

DT Curriculum Webinar

10th January 2023

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Knowledge Schools Trust



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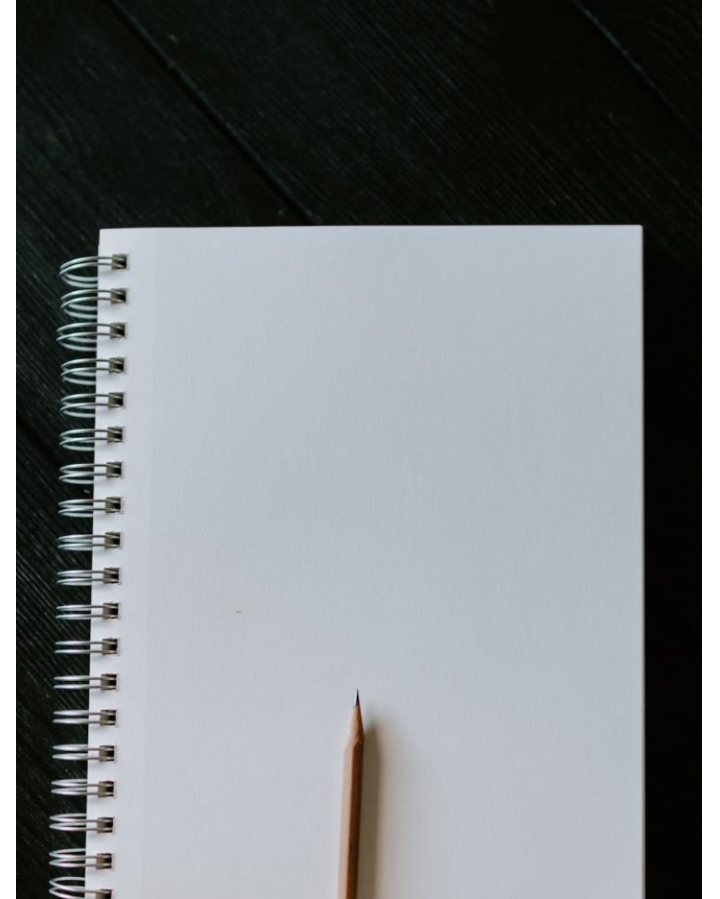
Elliot Morgan

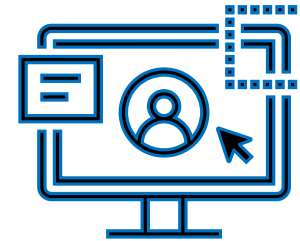
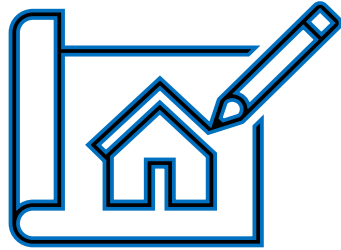
Outline of our session

- 1 Writing the Curriculum**
- 2 Structure of the Curriculum**
- 3 Building Knowledge**
- 4 Resources and Planning**
- 5 Forward Planning**
- 6 Questions**

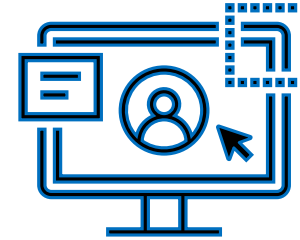
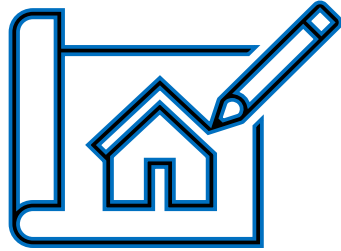
Writing the DT Curriculum

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What is Design and Technology?

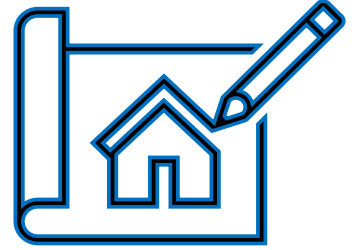


Look at an object

“When you stop and think about it, virtually everything around us has been designed and engineered in some way. Linking Educators and pupils in schools with a variety of Industries is paramount, highlighting inspiring career paths, adding valuable context to learning and ensuring future UK economic growth.”

