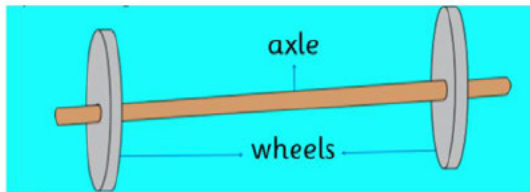
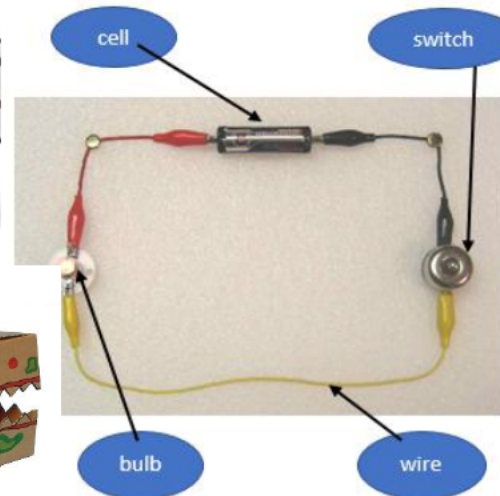
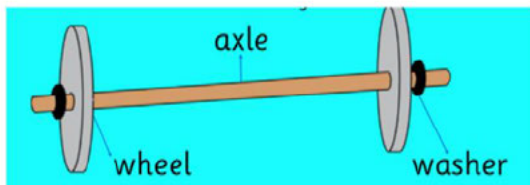


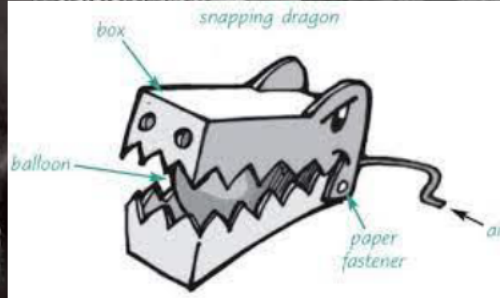
The DT Curriculum at Brownlow Fold



Axles are attached firmly to the wheel so the axle rotates and the wheels turn with it.



The wheels are placed loosely on the axle so that the wheels turn around the axle. If the wheels are not attached to the axle, you need to use something to stop the wheels from falling



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Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In the primary phase, this means giving children repeated opportunities to acquire, revisit, and apply core concepts across English and the wider curriculum. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind in the building blocks of literacy.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects.

Addressing the Needs of the Bottom 20% in Reading

We place a particular emphasis on supporting the lowest 20% of readers, ensuring early identification, targeted intervention, and bespoke support. This includes:

- Systematic use of assessment to monitor progress and highlight gaps.
- Structured interventions (including additional phonics, precision teaching, and guided reading).
- Deployment of skilled adults to provide intensive, high-quality support.
- Building motivation and fostering positive attitudes to reading by providing texts that are both accessible and engaging.

Within DT, this is specifically implemented by:

Differentiate written instructions, such as using step-by-step pictorial guides, short, manageable instructions or colour coded steps to support sequencing.

Practical, Hands-On Learning, by focusing on kinaesthetic tasks where pupils learn through manipulation and creation rather than text. Modelling tasks physically before expecting pupils to read or complete them independently.

Equity and Excellence

Our strategy reflects a moral and professional commitment to equity. We know that reading is the gateway to the curriculum, and we are determined to close the gap for vulnerable learners. By prioritising foundational knowledge, embedding basic skills, and investing in the progress of the bottom 20% of readers, we ensure that every child leaves primary education equipped for the next stage of learning.

Curriculum Design/DT Key Teaching Methodology/Strategies

Our curriculum has been carefully designed so that pupils gain more knowledge over time. Some knowledge is very important, and we return to this regularly to help it 'stick' in pupils' memory. What we know allows us to read and understand what we have read. Knowledge learned across the wider curriculum facilitates comprehension. It also helps our pupils gain a broader vocabulary. We know that children are exposed to a richer **vocabulary** base when they access a broad curriculum, and this is very important to their future success. We have differentiated between three tiers of language:

- **Tier 1 vocabulary:** Everyday words, which might need to be taught explicitly, such as 'good', 'child' or 'Sunday'.
- **Tier 2 vocabulary:** Words which appear across the curriculum but less commonly in everyday speech, such as 'examine', 'deceive' or 'forthright'.
- **Tier 3 vocabulary:** Words which are specific to a subject: for example, in science, pupils need to grasp the scientific meaning of terms such as 'evaporation.'

In our curriculum plans we have outlined the specific vocabulary children need to know, use and remember at each stage in their learning. In designing our curriculum, teachers and learners use a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from **pre-learning tasks** and our school context, a series of **subsidiary questions** are then asked. **Pre-learning** tasks ensure that our pupils are given the opportunity to share what they think they already know about a particular topic. Well-planned pre-learning tasks inform teachers of any misconceptions pupils may have.

We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be. **Key concepts/knowledge** in each subject are revisited over time. We use the ten evidence-based Principles of Direct Instruction (Rosenshine) to build schema through carefully sequenced **component tasks** leading to **composite tasks**. **Retrieval practice** provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

Retrieval Alley

To support the retrieval practice activities, we have created a **Retrieval Alley** in school. This corridor serves as a real-life memory chamber for the children bringing all of the **key learning** to the fore front of children's minds. Each half term one year group fills the chamber with essential knowledge in an interactive way. Classes whose year group is not the focus on the main corridor also create a mini chamber/display in their classroom.

Autumn One – Year Four Memory Chamber Autumn Two - Year Five Memory Chamber	Spring One - Year Six Memory Chamber Spring Two - Year Three Memory Chamber	Summer One - Year Two Memory Chamber Summer Two - Year One Memory Chamber
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Brownlow Time Traveller

To strengthen retrieval practice across the curriculum each class awards a 'Time Traveller of the Week' certificate. Pupils revisit prior learning (travelling back in time).

Teachers look for children who:

- Deliberately connect current lessons to previous units
- Recall key facts, vocabulary and methods with increasing accuracy
- Explain how their prior knowledge helped them today
- Show effort and a positive attitude during retrieval activities



Within each unit of work, we include a **Green for Growth post learning check**. This task is designed to enable pupils to showcase all the knowledge they have acquired and demonstrate their depth of understanding. **The Key Knowledge for each unit is highlighted in bold, retrieved and then applied to future learning across the curriculum.** Each unit of work is also enhanced by a unit specific **knowledge organiser** which highlights the key knowledge for that particular unit of work.

Each class has a 'Key Knowledge Box' which serves as a structured repository of essential learning, clearly outlining the core knowledge that every child is expected to retain by the end of their year group. By encapsulating key facts, concepts, and vocabulary, the knowledge boxes ensure that there is a clear understanding of the foundational learning for each subject area, strengthening long-term retention and curriculum continuity throughout the school.

Knowing more and remembering more

All teachers follow this approach which supports the consolidation of prior knowledge and the incremental development of new knowledge. Brownlow is Brilliant (whole school PP) is shared daily with children and is an opportunity for the children to retrieve key learning. Timetabled retrieval lessons also focus on retrieving learning from the previous term. School have purchased LBQ questions which are low stakes quizzes which assess the children's knowledge of the key curriculum content. Pupils use ipads to answer questions and progressing at their own pace. Teachers gain immediate feedback and live analysis that supports assessment and future planning.

Retrieval curriculum conversations also take place in mixed year groups with a subject focus once every half term. This provides opportunities for pupils discuss their learning, from previous year groups, learn about future learning, consolidate their understanding and strengthen their recall.

Link	Learn	Know	Retrieve	Apply
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts when delivering new skills (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning becomes automatic (YOU DO) 
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Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload. 	Questioning: Children are asked lots of questions so understanding is continuously checked. 	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which are gradually removed. 	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation. 	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall. 
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Adaptive Teaching

Adapting the curriculum for pupils with SEND in DT including the SEND Learning Environment Checklist

At Brownlow we provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of learning support staff.
- Achieving external validation to quality assure provision – DAQM achieved November 2024 and BPTAA achieved in July 2025

All pupils access the same curriculum and are given scaffolds to support. This approach supports high achievement for everyone and raises aspirations for all pupils. Listed below are some of the strategies that a teacher may implement to support children dependent on the area of need. Teachers will also make in-the-moment adaptations such as changing their language, clarifying a task or re-explaining a concept or explaining it in a different way etc

In DT adaptive teaching is provided by:

- Demonstrations or discussions take place in a quiet classroom.
- The accessibility of demonstrations in lessons is considered.
- The demonstration area of activities is clearly laid out, uncluttered and gives all pupils a clear view.
- The safety of demonstrations is considered and where appropriate, risk assessments are completed.
- Pupils are given opportunities to work as individuals or in a team, learning from the work of others.
- Technical words are clarified when they have different meanings in other contexts.
- The designing and making stages are broken down into small manageable steps.
- Photographs are taken to record each stage of designing and making, this can be a useful tool to aid pupils' memory of the stages of completing the work.

- Previously learnt skills are regularly repeated and reinforced.
- Adults support adaptation within lessons for pupils with SEND.
- Directed adult support enables pupils to access visual/verbal prompts to support retention.
- Pre and over-learning of language is encouraged to support pupils with SEND and to enable them to access further learning.
- Words banks of key vocabulary are displayed within the classroom.
- Targeted questioning enables adults to check understanding.

Adapting the curriculum for pupils who are more able in Design Technology

Key teaching strategies used to support provision for more able pupils:

- Task design: Teachers ensure the right pitch with appropriate challenge to engage pupils, i.e. tasks make them think, not merely do.
- Cutaway: Teachers determine if 'more able' pupils need all of the direct instruction for part of every lesson i.e. they may start the work earlier than the rest of the class.
- Adaptations: task, outcome, resources, how the pupils are grouped etc.
- Ongoing dialogue: Metacognitive approaches are used encouraging the children to reflect on their learning and make decisions
- Applying learning: Time to apply learning in a different context or extend learning, going sideways rather than always upwards.
- Working with others: Pair and group work.
- Beyond the classroom: Opportunities sought beyond the classroom

Subject Content

EYFS

Nursery

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Explore colour and colour-mixing.

Reception

Progress towards a more fluent style of moving, with developing control and grace.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

ELG

Key Stage One

Our design technology curriculum aims to ensure all pupils can:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook

When designing and making, pupils are taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Key Stage Two

Our design technology curriculum aims to ensure all pupils can:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook

When designing and making, pupils are 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

Creating with Materials (Expressive Arts and Design)

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.

