASSION

## COURAGE



Content (Linked to TCs):	T4-Test and model - Develop a broad knowledge of materials and their properties including source & origin. Use a range of practical skills, materials, tools and equipment. Use a range of testing methods to see if a model is fit for purpose both accurately & safely.	T2 Analysis T3 Design T5 Evaluate & Modify	T4-Test and model - Develop a broad knowledge of materials and their properties including source & origin. Use a range of practical skills, materials, tools and equipment. Use a range of testing methods to see if a model is fit for purpose both accurately & safely.	T2 Analysis T3 Design T5 Evaluate & Modify	<u>Health and safety</u> <u>Introduction/ Healthy Eating and nutrition- T2/5</u>  <u>Practical's: T3/4</u> <u>-Fruit salad</u> <u>-Flapjack</u> <u>-Spicy rice</u>	<u>Macro nutrients/ Energy balance/food labelling/ Special diets and needs of people T2/5</u>  <u>Practical's: T3/4</u> <u>-Breakfast muffins (savoury)</u> <u>-Fruit crumble</u> <u>-Pizza on baguette</u>
Key vocabulary:	Tier 2 & 3 vocabulary Acrylic Wet & Dry Polishing Scoring Design Thermoplastics Stencil Template Accuracy	Tier 2 & 3 vocabulary Acrylic Wet & Dry Polishing Scoring Design Thermoplastics Stencil Template Accuracy Tier 2 & 3 vocabulary	Tier 2 & 3 vocabulary  Synthetic Natural Absorbent Resistant Abrasive Elasticity Renewable Function/Functionality	Tier 2 & 3 vocabulary  Designer Artists Influence Stereotypical Controversial Political Ethical Moral Manufactured	Key vocabulary: Tier 3-subject specific: Health and safety/ the 4 C'S – Hazard/ control measure/ bacteria/ food poisoning/ food safety/ use by date/ bridge and claw hold/ danger zone/ high risk foods/ temperature control  Eatwell guide/ nutrition/ nutrients/ carbohydrates/ protein/ fats/ macro nutrients/ micro nutrients/ energy balance / amino acids/ balanced diet/ excess/ deficiency/ function/ source/ nutritional	Key vocabulary: Tier 3-subject specific: Health and safety/ the 4 C'S – Hazard/ control measure/ bacteria/ food poisoning/ food safety/ use by date/ bridge and claw hold/ danger zone/ high risk foods/ temperature control  Eatwell guide/ nutrition/ nutrients/ carbohydrates/ protein/ fats/ macro nutrients/ micro nutrients/ energy balance / amino acids/ balanced diet/ excess/ deficiency/ function/ source/ nutritional



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## COMPASSION

## COURAGE



					labelling/ allergies/ intolerance religion/ obesity/ diet related conditions/	labelling/ allergies/ intolerance religion/ obesity/ diet related conditions/
Assessment:	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic Summative Assessment 1	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic Summative Assessment 2	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic Summative Assessment 3
Key/Historical misconceptions in this unit:	Names of tools, equipment and tools and processes  Design Fixation  Originality of ideas	Evaluating practical skills.  Measuring and marking out  Developing refinement	The differences between Natural & Synthetic/Chemical  What are properties?  Names of tools, equipment and tools and processes  Annotation v Labelling	Evaluating practical skills.	The difference between a hazard, risk and control measure.  The difference between excess and deficiency.  Names of key equipment and tools.  Names of specific ingredients.	The difference between a deficiency, excess and function.  Difference between a macro and micro nutrient and the role they play in a healthy diet.  Amino acids in protein.  Evaluating practical skills.
Sequencing:	We have chosen to sequence the year 7 curriculum like this because content cross links from KS2, covers across KS3 and bring some elements needed at KS4. The year 7 curriculum aims to build on prior knowledge but build a solid foundation in DT for the onward journey of KS3 and into KS4. Developing knowledge and practical based skills across all DT areas and covering the threshold concepts.					