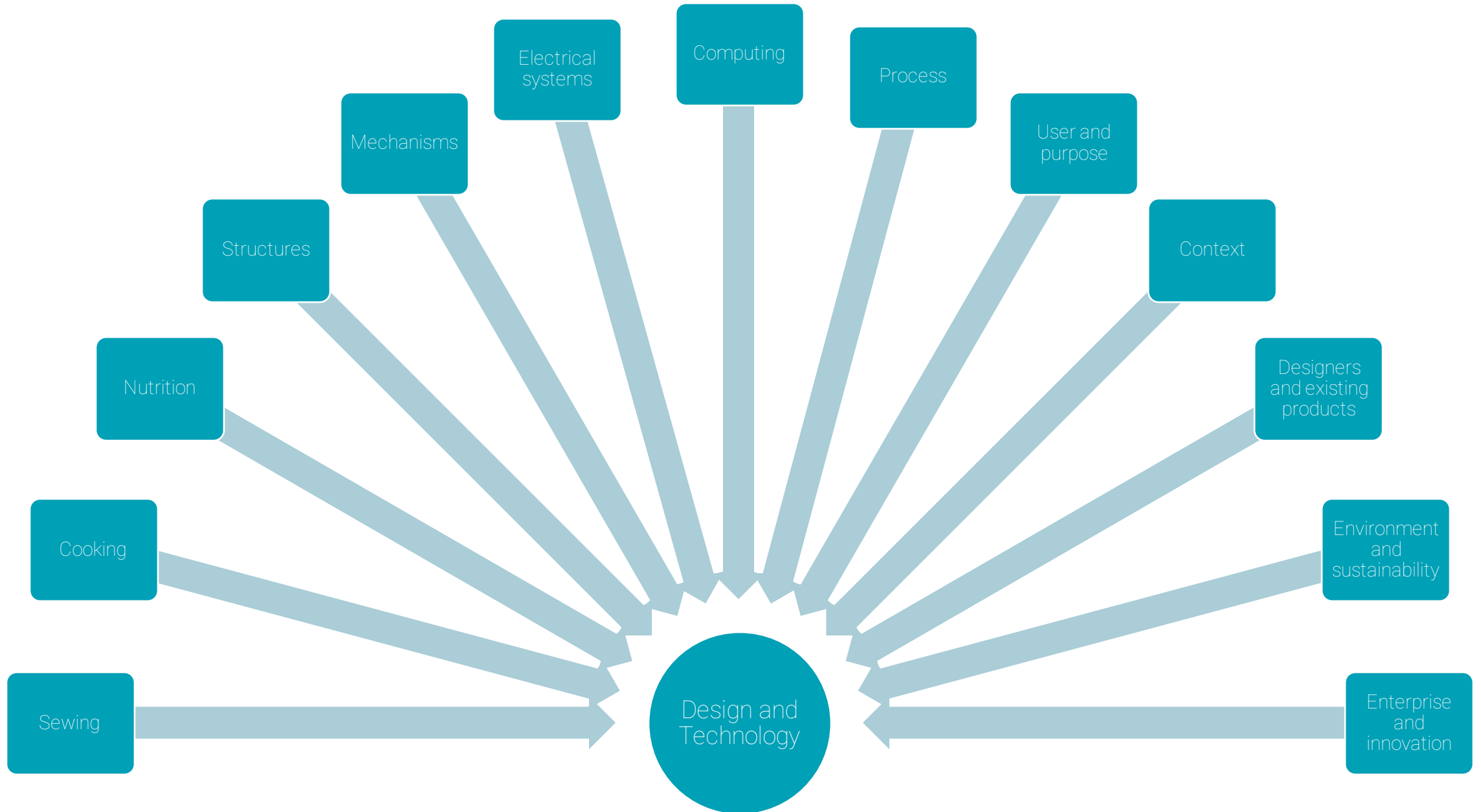
“Since its inception, the museum has championed design not as a category of things, but as a process that has shaped everything from films to football to food. We have helped ever-larger audiences understand the fundamental role of design in transforming the world around them.”

Subject Rationale



Wherever we look, evidence of design is all around us. From chairs to hospital equipment, from clothes to websites, from advertisements on the side of a bus to playground equipment, everything has been designed.