Fine Motor Skills (Physical Development)

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing
select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products
evaluate their ideas and products against design criteria

Technical Knowledge

build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms, for example, levers, sliders, wheels and axles, in their products

Cooking and nutrition

use the basic principles of a healthy and varied diet to prepare dishes
understand where food comes from

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 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

Intent

Design Technology at Brownlow Fold matches the scope and ambition of the national curriculum. It is broad and balanced and ensures the progressive development of knowledge and skills as the children move through the school. Our pupils are encouraged to be blue sky thinkers in their approach to each project, learning how to take risks and to become resourceful, innovative and enterprising designers. Our whole school ethos of 'Growth Mind-set and Empowered learner' strategies further reinforce this way of working. Through evaluation of past and present design and technology our children develop a critical understanding of its impact on daily life and the wider world and can use the evaluation of these to design, make and evaluate their own ideas and products.

DT is clearly taught in the curriculum, in its own right, from the early years to the end of KS2. Our curriculum explicitly sets out the substantive and disciplinary knowledge pupils will learn in each lesson, ensuring there is clear interplay between the types of knowledge. To support schema development, our lessons are sequenced to build on prior learning, each lesson having clearly defined knowledge to revisit. Our DT curriculum uses creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Plans prevent pupils from forgetting what was taught and learned last week/term/year as retrieval practice is detailed within the curriculum and daily implementation. Our DT plans start in the Early Years and the DT components of Expressive art and design (creating with materials) and dovetail into our KS1 curriculum. Lessons follow the sequence of design, make and evaluate.

Implementation

The highest standards in the teaching and learning of Design Technology are consistently met through the progressive curriculum that we offer, allowing children to access the national curriculum framework as they build on existing skills. All teachers adhere to the curriculum intent for DT and have high expectations and a high level of confidence and expertise, in terms of both their specialist and up-to-date knowledge and their understanding of effective learning in DT. All teaching ensures that pupils are able to make use of their prior learning in moving their understanding forward. Teachers present knowledge in small connected steps and use a wide variety of methods to model concepts and processes. All teachers know how to teach the specifics of DT and ensure children understand DT through evaluating, designing, making and finishing. Assessments check that pupils have learnt the component knowledge of the DT curriculum. Formal, summative assessment in DT takes place at the end of each foundation subject assessment cycle stating whether children are Well Below, Below, Working Towards, Expected, Exceeding, Working above. Formative assessment takes place continually throughout the year: assessment for learning is used to ensure lessons are pitched appropriately and to inform future planning

Learning Beyond the classroom

In the **Early Years** children start to develop their knowledge and skills of using different tools and equipment to safely prepare and make a variety of things, whilst gaining experience of learning to make and bake.

Year 1 Children in Year 1 develop their understanding of food hygiene and safety when using the kitchen area to prepare and make a healthy sandwich.

Year 2 Children in Year 2 develop their understanding of a healthy diet, food hygiene and preparation when using the kitchen area to prepare and make a Chinese stir fry.

Year 3 Children in Year 3 develop their understanding of a healthy diet, food hygiene and safety when using the kitchen area to prepare and make a healthy biscuit.

Year 4 Children in Year 4 develop their understanding of food hygiene and safety when using the kitchen area to prepare and make afternoon tea.

Year 5 Children in Year 5 develop their understanding of food hygiene and safety when using the kitchen area to prepare and make their healthy soup.

Year 6 Children in Year 6 develop their understanding of food hygiene and safety when using the kitchen area to prepare and make their healthy burger. Children in year 6 develop their CAD skills through a visit to the ICT centre with a workshop about WW2 codebreakers.

Other Enrichment Opportunities

Forrest School

Children have the opportunity to take part in forest schools led by the Assistant head teacher.

Classroom Kitchen

Children have the opportunity to work with professionals from classroom kitchen to prepare a nutritious meal for their whole family.

Brownlow Design Challenge

The Design Challenge is an opportunity for pupils to create functional products from recycled materials e.g. old plastic bottles, with the aim to raise awareness of the importance of reducing single use plastic.

Brownlow Bake Off

The baking competition is an opportunity for pupils to further develop their food technology skills, by planning and making a dessert that can be entered into a class competition.

Impact

Our Design Technology curriculum offer is well thought out, high quality and is planned to demonstrate progression focusing on progression of knowledge/skills and discreet vocabulary progression for part of the units of work. Children self-evaluate their end pieces against its strengths and weaknesses and then offer ways to improve their work. All children will leave Brownlow Fold with the practical and analytical skills which will allow them to access fully and contribute with confidence to the increasingly technological world in which we live along with a shared enjoyment and enthusiasm for the subject of Design Technology which they can build upon as they enter Key Stage 3. All pupils are evidenced to be making at least good progress in DT as there is monitoring evidence to support the view that pupils know, remember and are able to apply the defined knowledge and skills. The majority of pupils enjoy DT and can explain its value and use the correct terminology independently and accurately. Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.

A designer at Brownlow Fold:

- identifies and solves problems creatively
- follows an iterative design process when solving problems
- evaluates a range of existing solutions and takes inspiration from them
- uses knowledge of a range of materials and processes when designing solutions to problems
- knows about and appreciates the products and working processes of significant designers

A cook at Brownlow Fold:

- plans and makes food/meals of nutritional value
- knows and uses food preparation techniques, often creatively

DT DESIGN CHALLENGE

RECYCLE SINGLE-USE PLASTICS!

THE BIG IDEA

Lots of plastics, like bottles, cups, and tubs, are used once and then thrown away. Instead of throwing them in the bin, let's design something new and useful!



WHAT YOU'LL NEED

- Single-use plastic items (cleaned)
- Scissors (with adult help)
- String, tape, or glue
- Paint, stickers, or other decorations

YOUR CHALLENGE

1. Take a single-use plastic item (like a bottle or cup)
2. Design and make something that helps the environment
3. For example:
 - A rain catcher to water plants
 - A bird feeder to help wildlife
 - A mini plant pot for growing herbs or flowers

THINGS TO THINK ABOUT

- What will your design be used for?
- How will you make it safe?
- Can you decorate it so it looks fun and creative?
- How does your design help people, plants, or animals?

SUCCESS CRITERIA

- ✓ You reused single-use plastic
- ✓ Your design has a clear purpose
- ✓ It is strong and works properly
- ✓ It is creative and eye-catching!

BAKE-OFF CHALLENGE!



BROWNLOW BAKE-OFF DESIGN & BAKE

Create your own recipe and bake a delicious treat. Consider the cost of ingredients and potential profit.

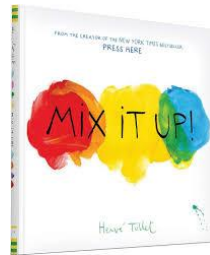
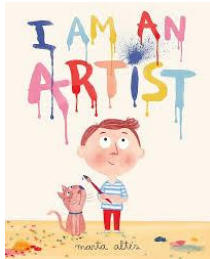
JUDGING IN FRIENDLY COMPETITION

GOOD LUCK, BAKERS!

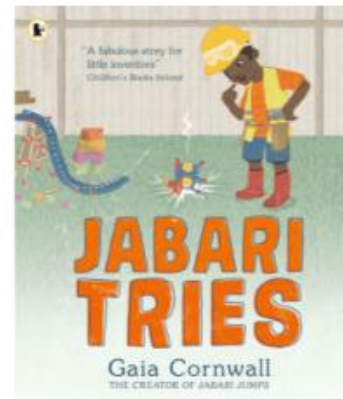
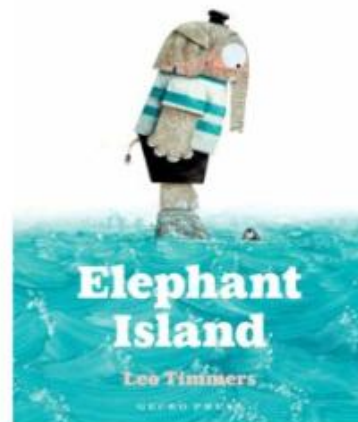
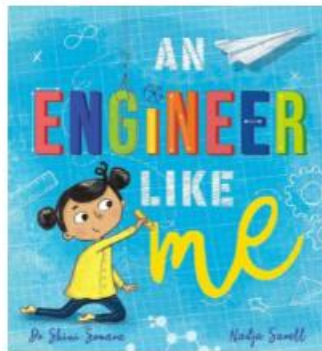
High quality resources and texts underpinning our curriculum

DT is promoted and prioritised at Brownlow Fold which means knowledge and vocabulary is consistently being revisited throughout the curriculum. We use high quality texts to inspire. These texts are chosen so that they are accessible and engaging for all children within the class. Children have access to a range of fabulous resources which are used to support learning. Each year group has access to various resources linked to each of their topics.

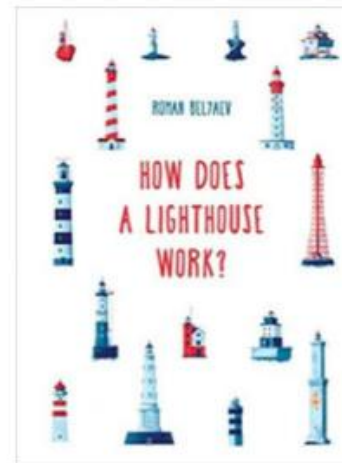
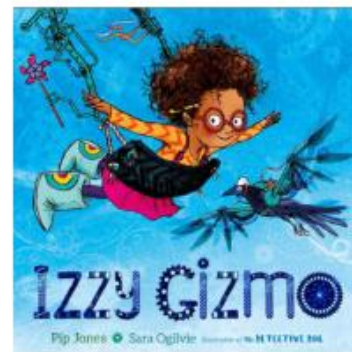
Early Years: Nursery and Reception



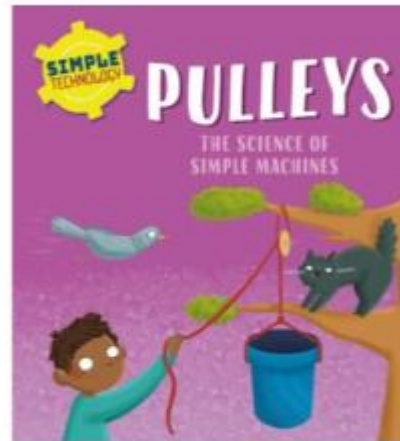
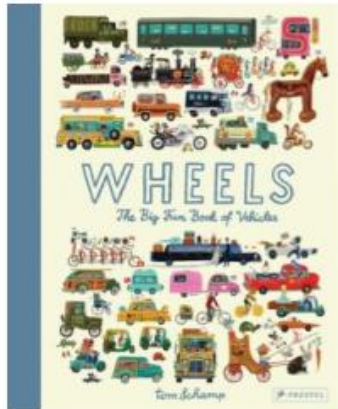
Year One