# CURIOSITY

# COMPASSION

# COURAGE



<p>Values</p>	<p>Curiosity - Introducing new ideas and themes though out, developing the knowledge to be able make products better using a wide range of techniques</p> <p>Compassion - Learning how to keep each other safe in the various D&amp;T environments, how can we improve design to better all.</p> <p>Courage – Take ownership of projects and to take risks with their design choices. To be bold when trying something new which may seem scary or challenging at first.</p>					
<p>National Curriculum plus:</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey.</p> <p>Courage, Curiosity &amp; Compassion is embedded and cross referenced through all lessons where best fits.</p> <p>The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real world links to the subject we teach. Also through linking the curriculum back to careers and real world experiences in industry eg machinery, equipment, how small production methods can be upscaled to mass production methods etc.</p>					
	<p>Year 8 Rotation 1- RM Jewellery/ Metals</p>	<p>Year 8 Rotation 2- RM Jewellery/ Metals</p>	<p>Year 8 Rotation 1- Textiles Wash bag</p>	<p>Year 8 Rotation 2- Textiles Wash bag</p>	<p>Year 8 Rotation 1- Food Provenance/ World foods</p>	<p>Year 8 Rotation 2- Food Provenance/ World foods</p>
<p>The Big Question</p>	<p>How is design influenced by society &amp; culture?</p>		<p>How is design influenced by society &amp; culture?</p>		<p>Where does our food come from and how are we influenced to eat it?</p>	
<p>Big picture questions:</p>	<p>What are metals? How do we decorate ourselves? What is industrial scale? Can you develop ideas?</p> <p>What is modelling?</p>		<p>What has influenced these existing products?</p> <p>How does iterative design support our project? Can you correctly identify the key components and how they have been used to construct a product? What is ACCESS FMM? How do we justify a specification? What is user centred design?</p>		<p>How do we stay safe in the kitchen? Why should we know about food from around the world? How does historical events and geography impact on what we eat?</p>	<p>How does historical events and geography impact on what we eat? How and why should we be inspired by fair trade? Where does our food come from and what are impacts of this on the environment? How can we eat in a more sustainable way?</p>



## CURIOSITY

## COMPASSION

## COURAGE



<p>Content (Linked to TCs):</p>	<p>Health &amp; safety T1 - CONTEXT T3 - DESIGN</p>	<p>Health &amp; safety T4 – TEST &amp; MODEL T5 – EVALUATE &amp; MODIFY</p>	<p>Health &amp; Safety T1 - CONTEXT T2 – ANALYSIS</p>	<p>Health &amp; safety T4 – TEST &amp; MODEL T5- EVALUATE &amp; MODIFY</p>	<p>Health and safety <u>Introduction/ Cultural cuisine/ Italian/ Chinese/ British foods</u> <u>T1/2/5</u></p> <p><u>Practical's: T3/4</u> <u>-Chocolate chip cookies</u> <u>-Bread based pizza (yeast)</u> <u>-Spring rolls</u></p>	<p><u>Fair trade/ where our food comes from (Farming/ Fishing and crops)/ Seasonality</u> <u>T1/2/5</u></p> <p><u>Practical's: T3/4</u> <u>-Potatoe layer bake</u> <u>-Banana loaf</u> <u>-Chicken fajitas</u></p>
<p>Key vocabulary:</p>	<p>Tier 2 QEMS vocab list Estimate Similar Strategies Relevant Comments Specified Constraints Technical Mechanism Dimensions Perspective Amendment</p>	<p>Compass, Molten, Design, Jewellery, Decoration, casting, segment, mould, Bessemer</p>	<p>Tier 2 QEMS vocab list Create Concept Section Construction Features Positive Techniques Components Style Challenge Accurate Instructions</p>	<p>Component Production Planning, Evaluate, Bespoke</p>	<p>Tier 3- subject specific: Health and safety/ the 4 C'S – Cooking/ cleaning/ cross contamination/ chilling/ Hazard/ risk/ control measure/ preparation/ bacteria/ food poisoning/ food safety/ fair trade/ seasonality/ historical events/ geography/ immigration/ emigration/ climate/ weather/ fair trade/ sensory testing/ seasonality/ farming/ fishing/ crops/ multi-culture/ culture/ religion/ locally sourced/ nutrition</p>	<p>Tier 3- subject specific: Health and safety/ the 4 C'S – Cooking/ cleaning/ cross contamination/ chilling/ Hazard/ risk/ control measure/ preparation/ bacteria/ food poisoning/ food safety/ fair trade/ seasonality/ historical events/ geography/ immigration/ emigration/ climate/ weather/ fair trade/ sensory testing/ seasonality/ farming/ fishing/ crops/ multi-culture/ culture/ religion/ locally sourced/ nutrition</p>
<p>Assessment:</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>	<p>Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.</p>