This curriculum aims to inspire students to think about the important and integral role which design and the creation of designed products play in our society.



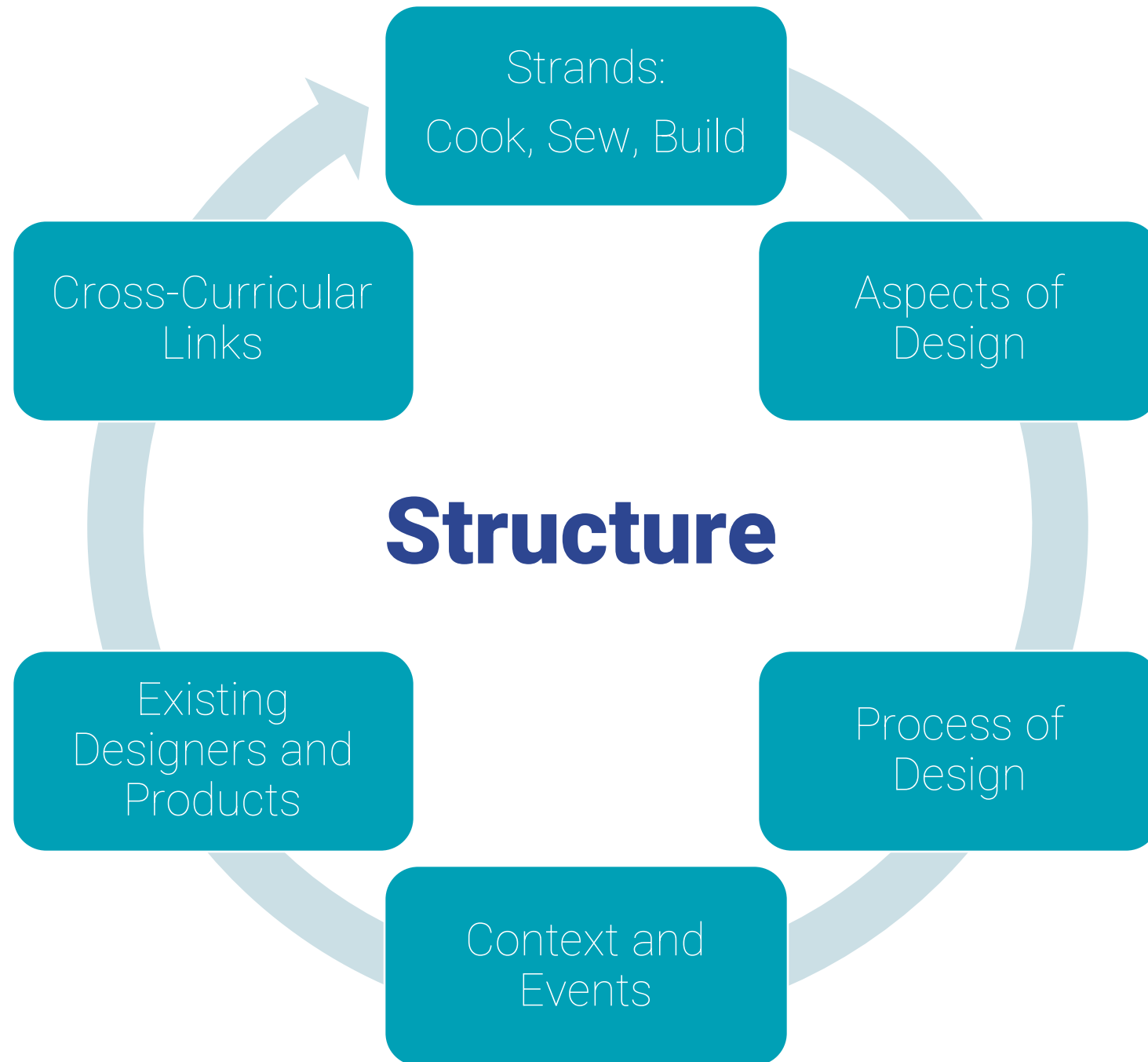
Manageable

Practical

Connected

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Three Strands



Cook



Sew



Build

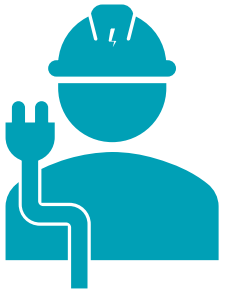
Build



Structures

Mechanisms

Electrical
Systems

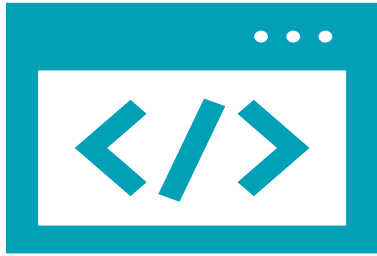


Electrical Systems

Required by the NC at KS2

Included within PKC DT curriculum in year 4 'Build' unit

Included as an add-on to PKC science electricity unit in year 6



Digital

Required by the NC at KS2

Not included in the PKC curriculum

NC requires computer aided design and programming

Ensure that your computing curriculum covers this in a *design* context