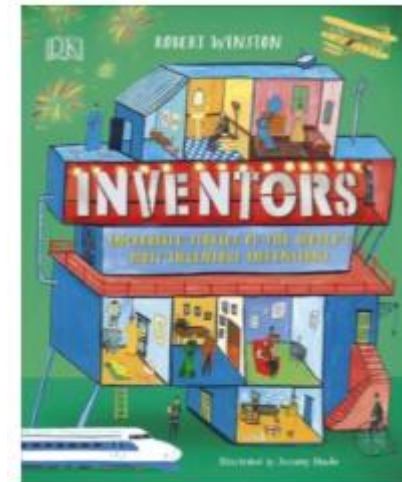
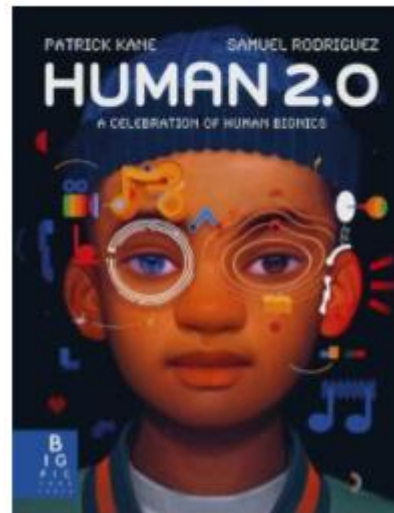
Year Two



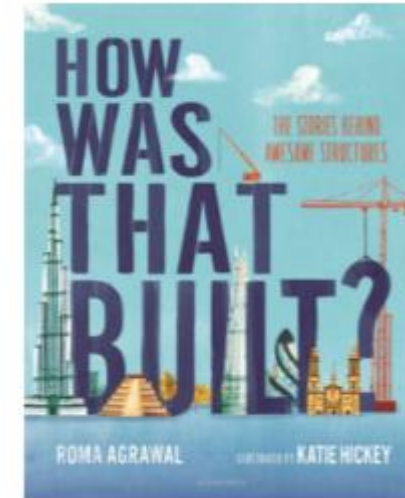
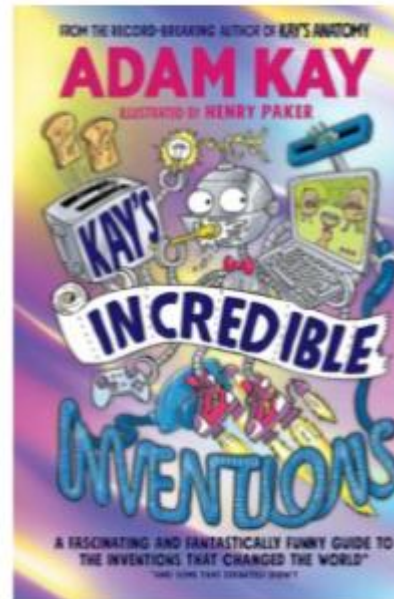
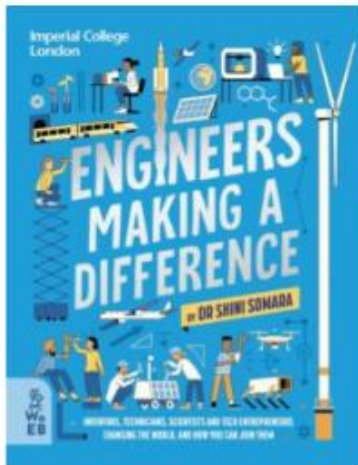
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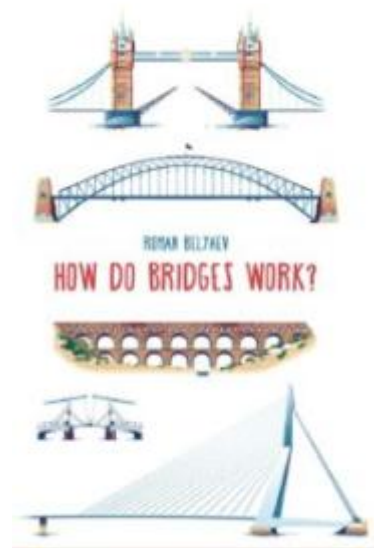
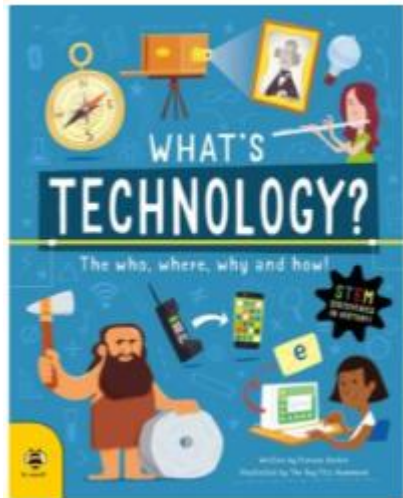


Year Four

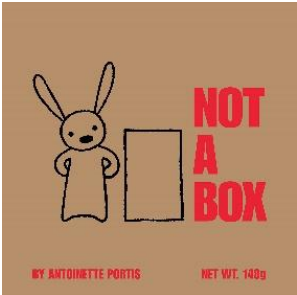
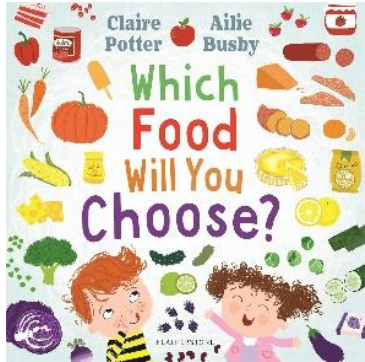


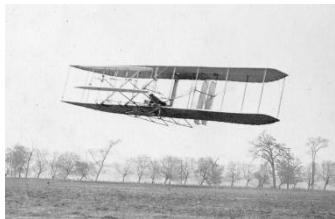
Year Five

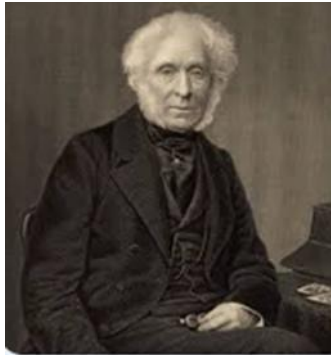




Designers/Engineers who helped shape the world

Year Group	Key designer that has invented something that has shaped how we live.	Designer relevant to unit of work studied	Designer relevant to unit of work studied	Designer relevant to unit of work studied
Nursery	Isamu Noguchi   Noguchi's designs, particularly his playground designs and sculptures, are interactive and often made from organic simple forms. His work encourages exploration and sensory engagement.			
Reception	Chris Gilmour   Gilmour is known for his sculptures made from recycled materials and cardboard.		Charlotte Stirling Reed  Children's Nutritionist designing healthy snacks and an author of bestselling books.	

Year One	Wright Brothers aeroplanes (first flight) The Wright brothers, Wilbur and Orville, were American aviation pioneers credited with inventing, building, and flying the first successful airplane, the Wright Flyer, in 1903 at Kitty Hawk, North Carolina. 	Ian Whybrow (Moving Pictures) Ian Whybrow is a British writer of children's books. The first of his Sniff stories was published in 1989, later becoming a series of books and BBC Radio broadcasts. He has written over 100 books for children, has been translated into 27 languages and is published in 28 countries. His books are humorous and range from picture books to novels, short stories and poetry. 	Radley (Hand puppets) Radley is a London-based, British accessories brand which designs and manufactures handbags, purses and other women's accessories for UK and international markets. The brand was founded by Lowell Harder in 1998. Justin Stead is the current CEO of the brand and was appointed in May 2015. 	Enzo Ferrari Enzo Ferrari (1898-1988) was a successful race car driver before devoting his life to building immensely powerful sports cars and a championship racing team. He began his auto racing career in 1919. He soon joined Alfa Romeo and managed its racing division after retiring from driving in 1931. Following World War II, the Ferrari marque earned renown as its drivers racked up numerous major championships. Ferrari formally resigned as president of his company in 1977 and died in 1988. 
Year Two	Deme Tyoubi (Fish Softie) Deme Tyoubi is a textile artist who was born in 1991 in Japan. She has loved goldfish since she was a 7 years old and now has two goldfish of her own. All her fish are hand-made so they are all unique. They are carefully crafted from needle felting. 	Michelle Reader (Tudor Houses) Sculptor Michelle Reader makes her sculptures from recycled materials in her workshop at the Harley Foundation Studios on the Welbeck Estate in North Nottinghamshire. She has been making unique figurative sculptures from household waste and found objects since 1997, and also has a background in design for performance. 	Victorian Toys (Pop-Up toy) The toys children played with in Victorian times often depended on how wealthy their family was. Children from rich families played with rocking horses, train sets, doll's houses and toy soldiers, whereas children from poor families tended to play with home-made toys such as peg dolls, spinning tops and skipping ropes. Toys were generally handmade from metal or wood and were much more expensive than the mass-produced plastic toys we have now. 	Ken Hom (Food Technology) Ken Hom (born May 3 1949) is a Chinese-American chef, author and television-show presenter for the BBC, specialising in Asian Cuisine. A leading authority on Chinese cuisine, he is one of the most respected and celebrated TV chefs of all time. His phenomenal success is easily measured. He is the author of almost 40 books, which have inspired millions of home cooks around the world. 
Year Three	Sir David Brewster (Mechanisms)	Radley (Textiles)	Jane Robbins (Structures)	Foxes Biscuits(Food Technology)



Sir David Brewster is the inventor who created the Kaleidoscope in 1816. He was a Scottish physicist who invented the Kaleidoscope accidentally when he was experimenting with polarization and refraction of light. While often sold as a toy, the Kaleidoscope has value for pattern designers illustrating the image forming of combined, formed mirrors.



Hermes, Chanel, Gucci and Radley are all designers who create purses, handbags and luggage. They all use a range of sewing and stitching in their design and add a range of textures and aesthetics in their finished products.



Jane Robbins is a sculptor. She works in cast bronze, resin and also other materials, primarily to make figurative and portrait sculptures. Her sculptures have been commissioned as public art in the UK as well as private works. She is a figurative sculptor based in the North West of England who works with bronze, resin or oils on canvas. She is the person who created the Fred Dibnah statue that is located in Bolton town Centre

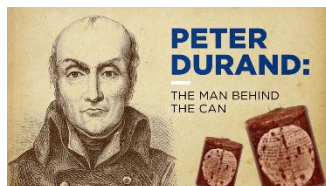


Fox's biscuits date back to their beginnings in 1853 with a combination of heritage and flavour to create one of the biggest branded biscuit company in the UK with bakeries across England, Scotland and Wales. They use healthy ingredients combined with care, quality and innovation to craft and create their biscuits.

Year Four

Peter Durand developed tin cans for food

Peter Durand (21 October 1766 – 23 July 1822) was an English merchant who is widely credited with receiving the first patent for the idea of preserving food using tin cans. The patent (No 3372) was granted on August 25, 1810, by King George III of the United Kingdom.