## CURIOSITY

## COMPASSION

## COURAGE



		End of topic Summative Assessment 1		End of topic Summative Assessment 2		Summative Assessment 2
Key/Historical misconceptions in this unit:	Independent learning Using ruler & pencil to draw with Realising intentions (2D-3D)		Clarity on The iterative design process  Scales of production  Correct & safe use of tools & equipment  Components		Historical and geographical links to food production.  How food in the UK is influenced from other cultures/ religions/ countries and trends.	How food is produced- farming- fishing and crop growth. What impacts on this.  Fair trade and the impact on farmers and consumers.  Sustainability in food and the impact on the environment.
Sequencing:	We have chosen to sequence the year 8 curriculum like this because content cross links from KS2, covers across KS3 and bring some elements needed at KS4. The year 8 curriculum aims to build on prior knowledge from KS2 and year 7 but build a solid foundation in DT for the onward journey of KS3 and into KS4. Developing knowledge and practical based skills across all DT areas and covering the threshold concepts.					
Values	Curiosity - Introducing new ideas and themes though out, developing the knowledge to be able make products better using a wide range of techniques  Compassion - Learning how to keep each other safe in the various D&T environments, how can we improve design to better all.  Courage – Take ownership of projects and to take risks with their design choices. To be bold when trying something new which may seem scary or challenging at first.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey. Courage, Curiosity & Compassion is embedded and cross referenced through all lessons where best fits. The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real world links to the subject we teach. Also through linking the curriculum back to careers and real world experiences in industry eg machinery, equipment, how small production methods can be upscaled to mass production methods etc.					
	Year 9 Rotation 1- RM	Year 9 Rotation 2- RM	Year 9 Rotation 1- Textiles Ugly dolls	Year 9 Rotation 2- Textiles Ugly dolls	Year 9 Rotation 1- Food	Year 9 Rotation 2- Food





## CURIOSITY

## COMPASSION

## COURAGE



	Storage unit- wood/ manufactured boards	Storage unit- wood/ manufactured boards			Health and safety/ Bacteria	Health and safety/ Bacteria
The Big Question	How does our designing, making & disposal consider the environment?		How does our designing, making & disposal consider the environment?		Why do we need to consider food safety?	
Big picture questions:	Can you identify timber types? How do we join materials? How do you work with accuracy? What does it mean to 'Finish' a product?		How does design & Manufacturing fit into the wider world? What are the environmental impacts of manufacturing? As designers, how can we be more sustainable? What are the 6R's?		How do we stay safe in the kitchen? What is bacteria and how/ why does it make us ill? How can we avoid cross contamination? How can we control bacteria when cooking? Why does some foods need to be refrigerated?	
Content (Linked to TCs):	T2 - Analysis	T4 – TEST & MODEL T5 – EVALUSTE & MODIFY	T1 - CONTEXT T3 DESIGN - Develop realistic design proposals, using a range of designing strategies including Isometric/ orthographic and CAD to meet a stakeholder need, within a given context and solves a problem. Link to wider contexts such as environmental impact- Product life cycles	T4-TEST & MODEL T5 – EVALUATE & MODIFY	Health and safety <u>Introduction/ Risk assessments (hazards and control measures)/ Bacteria basics/ food borne ill health/ safe storage- T3/5</u>  Practical's: <u>-Cheese and onion pasties</u> <u>-Meat balls and sauce</u> <u>-Chocolate brownies- T3/4</u>	<u>Date marks and food labels/ allergies and intolerances/ personal hygiene/ The role of the EHO- T2/3/5</u>  Practical's: <u>-Mini quiches</u> <u>-Chicken stir fry</u> <u>-Cheese pasta bake T3/4</u>



