



DT

KEY STAGE 1

Substantive and Procedural Knowledge

Fabrics

Lesson 1: Exploring Fabrics

Substantive knowledge:

Different types of fabrics have various textures, strengths, and uses.

Procedural knowledge:

Identify and describe different fabrics by touch and appearance.

Vocabulary:

fabric, texture, soft, rough, material

Greater depth task:

Compare natural and synthetic fabrics and explain which might be best for different uses.

Lesson 2: Joining Fabrics

Substantive knowledge:

Fabrics can be joined using stitches, glue, or fasteners like buttons and zips.

Procedural knowledge:

Practice simple joining techniques such as sewing and gluing.

Vocabulary:

stitch, needle, thread, glue, fastener

Greater depth task:

Design a fabric product that uses more than one joining method and explain the choices.

Lesson 3: Designing a Fabric Product

Substantive knowledge:

A design should consider purpose, user, and materials.

Procedural knowledge:

Plan and draw a design for a simple fabric product.

Vocabulary:

design, purpose, user, plan, sketch

Greater depth task:

Annotate your design with explanations of fabric choice and joining techniques.

Lesson 4: Making a Fabric Product

Substantive knowledge:

Accurate measuring and cutting fabric are important for a successful product.



Procedural knowledge:

Measure, cut, and join fabric to make the planned product.

Vocabulary:

measure, cut, join, product, accurate

Greater depth task:

Suggest improvements to your product after testing its durability or appearance.

Lesson 5: Evaluating a Fabric Product

Substantive knowledge:

Evaluation helps identify what works well and what could be improved.

Procedural knowledge:

Discuss and write about the success of the product and possible improvements.

Vocabulary:

evaluate, success, improve, strength, durability

Greater depth task:

Compare your product with a commercial equivalent and suggest design changes.

Dips and Dippers

Lesson 1: Exploring Dips and Dippers

Substantive knowledge:

Dips and dippers come in many types and can be made from various ingredients.

Procedural knowledge:

Taste and describe a variety of dips and dippers.

Vocabulary:

dip, dipper, texture, taste, ingredient

Greater depth task:

Research traditional dips from different countries and describe the ingredients.

Lesson 2: Healthy Ingredients

Substantive knowledge:

Healthy dips include fresh vegetables and low-fat ingredients.

Procedural knowledge:

Identify healthy ingredients and explain their benefits.

Vocabulary:

healthy, vegetable, ingredient, low-fat, nutrition

Greater depth task:

Create a list of alternative healthy ingredients to make a dip.

Lesson 3: Designing a Dip and Dipper

Substantive knowledge:

A design should consider taste, texture, and appearance.

Procedural knowledge:

Plan and sketch a dip and dipper product.

Vocabulary:



design, texture, taste, appearance, plan

Greater depth task:

Write an explanation of why your chosen ingredients work well together.

Lesson 4: Making a Dip and Dipper

Substantive knowledge:

Hygiene and safety are important when preparing food.

Procedural knowledge:

Prepare and assemble a dip and dipper safely.

Vocabulary:

hygiene, safety, prepare, assemble, ingredient

Greater depth task:

Suggest modifications to make your dip more appealing or healthier.

Lesson 5: Evaluating a Dip and Dipper

Substantive knowledge:

Evaluation involves tasting, describing, and suggesting improvements.

Procedural knowledge:

Taste and evaluate your product, then write or discuss improvements.

Vocabulary:

evaluate, taste, describe, improve, product

Greater depth task:

Create a simple survey to gather feedback from others and analyse the results.

Salads

Lesson 1: Exploring Salads

Substantive knowledge:

Salads can contain raw or cooked ingredients, mixed in different ways.

Procedural knowledge:

Identify ingredients used in various salads.

Vocabulary:

salad, ingredient, raw, cooked, mix

Greater depth task:

Investigate salads from different cultures and present their ingredients.

Lesson 2: Healthy Ingredients

Substantive knowledge:

Salads are a good source of vitamins, minerals, and fibre.

Procedural knowledge:

Recognise healthy ingredients and explain their benefits.

Vocabulary:

vitamins, minerals, fibre, healthy, nutrition

Greater depth task:

Research and suggest alternative healthy ingredients to add to salads.



Lesson 3: Designing a Salad

Substantive knowledge:

Consider taste, texture, colour, and presentation when designing.

Procedural knowledge:

Plan a salad using a variety of ingredients.

Vocabulary:

design, texture, colour, presentation, plan

Greater depth task:

Justify the choice of ingredients in your salad based on nutrition and taste.

Lesson 4: Making a Salad

Substantive knowledge:

Washing and preparing ingredients correctly is essential.

Procedural knowledge:

Prepare and assemble a salad safely and hygienically.

Vocabulary:

wash, prepare, assemble, hygiene, ingredient

Greater depth task:

Suggest ways to improve the salad's presentation or flavour.

Lesson 5: Evaluating a Salad

Substantive knowledge:

Evaluation includes taste, texture, appearance, and nutrition.

Procedural knowledge:

Taste and evaluate your salad and suggest improvements.

Vocabulary:

evaluate, taste, texture, appearance, nutrition

Greater depth task:

Compare your salad with a store-bought one and discuss differences.