Clayton Bailey (Electronics)

Clayton Bailey (March 9, 1939 – June 6, 2020), was an American artist who worked primarily in the mediums of ceramic and metal sculpture. His art was steeped in the universal languages of humour, curiosity and mischief, which allowed it to be accessible and beloved by everyone, fine art academics and young children included.



Matt Jesson (Food Technology)

Roman weapons (Mechanisms)

The Romans had a number of different catapults that they used in different situations. The three main ones were the Scorpion, the Ballista and the Onager.

The Romans did not invent the catapult, but they improved the Greeks' design which was created in the fourth century BC. They made changes to the materials used and made design tweaks which allowed them to achieve a better range and accuracy than before.

The scorpion was a smaller catapult-type weapon, which was operated by only one man.

The ballista looked and worked like the scorpion, but it was bigger and much more powerful.

The onager was the biggest type of catapult the Romans used.

Frederick Brownell (Textiles)

In 1994, Frederick Brownell delivered on what may be the hardest and most consequential assignment any designer could receive: Design a flag to unite a nation—and do it in a week. He was head of the South Africa Department of Arts and Culture's Bureau. He was tasked with the assignment after a drawn-out design contest that yielded 7,000 entries went nowhere. South Africa needed a new unifying graphic symbol—fast.

Maat Jesson trained as a pastry chef and has also worked at the Ritz hotel in London. He now runs the Vintage Tea Emporium, in Uttoxeter, with his wife Samantha, a business they have owned since 2015. The Vintage Tea Emporium is famed for its afternoon teas, which feature a choice of delicate finger sandwiches, scones, cakes and petits fours all served on a china cake stand.



Year Five

Gideon Sundback invented the zip fastener

A Swedish-American engineer called Gideon Sundback is generally credited with inventing the modern zipper as we know it. He registered his first patent for the device in Germany in 1909, but it wasn't until 1917 that he received a patent for a device called a "separable fastener."



Heston Blumenthal – Seasonal Soup (Food technology)

Heston Marc Blumenthal OBE HonFRSC is an English celebrity chef, TV personality and food writer. His restaurants include the Fat Duck in Bray, Berkshire, a three-Michelin-star restaurant that was named the world's best by the World's 50 Best Restaurants in 2005.



Textiles

Billie Zangewa (born in 1973 in Blantyre, Malawi) is a Malawian artist who hand sews silk fabrics to create collage tapestries, and who now lives in Johannesburg. Since 2004, her art has been featured in international exhibitions including the Paris Art Fair at the Grand Palais in Paris.

James Brindley (mechanisms)

James Brindley (1716 – 27 September 1772) was an English engineer. Throughout his life, Brindley built 365 miles (587 km) of canals and many watermills. He constructed the watermill at Leek, now the Brindley Water Museum.



Torakusu Yamaha (Structures)

Torakusu Yamaha was a Japanese businessman and entrepreneur known as the founder of the Yamaha Corporation. Yamaha was the first Japanese manufacturer of the reed organ and established Nippon Gakki Co Ltd in Hamamatsu to produce organs and other musical instruments including pianos and harmonicas.





Year Six

Ada Lovelace

Ada Lovelace is widely recognized as the first computer programmer, having written the first algorithm intended to be processed by a machine, specifically for Charles Babbage's Analytical Engine.



Harry and Esther Snyder

Esther Lavelle Snyder (née Johnson) (January 7, 1920 – August 4, 2006) was an American businesswoman. She co-founded In-N-Out Burger, with her husband Harry Snyder, in 1948.



John Boyd Dunlop

John Boyd Dunlop (born Feb. 5, 1840, Ayrshire) was an inventor who developed the pneumatic rubber tire. In 1887 he constructed a pneumatic tire for his son's tricycle. Patented the following year, the tire went into commercial production in 1890.



Alan Turing

Alan Turing is famous for being an eccentric yet passionate British mathematician, who conceived modern computing and played a crucial part in the Allied victory over Nazi Germany in WW2.



Design knowledge

Pupils' knowledge of food ingredients and nutrition. Their knowledge of key events and people from the past. Knowledge of types of design and prototyping. Substantive knowledge also refers specifically to knowledge of the past: people and events in DT from the past.

Our plans ensure they develop pupils' understanding of design criteria, design specification and that all products have been designed Purpose, audience, dimensions, materials, equipment. Teachers ensure pupils build up knowledge of various designs. Teachers teach design knowledge to ensure pupils understand what they need to access and make sense of more complex content in the future. Designs start and develop through a product based on information that they are finding as they start to make it. Our curriculum ensures pupils build up knowledge of evaluation in DT supporting and building pupils' evaluation knowledge as they progress through school. Pupils disassemble and evaluate existing products. They evaluate as they start to prototype and create testers. The curriculum helps pupils to place key events, people and periods in the development of DT.

Substantive Knowledge: Established Facts

Substantive knowledge is the collection of established facts within a subject. It's the content that our pupils **need** to know. In history, it's the facts about significant events, such as the date of the Great Fire of London or in KS2 history, substantive knowledge would include learning about key figures or significant periods like the Industrial Revolution. Substantive knowledge is content-driven and focused on what we know. It's the "what" of a subject, providing the foundational knowledge needed to understand the world. The substantive knowledge in **ORANGE BOLD** we consider to be essential substantive knowledge that we want our children to retain as they move through each year group to enable them to become experts.

Disciplinary Knowledge: Methods and Concepts

Disciplinary knowledge is the "how" of learning within a subject. It's not just the facts, but the methods, theories, concepts, and perspectives that are unique to a particular academic discipline. Disciplinary knowledge involves learning how experts in a subject field think, question, and build knowledge. Pupils' ability to design purposeful, functional products based on criteria and specifications. Selecting for themselves the right tools, and components. Evaluating existing products and their own products against design criteria

Our DT Curriculum

Our DT Curriculum is bespoke and meets the National Curriculum requirements.

Develops the children's DT specific knowledge to perform everyday tasks confidently.

Has clear end points and a final product. Solves real and relevant problems. Is broken down into smaller chunks.

Teaches the children how to cook and prepare for life.

Evaluates past and present DT and understand its impact on daily life and the wider world.

Helps children evaluate and test the ideas and products of others and is sequenced so that prior knowledge is re-visited and forms the basis of later knowledge.

SMALL CHUNKS OF KNOWLEDGE

Make a healthy soup.



Know how to chop, slice, grate and cut vegetables. Know what boiling does to the ingredients.

Know what soup is.
Evaluate types of soup.
Know some chefs' recipes.

Know the names of different vegetables.
Know where each comes from. Know what a balanced meal is.

Design a soup for a purpose and consumer. Annotated diagram.

Whole School Concepts/Golden Threads

We have identified the key concepts that run through our curriculum which supports both teachers with delivering learning in a more impactful way and children with developing links and making connections between prior, current and future learning. Below are the 'Golden Threads' that feature in the Curriculum for DT

Structures

Mechanisms

Electronics

Textiles

Food Technology

Structures

Reception

Year Two

Year Three

Year Five

Material, functional and aesthetic properties, strength and stability, stiffen and reinforce structures.

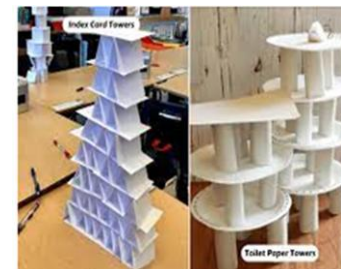
Building a bridge as part of retelling the story the billy goats gruff.
Bridge



Exploring how structures can be made stronger, stiffer and more stable
Tudor House



Large structure to represent a local hero
Fred Dibnah



Joining techniques
Designing a more advanced join.
South American Rain stick



Design

Think and talk about what they are going to make before they do it.
Plan what they are going to make by drawing it first.
Use a tick list to say what resources they are going to need to make their product or outcome.

Generate and communicate ideas using sketching and modelling.
Learn about different types of structures specifically the types of houses in Tudor times.

Design a structure e.g. a statue/monument linked to the learning project,
Draw and label a design for the structure using 2D shapes, labelling: - the 3D shapes that will create the features - the materials needed and its colours.

Design a stable structure, rain stick that is aesthetically pleasing, and select materials to create a desired effect – instrument sound to imitate rain.

Make

Choose the resources needed for the activity.
Handle simple hand tools and equipment effectively.
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Select appropriate materials to make my outcome based on the given task.
Use junk modelling materials to create outcomes.

Make a structure according to given design criteria.
Create joints and structures from paper or card and tape or glue.

Make a free standing structure of different shapes and sizes.
Select materials to build a strong structure.
Reinforce corners to strengthen a structure.
Learn to create different textural effects with materials.
Use a hot glue gun safely to create their structure.

Build a range of mock up structures drawing upon new and prior knowledge of structures. Measure, mark and cut material to create a rain stick
Use a range of materials to reinforce and add decoration to structures.

Evaluate

Describe what is liked about a creation and whether it works well.
Suggest improvements that could be made after testing.

Explore the features of different structures.
Compare the stability of different shapes.
Test the strength of own structure.
Identify the weakest part of a structure.
Evaluate the strength stiffness and stability of own structure

Evaluate structures made by the class.
Describe what characteristics of a design and construction made it the most effective.
Consider effective and ineffective designs and give reasons.

Improve a design plan based on peer evaluation.
Test and adapt a design to improve it as it is developed. Identify what makes a successful musical instrument structure

Technical Knowledge

Balance blocks to build a bridge.
Show increasing control over an object in pushing, patting.
Push and pull apart larger construction pieces, such as, Duplo. Begin to test out materials for building houses and castles. Explore materials for building houses.
Explore which materials to use when building bridges and structures that would help meet the criteria e.g. fit a billy goat on the bridge and a troll underneath.

Identify when a structure is more or less stable than another.
Know that shapes and structures with wide, flat bases or legs are the most stable.
Understand that the shape of a structure affects its strength.
Use the vocabulary: strength, stiffness and stability.
Know that materials can be manipulated to improve strength and stiffness.

Identify features of a structure e.g. a statue.
Identify suitable materials to be selected and used for a structure, considering weight, compression, tension.
Extend the knowledge of wide and flat based objects being more stable.
Understand the difference between different types of structures.

Know that structures can be strengthened by manipulating materials and shapes.
Understand that there are different types of fastenings and what they are.
Understand man-made and natural structures.

Mechanisms

Mimic natural movements using mechanisms such as cams, levers and sliders

Year One

Sliders and Levers
Moving Picture

Wheels and axels
Vehicle



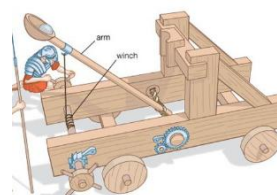
Year Two

Pop Up
Pop Up Toy



Year Four

Propelling lever
Roman Catapult



Year Five

Mechanisms (gears)
Water mill system



Year Six

Pneumatic Mechanisms
Toy that moves using pneumatics.