## CURIOSITY

## COMPASSION

## COURAGE



Key vocabulary:	Tier 2 QEMS vocab list Estimate Similar Strategies Relevant Comments Specified Constraints Technical Mechanism Dimensions Perspective Amendment	Accuracy, accurate, jig, former, prototype, Coping saw, Halving joint, finger joint, adhesive, epoxy resin, tenon saw	Tier 2 QEMS vocab list Create Concept Section Construction Features Positive Techniques Components Style Challenge Accurate Instructions	Innovation, Innovative, Creativity, Applique, Embellishment, Client, Life Cycle, Sustainability	Tier 3- subject specific: Health and safety/ the 4 C'S – Hazard/ control measure/ bacteria/ food poisoning/ food safety/ use by date/ bridge and claw hold/ danger zone/ high risk foods/ temperature control/ Hot holding temperatures/ refrigeration/ pests/ disease/ food borne illness/ symptoms/ EHO- Environmental health officer/ inspection/ food standards agency/ personal hygiene/ intolerance/ allergy/ use by date.	Tier 3- subject specific: Health and safety/ the 4 C'S – Hazard/ control measure/ bacteria/ food poisoning/ food safety/ use by date/ bridge and claw hold/ danger zone/ high risk foods/ temperature control/ Hot holding temperatures/ refrigeration/ pests/ disease/ food borne illness/ symptoms/ EHO- Environmental health officer/ inspection/ food standards agency/ personal hygiene/ intolerance/ allergy/ use by date.
Assessment:	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.	Assessment of practical skills. Recall/ retrieval practice/ exit tickets/ whole class feedback to specific learning and repair tasks.  End of topic



## CURIOSITY

## COMPASSION

## COURAGE



		Summative Assessment 1		Summative Assessment 2		Summative Assessment 3
Key/Historical misconceptions in this unit:	Annotation V Labelling Accuracy in manufacture Following a plan		Design development  Design fixation  6R's  Life cycles of products		The difference between a hazard, risk and control measure.  Specific bacteria and how it can make us ill.  Symptoms of food poisoning.  How to avoid cross contamination.  Cooking with raw meat rules.  Storing food safely.	The difference between the use by and sell by dates.  The difference between an allergy and intolerance.  The role of the EHO in catering environments.
Sequencing:	We have chosen to sequence the year 9 curriculum like this because content cross links from KS2, covers across KS3 and bring more elements needed at KS4. The year 9 curriculum aims to build on prior knowledge from KS2 and year 7 and 8 but build a solid foundation in DT for the onward journey of KS3 and into KS4. Developing knowledge and practical based skills across all DT areas and covering the threshold concepts.					
Value	Curiosity - Introducing new ideas and themes though out, developing the knowledge to be able make products better using a wide range of techniques  Compassion – Continue to learn how to keep each other safe in the various D&T environments and how can we improve design to better all.  Courage – Take ownership of projects and to take risks with their design choices. To be bold when trying something new which may seem scary or challenging at first.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built at KS3 journey. Courage, Curiosity & Compassion is embedded and cross referenced through all lessons where best fits. The idea of building vocational and careers links through language of aspiration eg calling our students chefs or designers and encouraging those wider real world links to the subject we teach. Also through linking the curriculum back to careers and real world experiences in industry eg legislation, machinery, equipment, how small production methods can be upscaled to mass production methods etc.					



CURIOSITY

COMPASSION

COURAGE