	Autumn	Spring	Summer
Year 1	Cook Dips and Vegetables Jam Tarts/Mince Pies	Sew Animal Sock Puppets	Build Vehicles
Year 2	Cook Pizza Gingerbread	Sew Pencil Cases	Build Moving Pictures
Year 3	Sew Key Rings/Decorations	Build Pop-up Books	Cook Bread and Butter Pasta with Tomato Sauce
Year 4	Sew Cushions	Build Moving Toys	Cook Chilli and Rice Apple Crumble
Year 5	Build Cams Toys	Cook Honey Cake Eggs	Sew Bags
Year 6	Build Water Wall	Cook Mezze Build Electrical Toys - part of science electricity unit	Sew Up-cycling fashion

Three Strands

Aspects of Design

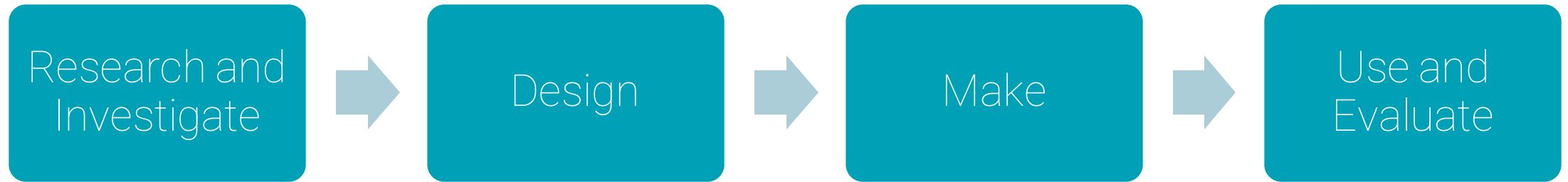


**Environment and
Sustainability**



**Enterprise and
Innovation**

Process of Design Sew and Build



Cook

Introduction



Make



Taste and
Evaluate

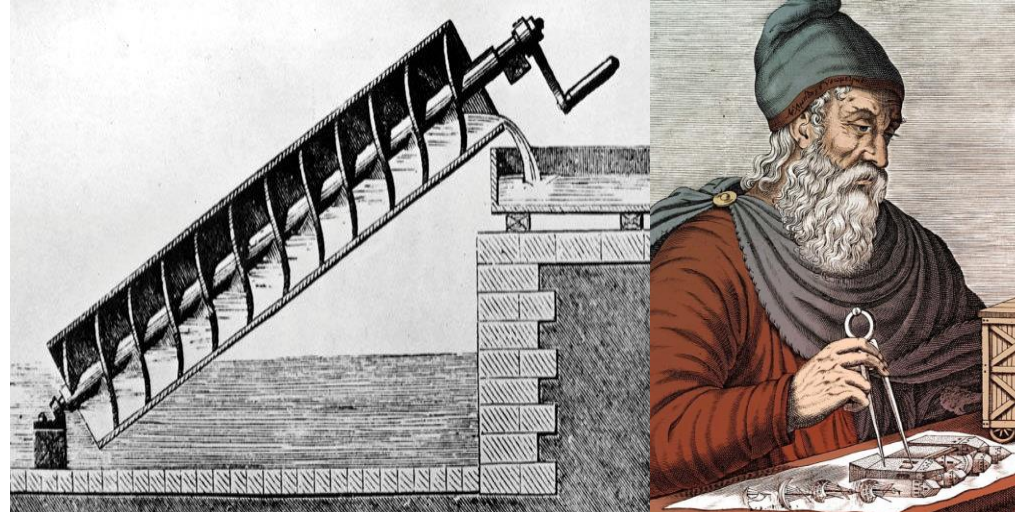
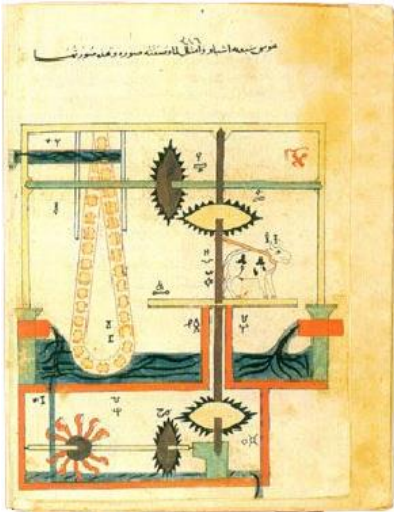