Bunting

Lesson 1: Exploring Bunting

Substantive knowledge:

Bunting is decorative fabric used for celebrations and events.

Procedural knowledge:

Identify different types of bunting and their uses.

Vocabulary:

bunting, decorate, fabric, event, celebration

Greater depth task:

Research different styles of bunting from around the world.

Lesson 2: Designing Bunting

Substantive knowledge:

Bunting designs often use shapes, patterns, and colours.



Procedural knowledge:

Design a bunting pattern using shapes and colours.

Vocabulary:

design, pattern, shape, colour, decorate

Greater depth task:

Create a design plan that incorporates cultural symbols or themes.

Lesson 3: Cutting Bunting Shapes

Substantive knowledge:

Accurate cutting is important for neat, consistent shapes.

Procedural knowledge:

Measure and cut shapes carefully from fabric or paper.

Vocabulary:

measure, cut, shape, accurate, fabric

Greater depth task:

Experiment with different shapes and sizes and evaluate their visual effect.

Lesson 4: Joining Bunting

Substantive knowledge:

Bunting pieces can be joined with glue, stitching, or staples.

Procedural knowledge:

Join bunting shapes into a string using appropriate methods.

Vocabulary:

join, glue, stitch, staple, string

Greater depth task:

Suggest alternative joining methods and explain their advantages.

Lesson 5: Evaluating Bunting

Substantive knowledge:

Bunting should be visually appealing and sturdy enough to hang.

Procedural knowledge:

Evaluate the finished bunting and suggest improvements.

Vocabulary:

evaluate, sturdy, appearance, hang, improvement

Greater depth task:

Design and evaluate bunting for a specific event or theme.

Packed Lunches

Lesson 1: What Makes a Healthy Packed Lunch?

Substantive knowledge:

A healthy packed lunch includes a balance of food groups.

Procedural knowledge:

Identify food groups and choose healthy options.

Vocabulary:



healthy, balanced, food group, protein, carbohydrate

Greater depth task:

Research the nutritional needs of children and design a packed lunch to meet them.

Lesson 2: Designing a Packed Lunch

Substantive knowledge:

Packed lunches should be nutritious, tasty, and easy to eat.

Procedural knowledge:

Plan a balanced packed lunch using a design template.

Vocabulary:

design, nutritious, tasty, plan, balanced

Greater depth task:

Include a food diary for a day and suggest improvements for balance.

Lesson 3: Making a Packed Lunch

Substantive knowledge:

Hygiene and food safety are vital when preparing food.

Procedural knowledge:

Assemble a packed lunch safely and hygienically.

Vocabulary:

hygiene, safety, assemble, prepare, food

Greater depth task:

Investigate packaging options and their environmental impact.

Lesson 4: Evaluating a Packed Lunch

Substantive knowledge:

Feedback helps improve taste, nutrition, and presentation.

Procedural knowledge:

Evaluate the packed lunch through tasting and discussion.

Vocabulary:

evaluate, feedback, taste, nutrition, presentation

Greater depth task:

Conduct a survey of classmates' favourite packed lunch items and analyse results.

Lesson 5: Improving Packed Lunches

Substantive knowledge:

Changes can improve nutrition, taste, and environmental friendliness.

Procedural knowledge:

Suggest and plan improvements based on feedback and research.

Vocabulary:

improve, nutrition, taste, environment, plan

Greater depth task:

Redesign your packed lunch to reduce packaging waste and improve healthiness.



Moving Pictures

Lesson 1: Exploring Moving Pictures

Substantive knowledge:

Moving pictures use mechanisms like sliders or levers to create motion.

Procedural knowledge:

Identify different moving picture mechanisms and how they work.

Vocabulary:

mechanism, slider, lever, motion, moving picture

Greater depth task:

Investigate more complex mechanisms such as cams or pulleys and describe their use.

Lesson 2: Designing a Moving Picture

Substantive knowledge:

Designs should include a clear plan for the picture and the mechanism.

Procedural knowledge:

Draw and label a moving picture design including the mechanism.

Vocabulary:

design, plan, label, mechanism, picture

Greater depth task:

Create a storyboard explaining how your moving picture tells a story or idea.

Lesson 3: Making the Moving Mechanism

Substantive knowledge:

Accurate cutting and assembling is needed for a working mechanism.

Procedural knowledge:

Cut and assemble parts to create the moving mechanism.

Vocabulary:

cut, assemble, mechanism, accurate, join

Greater depth task:

Test different materials for mechanism parts and evaluate their effectiveness.

Lesson 4: Creating the Picture

Substantive knowledge:

The picture should be visually appealing and fit the mechanism.

Procedural knowledge:

Design and create the picture part of the moving picture.

Vocabulary:

picture, decorate, visual, design, mechanism

Greater depth task:

Experiment with different artistic styles or themes for your picture.



Lesson 5: Evaluating the Moving Picture

Substantive knowledge:

Evaluation includes how well the mechanism works and the picture looks.

Procedural knowledge:

Test and evaluate the moving picture and suggest improvements.

Vocabulary:

evaluate, test, improve, mechanism, appearance

Greater depth task:

Write instructions for someone else to make your moving picture.