Design

Design a moving picture for a given audience.
Design a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.
Create clearly labelled drawings which illustrate movement

Design a pop-up toy for a given audience.
Design a mechanism that moves up and down.
Draw and label the different part of your toy.

Produce a plan and explain how the lever will work.
Communicate ideas through annotated sketches that show different viewpoints of the product.
Design a weapon with a lever system that has the capability of propelling a marble at least 1 metre

Design, with a range of initial ideas, after collecting information from investigating existing products.
Produce a detailed, step-by-step plan.
Create annotated 3D designs of their design on isometric or squared paper from a range of viewpoints.

After researching pneumatic mechanisms, design a toy that will open and close using pneumatics.
Consider what would appeal to the market when designing.
Produced a detailed, step-by-step plan.
Communicate ideas through annotated sketches that show different viewpoints of the product.

Make

Follow a design to create moving models that use levers and sliders.

Follow a design to create a pop-up toy that moves up and down.

Gather the resources needed to make the weapon.
Mark, measure and cut accurately using appropriate tools, equipment and techniques.
Join and combine materials and components.
Begin to use finishing techniques to strengthen and improve the appearance of the lever system using a range of equipment.

Select appropriate materials, tools and techniques (e.g. cutting, shaping, joining and finishing) accurately.
Incorporate mechanical systems (such as gears) to enable movement in their products.
Use finishing techniques to strengthen and improve the appearance of their products

Select appropriate materials and tools to complete the design.
Carefully follow procedure to ensure the pneumatics are in full working order
Test the movement of the toy before adding detail and design.
Solve problems during the making process to ensure the opening and closing element of the toy is effective.

Evaluate

Test a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed (verbally).

Test the finished toy to see how smoothly it moves up and down.

Evaluate the propelling lever system for both its purpose and appearance.

Evaluate the product against the original design specifications by carrying out tests.

Evaluate the product against the original design specifications by carrying out tests.

	Review the success of a product by testing it with its intended audience. Test mechanisms e.g. identifying what stops wheels from turning. Know that a wheel needs an axle in order to move.	Discuss if it meets the design brief and your likes and dislikes about your end product. Evaluate what went well and what you would do differently if you made a pop-up toy again.	Evaluate the propelling lever system, carrying out appropriate tests.	Suggest alternative plans, outlining the positive features and drawbacks. Evaluate appearance and function against the original criteria. Begin to evaluate their product personally and seek evaluation from others.	Suggest alternative plans, outlining the positive features and drawbacks. Evaluate appearance and function against the original criteria. Consider the saleability of their product on the open market and consider the pros and cons of selling the product on a mass scale.
Technical Knowledge	Learn that sliders are mechanisms and can make things move. Identify mechanisms which have sliders and determine what movement the mechanism will make. Use the vocabulary up, down, left, right, vertical and horizontal to describe movement. Identify what mechanism makes a toy or vehicle roll forwards (through Exploration). Learn that for a wheel to move it must be attached to an axle	Recognise that mechanisms can make things move. Use the vocabulary and key words to describe what you have made and how your toy works. Identify the mechanism in you toy and how it moves up and down.	Learn that levers are mechanisms that can make things move. Identify mechanisms which have levers and determine what movement the mechanism will make. Identify the lever in your weapon and explain how it works.	Use a gear system within the water mill produced.	Understand that pneumatics uses air to make things move. Use vocabulary to describe how the product works. Identify how the toy opens and closes using pneumatics.
Electronics	Year Three	Year Four	Year Six		
Operational series circuits, components, circuit diagrams and symbols, combined to create various electrical products.	Electronic torch Kaleidoscope	Electrical Circuit Robot	Code Breaking Electronic program that can break codes.		
					
Design	Design a torch, giving consideration to the target audience and creating both design and success criteria, focusing on features of individual design ideas.	Know what materials and equipment you will use such as, cardboard boxes, tubes, fabric, wire, battery, ruler and masking tape. Draw a design for a robot and label it with features such as, bulb, buzzer and strong legs.	Understand that mathematicians used codes during WW2 to communicate secret messages. Know that they will create and read code to decipher messages. Know how to use code (Scratch) to move a bot. Use Scratch to code a bot to move around a grid, revealing a code. Break codes using a given transfer system. Spot bugs and improve the code as problems arise.		
Make	Make a torch with a working electrical circuit and switch. Use appropriate equipment to cut and attach materials. Assemble a torch according to the design and success criteria.	Follow your design to make a robot. Make your robot stable so it can stand up on its own. Measure with a ruler with increasing accuracy. Create a circuit using equipment such as, a battery, wires, bulb, buzzer and clips. Change and improve your robot as you make it.	Evaluate the process of using code to move the bot. Understand what went wrong on the initial attempt and how the process could be sped up.		
Evaluate	Evaluate electrical products both own and existing products on the market.	Evaluate what worked well and what new skills you learnt whilst making your robot.			

Technical Knowledge

Test and evaluate the success of a final product and take inspiration from the work of peers.

Learn how electrical items work.
Understand that a battery contains stored electricity and can be used to power products.
Identify the features of a torch.
Understand how a torch works.
Articulate the positives and negatives of different torches

Know what changes you would make to improve your robot and explain your reasoning.

Identify electrical products – Mains powered and battery powered.
Learn what components are.
Understand which components are needed to create a circuit.
Investigate how to create a full circuit that works.
Learn what electrical conductors and insulators are.

How to program a bot to move in different directions for a set amount of time.
How to break code by replacing letters with numbers or other letters.

Textiles

Fastening, sewing, decorative and functional fabric techniques including blanket, cross stitch, running stitch and applique.

Reception

Junk modelling

Year One

Templates and Joining sewing
Hand puppet

Year Two

Templates and joining sewing
using over stitch / whipp stitch

Fish Softie

Year Three

Textiles

Case

Year Four

Blanket stitch
Greek Flag

Year Five

Applique and at least 3
different stitches
**Bayeux Tapestry inspired
piece**

Applique 3 different stitches

Type of Join/Stitch

Join - Glue



Join – Running Stitch



Join - Overstitch



Join – Back stitch



Join – Blanket Stitch



Join – Applique using three
previously learnt stitches



Design

Know that different materials and fabrics are used for different purposes e.g. wool for a jumper, rubber for wellies.

Use a template to create a design
for a simple puppet.

Use a template to create a fish
softie and list materials needed.

Plan what the purpose and
function of their case will be

Select what colour thread you will
use for your stitching
Select the colour of your material
to be sewn together with back
stitch create the case
Plan the features you would like
your case to have

Produce a plan and explain the use
of materials and equipment.
Communicate ideas through
annotated sketches.
Design a flag
Design the stitch pattern to use

Competently research the Bayeux
Tapestry to gain ideas linked to the
intended design and evaluate
strengths and weaknesses to be
considered when thinking about
their design.
Explain how a product will appeal
to a specific audience and how it
meets the purpose.

Make

Thread smaller beads onto a string
with control.

Cut fabric neatly with scissors.

Draw round and cut out a template
of a fish on felt.

Follow your design to make your
case

Select appropriate tools and show
knowledge of handling the tool
accurately and safely.

Select appropriate materials, tools
and techniques (e.g. cutting,

	Weave string in and out of a threading card or weaving basket.	Use joining methods to decorate a puppet. Sequence the steps for construction.	Join your fish with over stitch and stuff this to make it soft. Add decorations to you end piece.	Thread your needle and use back stitch to attach your material together and create your case	Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. Start to join and combine materials accurately in temporary and permanent ways. Sew using a blanket stitch. Extension is to use a range of stitches.	shaping, joining and finishing) accurately. Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment.
Evaluate	Suggest which materials they would choose to do certain jobs	Reflect on a finished product, explaining likes and dislikes.	Discuss and write about what your end fish looks like and say if it looks like your design. Discuss your likes and dislikes about your fish.	Evaluate and discuss what worked well on your case Explain what you had to modify Explain what changes you would make to your case if you were to make another in the future	Evaluate finished flag for both its purpose and appearance. Evaluate their own and others' work.	Suggest alternative plans; outlining the positive features and drawbacks. Evaluate appearance and function against the original criteria. Begin to evaluate their product personally and seek evaluation from others.
Technical Knowledge	Learn about some of the different textiles in existence. Learn different ways in which to join fabrics together	Learn different ways in which to join fabrics together pinning, stapling, gluing.	Learn about the textile artist Deme	Learn how to thread a needle and how to use back stitch to join materials together	Learn and apply specific stitches when sewing. Use appropriate sewing techniques, blanket stitch.	Use a range of sewing techniques, including applique and various stitches.

Food Technology

Where food comes from, balanced diet, preparation and cooking skills.

Reception

Healthy snack
Fruit Kebab



Year One

Sandwich



Year Two

Healthy and nutritious
Chinese Stir Fry



Year Three

Healthy Biscuit



Year Four

Afternoon Tea



Year Five

Seasonal Soup



Year Six

Healthy Burger



Design

Design a fruit kebab based on our favourite fruits and knowledge of healthy fruit and vegetables.

Design a healthy sandwich based on a food combination which works well together

Create a healthy and nutritious recipe (Chinese Stir Fry) for a savoury meal using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.

Design a healthy biscuit drawing upon understanding of healthy food ingredients

Ensure that ingredients for the sandwiches, savouries and cakes are available. Decide on the contents of the afternoon tea. Design a menu.

Adapt a pre-existing recipe for a healthy soup, using understanding of nutritional value of ingredients and seasonality.

Adapt a traditional recipe, understanding that the nutritional value of a recipe can increase dependent on the ingredients

Make

Using our knowledge of food hygiene and safety handling food the children create their snack.

Slice food safely using the bridge or claw grip. Construct a healthy sandwich that meets a design brief.

Know how to prepare themselves and a work space to cook safely in. Learn the basic rules to avoid food contamination. Follow the instructions in a recipe.

Cook safely, following basic hygiene rules. Follow a baking recipe. Adapt a recipe to make it healthier

Measure ingredients carefully when making the sandwiches, savouries and cakes. Ensure that you are using the correct utensil for each product. Ensure that you are working hygienically and safely. Ensure that the timing of the cooking is right so that everything comes together appropriately. Ensure the items are presented well.

Cut and prepare vegetables safely. Use equipment safely, including knives, hot pans and hobs. Know how to avoid food cross contamination. Follow a step by step method carefully to make a recipe.

Cut and prepare vegetables safely. Use equipment safely, including knives, hot pans and hobs. Know how to avoid food cross contamination. Follow a step by step method carefully to make a recipe.

Evaluate

Rate our healthy snack out of 5. What has worked well? What could we improve next time?

Describe the taste, texture and smell of fruit and vegetables. Taste test food combinations and final products. Describe the information that should be included on a label. Evaluate which grip was most effective in peeling vegetables

Establish and use design criteria to help test and review dishes. Describe the benefits of seasonal fruits and vegetables and the impact on the environment. Suggest points for improvement when making a seasonal dish.