Context



Events

Designers and Existing Products



ELLEN MACARTHUR
FOUNDATION



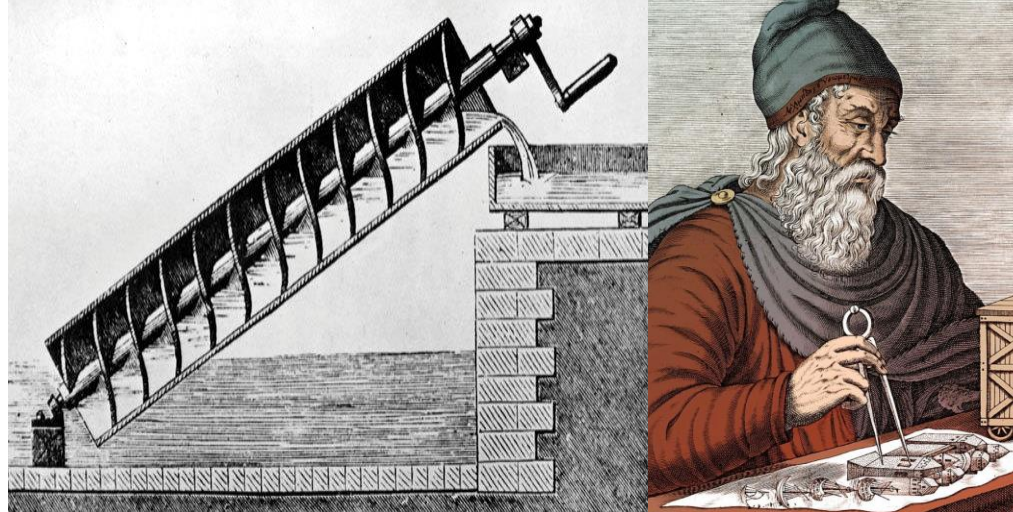
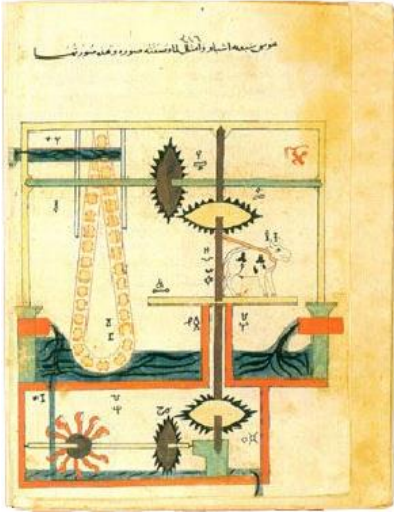
Let's build a circular economy

To solve big problems like climate change, waste, and pollution, we need a big idea.

It's time to rethink how we design, make, and use the things we need, from the food we eat to the clothes we wear.

Together, we can create a better future for business, society and the natural world.