Evaluate a recipe considering its taste, smell, texture and appearance. Describe the impact of the modified ingredients on the taste/texture of the biscuit Evaluate and compare a range of products. Suggest modifications.

Evaluate and suggest improvements for the afternoon tea. Evaluate the afternoon tea, asking the guests their opinions. Evaluate the afternoon tea during and at the end of the assignment. Present the product in an interesting way.

Identify the nutritional differences different products and recipes. Identify and describe the health benefits of food groups.

Identify the nutritional differences different products and recipes. Identify and describe the health benefits of food groups.

Technical Knowledge

Understand and know a variety of healthy fruit and vegetables. Know simple food hygiene tasks. Work collaboratively and carefully to build the snack.

Understand what makes a balanced diet. Know where to find the nutritional information on packaging. Know the five food groups.

Learn that climate affects food growth. Work with cooking equipment safely and hygienically. Learn that imported foods travel from far away and this can negatively impact the environment. Learn that fruit and vegetables grow in certain seasons.

Understand the impact of planning ingredients for dishes.

Understand how to work hygienically and safe. Understand seasonality, and know where and how a variety of ingredients are grown.

Understand what constitutes a balanced diet. Learn to adapt a recipe to make it healthier. Understanding what seasonal products are and to know what reared food is.

Understand where food comes from learning that beef is from cattle and how beef is reared and processed. Understand what constitutes a balanced diet. Learn to adapt a recipe to make it healthier. Compare two adapted recipes using a nutritional calculator and identify the healthier option.

Classroom Kitchen Food Technology

Year One

Year Two

Year Three

Year Four

Year Five

Year Six

Autumn

Fruit Salad

Fruit Smoothies

Fruit and Veg Couscous

Summer Slaw (Coleslaw)

Pasta Salad

Bean and Veggie Stew

Knife Skills

Bridge Cut Method (Soft Foods)
Claw Cut Method (Soft Foods)
Peeling Soft Foods

Bridge Cut Method (Soft Foods)
Claw Cut Method (Soft Foods)
Peeling Soft Foods

Bridge Cut Method (Soft Foods)
Bridge Cut Method (Hard Foods)
Claw Cut Method (Soft Foods)
Claw Cut Method (Hard Foods)
Snipping herbs in a jug using Scissors
Grating Hard Foods (Carrots Etc)

Bridge Cut Method (Hard Foods)
Claw Cut Method (Hard Foods)
Peeling Hard Foods
Grating Hard Foods (Carrots Etc)

Bridge Cut Method (Soft Foods)
Bridge Cut Method (Hard Foods)
Claw Cut Method (Soft Foods)
Claw Cut Method (Hard Foods)
Snipping herbs in a jug using Scissors

Bridge Cut Method (Soft Foods)
Bridge Cut Method (Hard Foods)
Claw Cut Method (Soft Foods)
Claw Cut Method (Hard Foods)
Fine chopping of herbs using a knife

Measuring Skills

Measuring with spoons and cup

Measuring with spoons and cups
Using jugs to measure liquid

Using jugs to measure amounts of liquid

Measuring with spoons and cups

Using jugs to measure liquid

Other Skills

Arranging ingredients and toppings
Scooping (melon etc)

Tearing (salad leaves etc)

Garnishing and Decorating (Presentation)

Tearing (salad leaves etc)

Tearing (salad leaves etc)
Scooping (melon etc)
Beating ingredients together (salad dressing etc)
Bread-crumbling (making and using)

Scooping (melon etc)
Garnishing and Decorating (Presentation)

Summer

Oaty Energy Biscuits

Rock Buns

Bread-ge-hogs

Carrot and Banana Muffin

Savoury Scones

Apple Crumble

Knife skills

Peeling soft foods
Peeling hard foods
Grating hard foods (carrots etc)

Claw Cut Method (Soft Foods)
Claw Cut Method (Hard Foods)
Snipping herbs in a jug using Scissors
Grating soft foods (cheese etc)

Bridge Cut Method (Hard Foods)
Claw Cut Method (Hard Foods)
Peeling hard foods

Baking Skills

Dividing/Pouring Mixture into tins and cases
Kneading and Shaping
Handling/Rolling pastry and dough

Mixing to form a dough (bread making etc)

Sieving (flour etc)
Cracking/Beating/Separating eggs
Rubbing (with fingertips) fat into flour
Mixing to form a dough (bread making etc)
Kneading and Shaping

Mixing to form a dough (bread making etc)
Kneading and Shaping
Handling/Rolling pastry and dough
Using cutters on rolled out pastry

Sieving (flour etc)
Cracking/Beating/Separating eggs
Dividing/Pouring Mixture into tins and cases
Handling/Rolling pastry and dough

Sieving (flour etc)
Cracking/Beating/Separating eggs
Rubbing (with fingertips) fat into flour
Dividing/Pouring Mixture into tins and cases

Mixing to form a dough (bread making etc)

Sieving (flour etc)
Rubbing (with fingertips) fat into flour
Dividing/Pouring Mixture into tins and cases

					Kneading and Shaping Handling/Rolling pastry and dough	
					Glazing/Brusing pastry and dough	
Measuring Skills	Measuring with spoons and cups Using scales (Balancing to zero/resetting)	Measuring with spoons and cups Using scales (Balancing to zero/resetting)	Using scales (Balancing to zero/resetting) Using scales (Adding measures)	Measuring with spoons and cups Using scales (Balancing to zero/resetting) Using scales (Adding measures)	Measuring with spoons and cups Using scales (Balancing to zero/resetting) Using scales (Adding measures)	Measuring with spoons and cups Using scales (Balancing to zero/resetting) Using scales (Adding measures) Using jugs to measure liquid
Other skills			Shaping (fishcakes, burgers etc)	Mashing (with fork or masher)		Arranging ingredients and toppings

CK Curriculum Skills Map



Skill codes below link to the curriculum maps. Each lesson targets a series of the skills shown here.

1. Knife Skills

1a Bridge Cut Method (Soft Foods)

1b Bridge Cut Method (Hard Foods)

1c Claw Cut Method (Soft Foods)

1d Claw Cut Method (Hard Foods)

1e Snipping herbs in a jug using scissors

1f Fine chopping of herbs using a knife

1g Peeling Soft Foods

1h Peeling Hard Foods

1i Grating Soft Foods (Cheese etc)

1j Grating Hard Foods (Carrots etc)

CK Curriculum Skills Map



CLASSROOM
KITCHEN

Skill codes below link to the curriculum maps. Each lesson targets a series of the skills shown here.

2. Baking Skills

2a Sieving (Flour etc)

2b Cracking/Beating/Separating eggs

2c Rubbing (with fingertips) fat into flour

2d Creaming fat and sugar, folding flour into mixture

2e Dividing/Pouring Mixture into tins and cases

2f Mixing to form a dough (bread making etc)

2g Kneading and Shaping

2h Handling/Rolling pastry and dough

2i Using Cutters on rolled out pastry

2j Glazing/Brushing pastry and dough

CK Curriculum Skills Map

Skill codes below link to the curriculum maps. Each lesson targets a series of the skills shown here.

3. Measure Skills

3a	Measuring with spoons and cups
3b	Using scales (Balancing to zero/resetting)
3c	Using scales (Adding measures)
3d	Using jugs to measure liquid

#

Students should be taught to measure in a range of units with links to their current knowledge in Maths. We can use measure activities to simulate practical Maths problems. Difficulty should be increased with age and ability. Adding and subtracting measures should be encouraged where possible in order to not rely on resetting the scales. In lower year groups, look to use alternative measures such as handfuls and spoonfuls.

CK Curriculum Skills Map



Skill codes below link to the curriculum maps. Each lesson targets a series of the skills shown here.

4. More Skills

4a Tearing (salad leaves etc)

4b Arranging ingredients and toppings

4c Spreading (Spoon or Knife)

4d Scooping (melon etc)

4e Mashing (with fork or masher)

4f Crushing/Peeling/Chopping garlic

4g Beating ingredients together (salad dressing etc)

4h Shaping (fishcakes, burgers etc)

4i Bread-crumbing (making and using)

4j Garnishing and Decorating (Presentation)

Using the Hob

Year 5/6 (Under adult supervision)

Children are taught to measure in a range of units with links to their current knowledge in Maths. We can use measure activities to simulate practical Maths problems. Difficulty should be increased with age and ability. Adding and subtracting measures should be encouraged where possible in order to not rely on resetting the scales. In lower year groups, staff look to use alternative measures such as handfuls and spoonful's.

The Brownlow DT Curriculum Long Term Plan

	Autumn Structures	Spring	Summer Junk modelling	Food Technology Fruit Kebab
EYFS	Make a bridge for the Billy Goats Gruff			
Year One	Mechanisms Sliders and Levers Moving Picture	Mechanisms Wheels and axels Vehicle	Textiles Templates and Joining sewing Hand puppet	Tasty Sandwich
Year Two	Structures Exploring how structures can be made stronger, stiffer and more stable Tudor House	Textiles Templates and Joining using over stitch Fish softie	Mechanisms Pop-Up Pop-Up Toy	Chinese Stir Fry
Year Three	Structures Large structure to represent a local hero Fred Dibnah	Electronic torch Kaleidoscope	Textiles Case	Healthy Biscuit
Year Four	Blanket stitch Greek Flag	Electrical Circuit Robot	Mechanisms Propelling lever Roman Catapult	Afternoon Tea
Year Five	Structures Joining techniques Designing a more advanced join. South American Rain stick	Mechanisms (gears) Water mill system	Applique and at least 3 different stitches Bayeux Tapestry inspired piece	Seasonal Soup
Year Six	Pneumatic Mechanisms Toy that moves using pneumatics.	N/A	Code Breaking Electronic program that can break codes.	Nutritious Burger

TALK LIKE A ... DESIGNER



EXPLORE

I researched ...

I investigated ...

I looked carefully at ...

I have learnt ...

I have found out ...

My research has shown ...



DESIGN

I have designed ...

I am going to ... because

The purpose of my design is ...

I am planning to use ... because

I am meeting the design
criteria by ...



MAKE

I will need ...

It is important that I ...

I have realised ... so ...

I am using ... because ...



EVALUATE

I am really happy with ...

I am pleased with my final
product because ...

It would have been even
better if ...

One area I found
challenging was ...

EXPLORE

- investigate
- experiment
- fact-finding
- study
-
-
-

DESIGN

- draw
- draft
- plan
- sketch
-
-
-

MAKE

- build
- produce
- put together
- create
-
-
-

EVALUATE

- review
- assess
- judge
- rate
-
-
-

TALK LIKE A ... DESIGNER

2



EXPLORE

I researched ...

I investigated ...

I analysed ...

It would seem ...

In conclusion ...

My research has shown ...



DESIGN

I have developed a design
made from ... because ...

The purpose of my design is ...

This part of my design is ...

This is influenced by ...

I am meeting the design
criteria by ...



MAKE

I will need ...

It is important that I ...

I am using ... because ...

I have realised ... so ...

I have made a change to
my original design
because ...



EVALUATE

I am pleased with my
final product because ...

My biggest success was ...

One area I found
challenging was ...

Evaluating my product,
I would change...
because ...

EXPLORE

- investigate
- experiment
- analyse
- study
- ground work

DESIGN

- map out
- draft
- outline
- sketch
- plan

MAKE

- build
- produce
- assemble
- construct
- manufacture

EVALUATE

- review
- assess
- judge
- appraise

Teaching Sequence

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
Research – Plan – Design – Make - Evaluate
- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil workbook evidence etc.
- One day each week the teacher makes explicit links across the curriculum in a specific Retrieval Practice session
 - Retrieval Practice Sessions are 30 minutes for pupils in KS1.
 - Retrieval Practice Sessions are 45 minutes for pupils in KS2.
 - Retrieval Practice pupil work is documented in a Retrieval Practice Book.

Retrieval Practice sessions incorporate aspects of the whole of the curriculum from that year group from different periods of time.

- Topics taught in a given term are regularly retrieved through lesson starters during the term it is being taught.
- Retrieval lessons on Tuesday mornings revisit learning from the **previous** term. For example, if South American instruments is taught in Autumn 1, it will be revisited in retrieval lessons during Autumn 2.
- Pupils complete a Green for Growth check at the end of the following term e.g. South American instruments in Y5 is taught in Autumn 1. Therefore, the Green for Growth Check takes place on a specified week in Autumn 2.
- Green for Growth checks are documented in the Retrieval Practice Book.
- Children are given specified periods of time to complete the Green for Growth Check:
Key Stage One - 20 minutes
Key Stage Two - 30 minutes
- The Teacher uses the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for that subject.

- In some subjects the assessment is based on a final, finished piece of work such as a musical performance (solo or ensemble), a sporting performance (e.g. dance, gymnastics) or competency in team games and tactics. Hand-written pre-learning tasks for these subjects would not be appropriate; however, pupils' musical or sporting competence is informally assessed by Bolton Music service and class teachers/Commando Joe coaches.

Curriculum Conversation/Retrieval Practice: DT

Each half term the children are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides the children with the opportunity to share their learning with others and make connections between components. Children are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting the children to develop.

DT Knowledge Retrieval

Reception

Structures

What did you use to build a bridge for the Billy Goats Gruff story?

Can you show how to balance blocks to make a strong bridge?

Textiles

What did you use to join materials in your model?

Why is wool good for jumpers?

Food Technology

What fruits did you use in your kebab?

Why is it important to wash your hands before cooking?

Year One

Food Technology

What grip did you use to cut your food safely?

What makes a good sandwich?

Textiles

What did you use to decorate your puppet?

How did you join the fabric?

Mechanisms

What movement do sliders and levers make?

How does a wheel move?

Year Two

Textiles

What stitch did you use to make your fish softie?

What did you like about your finished fish?

Structures

What makes a structure strong and stable?

How did you test the strength of your Tudor house?

What joining methods did you use to make it stable?

Mechanisms

How did your pop-up toy move?

What mechanism did you use in your toy?

Food Technology

What seasonal vegetables did you use in your stir fry?

How do you keep food preparation safe?

Electronics

Structures

Textiles

Year Three

What materials did you use to make your torch?

How can you reinforce corners to make a structure stronger?

How did you use backstitch in your case?

How does a battery power the light?

What materials did you use for your Fred Dibnah statue?

What would you change in your design?

How did using 3D shapes help in your design?

Food Technology

How did you change the biscuit recipe to make it healthier?

What did your biscuit smell and taste like?

Textiles

Electronics – circuit

Mechanisms

Year Four

What did you use to cut and join your Greek flag?

What components did you use to build your robot?

How does a lever work in your Roman catapult?

Which stitches did you use?

How did you fix problems when your robot didn't work?

What could make your propelling lever go farther?

Food Technology

What ingredients did you use for your afternoon tea?

How did you make sure your cooking was hygienic?

Textiles

Structures

Mechanisms

Year Five

What stitches did you use in your Bayeux Tapestry?

Why is applique useful?

What made your rain stick aesthetically pleasing and functional?

How did you use joining techniques to strengthen your structure?

What would you improve in your design after peer evaluation?

How do gears work in your water mill system?

What did you do when the mechanism didn't move correctly?

Food Technology

What seasonal vegetables did you use in your soup?

How did you make sure your soup was healthy?

Food Technology

How did you adapt your burger recipe to make it healthier?

What nutritional information did you learn about your burger?

Electronics

How do you make a bot move in Scratch?

What kind of code did mathematicians use during WW2?

Mechanisms

How do pneumatics make your toy move?

What makes a pneumatic toy appealing to a buyer?

Year Six

End Point Progression in DT

EYFS DT End Points What will the children be able to know and do?	
Nursery	Reception
Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing.	ELG Creating with Materials (Expressive Arts and Design) • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. • Share their creations, explaining the process they have used. Fine Motor Skills (Physical Development) • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

Year One DT End Points

What will the children be able to know and do by the end of year one?

Design	Evaluate
▪ Draw on their own experience to help generate ideas ▪ Suggest ideas and explain what they are going to do ▪ Identify a target group for what they intend to design and make ▪ Model their ideas in card and paper	▪ Evaluate their product by discussing how well it works in relation to the purpose ▪ Evaluate their product by asking questions about what they have made and how they have gone about it
Make	Technical Knowledge
▪ Make their design using appropriate techniques ▪ With help, measure, mark out, cut and shape a range of materials ▪ Use tools: scissors ▪ Use simple finishing techniques to improve the appearance of their product ▪ Assemble, join and combine materials and components together using a variety of temporary methods (e.g. glue, masking tape) ▪ Cut, shape and join fabric to make a puppet using simple sewing techniques	▪ Develop their design ideas, applying findings from earlier research ▪ Explore mechanisms
Cooking and nutrition ▪ Understand where food comes from ▪ Have basic food handling, hygienic practices and personal hygiene ▪ Understand what is and is not a healthy food. ▪ With help, measure, mark out and cut ingredients. ▪ Construct a healthy sandwich that meets a design brief. ▪ Use simple finishing techniques to improve the appearance of their product i.e. Set it out on a plate properly	

Year Two DT End Points

What will the children be able to know and do by the end of year two?

Design	Evaluate
▪ Generate ideas by drawing on their own or other people's experiences ▪ Develop their design ideas through discussion, observation, drawing and modelling ▪ Make simple drawings and label parts ▪ Identify a purpose for what they intend to design and make	▪ Evaluate against their design criteria ▪ Evaluate their products as they are developed, identifying strengths and possible changes ▪ Talk about their ideas, saying what they like and dislike
Make	Technical Knowledge
▪ Begin to select tools and materials and use vocabulary to name and describe them ▪ Measure, cut and score with some accuracy ▪ Use tools: use hand-tools safely and appropriately ▪ Assemble, join and combine materials in order to make a functioning product ▪ Cut, shape and join different materials to make a product using simple fixing and joining techniques	• Use technical vocabulary to explain how you researched, designed, made and evaluate you DT projects. • Apply their understanding of how to strengthen and reinforce a structure. • Understand that mechanisms are moving parts that work together to produce movement.
Cooking and nutrition ▪ Follow safe procedures for food safety and hygiene ▪ Begin to understand where ingredients come from	

Year Three DT End Points
What will the children be able to know and do?

Design	Evaluate
▪ Generate ideas for an item by considering its purpose and the user ▪ Identify a purpose and establish criteria for a successful product ▪ Plan the order of their work before starting ▪ Explore, develop and communicate design proposals by modelling ideas ▪ Make drawings with labels when designing	▪ Evaluate their product against their original design criteria ▪ Assemble and evaluate familiar products
Make	Technical Knowledge
▪ Select tools and techniques to make their product ▪ Measure, mark out, cut, score and assemble components with more accuracy ▪ Use tools: work accurately and safely with a range of simple tools ▪ Think about their ideas as they make progress and be willing to change things if this helps them improve their work ▪ Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment, including computing	• Apply their understanding of how to stiffen, strengthen and reinforce more complex structures. •
Cooking and nutrition ▪ Understand seasonality ▪ Understand the principles of a healthy and varied diet	

Year Four DT End Points

What will the children be able to know and do by the end of year four?

Design	Evaluate
- Generate ideas considering the purposes for which they are designing - Make labelled drawings from different views showing specific features - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggest alternative methods of making if the first attempt fails - Evaluate products and identify criteria that can be used for their own designs	- Evaluate their work both during and at the end of their assignment - Evaluate their products carrying out simple tests - Understand key events in DT that have shaped the world
Make	Technical Knowledge
- Select appropriate tools and techniques to make their product - Measure, mark out, cut and shape a range of materials using appropriate tools, equipment and technique - Use tools: join and combine materials and components accurately in temporary and permanent ways - Measure, mark and cut out accurately balsa wood and cardboard - Measure, tape or pin, cut and join fabric with some accuracy - Pin, sew and stitch materials together to make a product - Use simple graphical communication techniques	- Understand and use electrical systems in their products - Learn and apply specific stitches when sewing - Use certain materials and create structures which are strong and made for a specific purpose.
Cooking and nutrition - Prepare and cook a variety of savoury dishes - Understand seasonality and know where a variety of ingredients are grown	

Year Five DT End Points
What will the children be able to know and do?

Design	Evaluate
▪ Generate ideas through brainstorming and identify a purpose for their product ▪ Draw up a specification for their design ▪ Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggest alternative methods of making if the first attempt fails ▪ Use results of investigations, information sources, including Computing when developing design ideas	▪ Evaluate a product against the original design specification ▪ Evaluate it personally and seek evaluation from others ▪ Understand key events in DT that have shaped the world
Make	Technical Knowledge
▪ Select appropriate materials, tools and techniques ▪ Use tools: use skills in using different tools and equipment safely and accurately ▪ Weigh and measure accurately ▪ Cut an join with accuracy to ensure a good quality finish to the product ▪ Construct products using permanent joining techniques	▪ To Understand and use mechanical systems in their products
Cooking and nutrition ▪ Weigh and measure accurately ▪ Apply the rules for basic food hygiene and other safe practices ▪ Understand seasonality and know where a variety of ingredients are reared and caught	

Year Six DT End Points
What will the children be able to know and do by the end of year six?