Cross-Curricular links



 **ELLEN MACARTHUR
FOUNDATION**



Let's build a circular economy

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DT Across the PKC Curriculum

Science

History

Geography

Art



DT Across the PKC Curriculum

Year 4

Science

The Human Body – Nutrition, food groups, teeth and herbivores, omnivores, carnivores, vitamins and minerals

Ecology – Food chains, ecosystems and positive/negative interaction, pollution

Electricity – Creating circuits, invention of lightbulb

Geography

Mediterranean Europe – Mediterranean crops and farming

Art

Monuments of Ancient Rome – Model building

Needlework Embroidery and Weaving – Cross stitch/weaving

EYFS

DT in the ELG

Personal, Social and Emotional Development

Managing Self ELG

- Understand the importance of healthy food choices.

Physical Development

Fine Motor ELG

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Understanding the World

The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials ELG

- 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;
- Make use of props and materials when role playing characters in narratives and stories.

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- 1 **Writing the Curriculum**
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What are the principles of a Knowledge-Rich Curriculum?

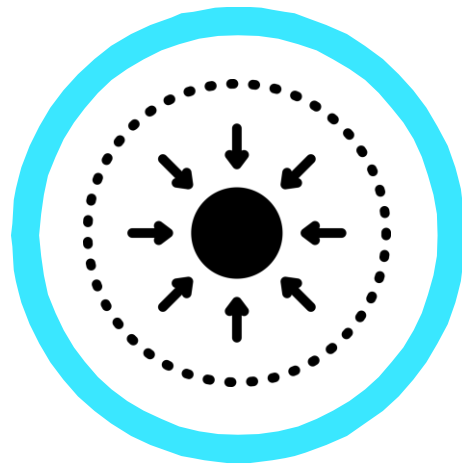
Knowledge is **valued** and **specified**