Design	Evaluate
- Communicate their ideas through detailed, labelled drawings - Develop a design specification - Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways - Plan the order of their work choosing appropriate materials, tools and techniques	- Evaluate their product identifying strengths and areas for development and carry out appropriate tests - Evaluate against their original criteria and suggest ways that their product can be improved - Understand key events in DT that have shaped the world
Make	Technical Knowledge
- Select appropriate materials, components, tools and techniques - Assemble components to make working models - Use tools: use tools safely and appropriately – sawing, hammering - Construct products using permanent joining techniques - Make modifications as they go along - Use cams in order to make a moving product - Use tools: use tools safely and appropriately – sawing, nailing, hammering - Measure and cut different materials with real accuracy - Create a prototype and modify the product if required - Achieve a quality product	Apply their understanding of computing to program, monitor and control their products
Cooking and nutrition - Prepare and cook a savoury dish using a range of cooking skills - Understand seasonality and know where a variety of ingredients are reared, caught and processed	

Careers in DT

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

[hashtag#startsmalldreambig](#)

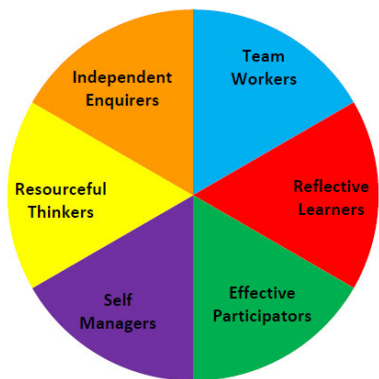
The table below describes ten career paths that children could follow through Design Technology:

Product Designer	Engineer	Architect	Chef or Food Technologist	Fashion or Textile Designer
What they do: Product designers create everyday objects such as toys, furniture, kitchen tools, or phones. They think about how things look, how they work, and who will use them.	What they do: Engineers solve problems by designing and building things like bridges, machines, vehicles, or robots.	What they do: Architects design buildings such as houses, schools, and hospitals. They make sure buildings are safe, strong, and look good.	What they do: Chefs prepare meals, while food technologists design and test new foods for shops and factories.	What they do: Fashion designers create clothes, while textile designers make fabrics and patterns.
DT link:	DT link:	DT link:	DT link:	DT link:
- Designing and making products - Drawing ideas and making models - Testing and improving designs	- Building structures - Understanding how things move and work - Using tools and materials safely	- Designing structures - Measuring and planning - Thinking about materials and strength	- Cooking and nutrition - Food preparation and hygiene - Understanding where food comes from	- Sewing and joining materials - Designing for purpose - Choosing suitable materials
Carpenter or Joiner	Graphic Designer	Electrician or Electronics Engineer	Construction Worker	Inventor
What they do: Carpenters and joiners work with wood to make furniture, doors, and buildings.	What they do: Graphic designers create logos, posters, packaging, and adverts using drawings and digital tools.	What they do: They work with electrical systems, wiring, circuits, and electronic devices.	What they do: Construction workers help build roads, houses, and buildings.	What they do: Inventors create new products or improve existing ones to make life easier.
DT link:	DT link:	DT link:	DT link:	DT link:
- Measuring and cutting - Joining materials - Using tools safely	- Designing for a purpose - Using creativity and technology - Evaluating designs	- Simple circuits - Understanding how electrical products work - Problem-solving	- Building structures - Understanding materials - Teamwork and planning	- Identifying problems - Designing solutions - Testing and improving ideas



Empowered Learner

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. We recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participators

Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

Self Manager: In Design Technology, children learn to manage their time, tools, and materials. They follow steps to complete a project, work safely, and keep their workspace tidy.

Effective Participator: DT lessons often involve shared problem-solving. Children take part in discussions, share ideas, and help make decisions when designing and making products.

Resourceful Thinker: Children are encouraged to think creatively in DT by using different materials and tools. They adapt their ideas when things do not work and find new solutions to problems.

Reflective Learner: In Design Technology, children evaluate their finished products and talk about what worked well and what they would change next time.

Independent Enquirer: Children ask questions, explore existing products, and research materials or techniques before designing their own solutions.

Team Worker: Many DT activities involve working collaboratively, sharing roles, listening to others' ideas, and supporting classmates to complete a project together.

Extra-Curricular Clubs

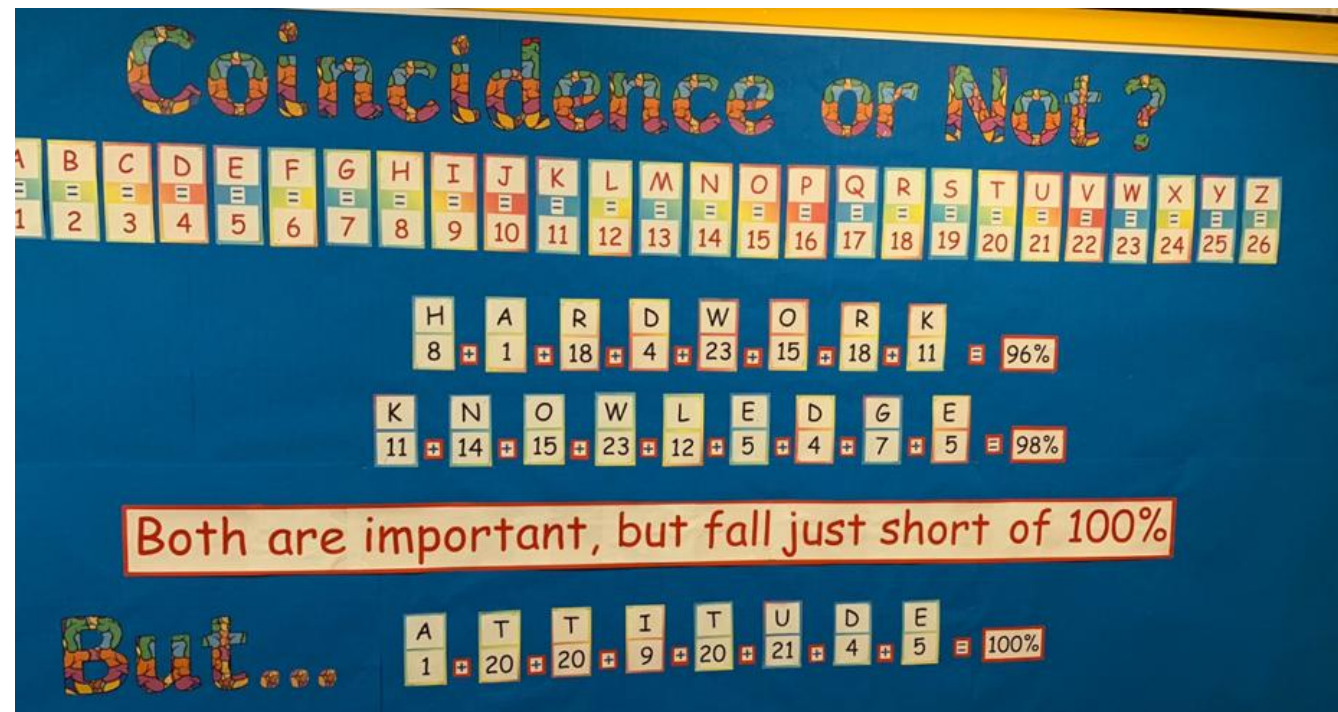
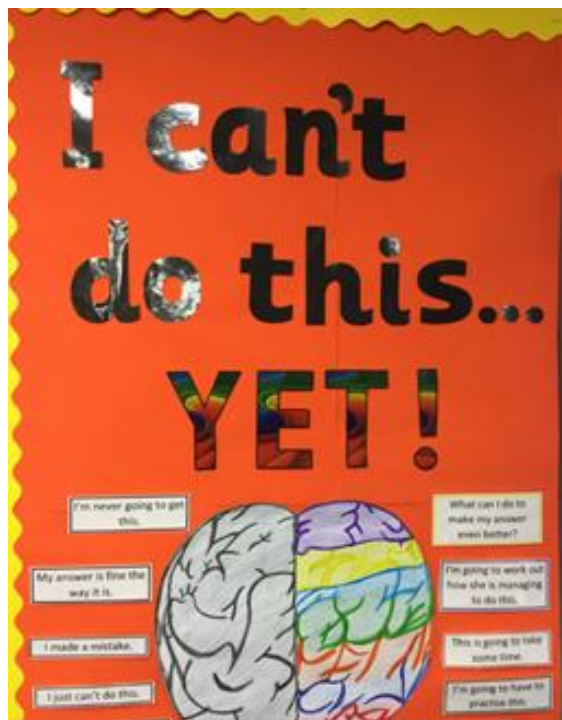
At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

Knowledge Organisers

Our curriculum knowledge organisers contain key facts and information that children need to have about a topic. Our knowledge organisers include the essential facts about each topic, laid out in easy-to-digest chunks; key vocabulary or technical terms and their meanings; images such as maps or diagrams; and famous quotations, if relevant. When pupils learn, they gain and retain deeper and more sophisticated knowledge in their mental models. Developing pupil knowledge is important as the more pupils know (and the better organised their knowledge), the better they can understand a new idea (by connecting it to their existing knowledge) and the better they can solve problems (by applying their knowledge). Their existing knowledge reduces the burden on pupils' working memory.

Growth Mind-set

At Brownlow Fold we teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning (even when they find work challenging). Adopting a Growth Mind-set approach offers an optimistic view about what is achievable for everyone at Brownlow Fold.



Brownlow Bucket List

At Brownlow Fold we have carefully designed a 'Brownlow Bucket List' to provide our pupils with a range of memorable and meaningful experiences during their time with us. Rather than being a list created individually, it is a collection of activities and opportunities chosen by the school, ensuring that every child has the chance to take part. Our aim is for pupils to leave Brownlow Fold having not only achieved academically, but also having enjoyed a wide variety of experiences that will enrich their personal growth, confidence, and sense of community. These activities include opportunities to:

- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.



Things to achieve before I leave...

Take part in a Forrest School Workshop 	Become a pupil ambassador 	Attend the Headteacher celebration tea party 	Share and debate my views 	Try food from another country
Have my art work exhibited 	Participate in the schools linking projects with pupils from another school 	Take part in a sports competition 	Visit a place of worship 	Carry out a science experiment
Take part in Geographical field work 	Read a target amount of books each year 	Recite a poem 	Perform on stage 	Achieve an Empowered Learner Award
Achieve the Teddy Award 	Take part in the Y6 residential 	Visit a beach 	Learn to ride a bike (Bikeability) 	Help look after our school dog (Teddy)
Visit a library or museum 	Learn to swim 	Achieve the Star of the week 	Meet a member of parliament 	Raise money for charity
Plant flowers and seeds in the sensory garden 	Record an episode for the Brownlow podcast 	Take part in the Learner to Learner programme 	Find my way using a map/compass 	Take part in an extracurricular club
Meet an author 	Learn to play an instrument 	Ensure I have a Growth Mindset 	Visit an airport 	Complete a Commando Joe mission
Sing on a stage as part of choir 	Achieve the reader of the week 	Take part in the Brownlow Bake Off 	Enter a competition 	