Knowledge is **well-sequenced**

Knowledge is **taught to be remembered**

The Curriculum as the Progression Model

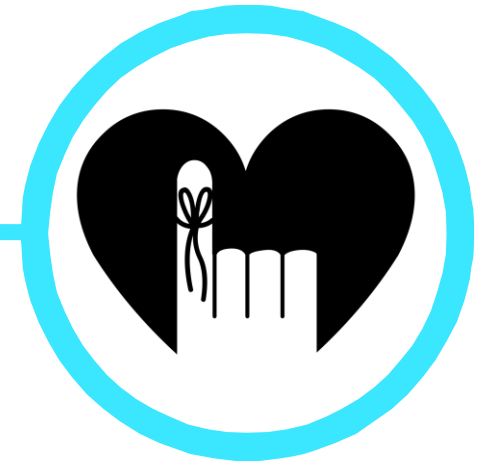
Whole-school vision



Specified

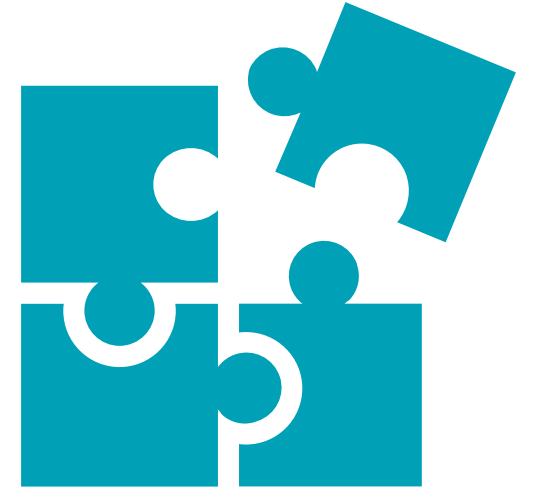


Well-Sequenced



Remembered

Building Knowledge in DT



Concepts

Skills

Process

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Documents



- Subject Rationale
- Curriculum Map
- Resources list
- Unit planning

Sew/Build

- 5 hours
- 4 sessions

		Sew - Cushions			
Product/User/Purpose					
Making a cushion decorated with the <u>appliqué</u> technique for the pupil's own use at home					
Sessions			National Curriculum Coverage		
1. Research and Investigate 2. Design 3. Make 4. Use and Evaluate			<u>Key stage 2</u> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school). When designing and making, pupils should be taught to: Design—use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces Make—select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wider range of materials and components, including textiles, 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.		
Concepts			Skills		
• Process of design • Making products with fabric • Types of fabric (cotton/felt/wool) - natural/synthetic • Properties of fabric—thickness, softness, stretchiness. • Features of a cushion – size, materials, fastenings, shape, joining, decoration. • Decoration—printed fabrics/<u>appliqué</u>			<u>Research and Investigate</u> <u>Appliqué</u> <u>Design</u> Devising criteria (user, purpose, function, appeal), generate/innovate/develop ideas, annotated drawings <u>Make</u> Select tools/materials, making paper templates/patterns, drawing/cutting shapes, threading a needle, tying a knot, overcast stitch (whipstitch), back stitch, <u>appliqué</u>, stuffing <u>Use and Evaluate</u> Photograph, written peer evaluation—against criteria and existing products		
Aspects of Design/Context/Events					
The environment and sustainability/Home and school					



Sew/Build

Resources

Quantities specified per child

- 30cm² tracing paper/greaseproof paper
- Chalk for marking on fabric
- Soft pencil (e.g. 2b) for marking on paper
- Ruler
- Scissors for cutting fabric/cotton thread
- 2 pieces of felt— to make two squares roughly 20cm² in one or two different colours
- Extra felt in variety of colours for applique shapes
- Thick cotton thread in varying colours
- Pins —(N.B. a magnetic pin cushion for each class is very useful)
- Large needle
- Stuffing for pillow roughly 20cm²
- Small pieces of scrap material for practice

Risk Assessment

Possible risk assessment alerts

Sharp edges: needles/pins

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) for risk assessment advice and proformas.



Teacher Knowledge

This session introduces the children to the product they will design and create: a cushion decorated with appliqué. They start by investigating the properties of a cushion, how it is made, what it is for and in particular how it can be decorated with appliqué. By this process of investigation they are undertaking the first stage of the design process: researching and investigating the product they will produce. They go on to learn about the history of appliqué which was used by the ancient Egyptians (recalling their prior learning from year 2 in history when they learn about Tutankhamun) before finally being introduced to the stitches they will use to make their own cushions.

Knowledge Objective

To understand that appliqué is a sewing technique used for decoration

Concepts

- Process of design
- Making products with fabric
- Features of a cushion – size, materials, shape, joining, decoration.
- Decoration—appliqué

Session Detail

Prior Learning: Explain that today the children will be making a cushion. Show the children a needle and thread and ask them what we use them for. Ascertain what sewing the children have done before. Depending on the children's experience ask them to describe the stitches they used.

Vocabulary: Read through Knowledge Objective and vocabulary. Throughout the teach section below ensure that the children understand the meaning of the key vocabulary.

Investigate: Explain that in order to be able to make a cushion first we need to research, investigate and think about how to make it. This is the first stage in the process of design. Show the children a picture of a [cushion with appliqué](#) and a real example of a cushion, if possible with an appliqué design on it. Children to consider the cushion and on whiteboards with a partner write notes to answer the following questions:

- What is the cushion made from?
- How big is it? (Children can measure the cushion with a ruler.)
- Where/how do you think this cushion is used?
- What equipment do you think was needed to make it?
- Describe the different steps you think were taken to make the cushion.
- How do you think the front and the back of the cushion have been joined together?
- How do you think the decoration has been created?

Teach: Explain that the cushion has been made by sewing three sides of two pieces of fabric together, stuffing the cushion with soft stuffing and then sewing the final side together. The patterns/pictures on the cushion have been made by sewing pieces of fabric onto a background piece. This is called appliqué. Appliqué doesn't have to be used on a cushion, it can be used to decorate other things. Sewing a cushion together and using appliqué can be done by using a sewing machine or sewing by hand. The children will make their cushion sewing by hand.

Explain that appliqué is a very old technique for decorating fabric. The word is from the French word *appliquer* which means 'to apply' or 'to put on' i.e. putting a piece of material on top of another piece of material. The oldest appliqué which we know about comes from ancient Egypt and was found in the tomb of the Pharaoh Tutankhamun. This means it is over 3000 years old! Show a picture of the example that was found in the tomb ([Tutankhamun appliqué](#)) and ask the children how they can tell it is old. Remind the children of what they learnt in year 2 about ancient Egypt and Tutankhamun in history: the ancient Egyptians put their pharaohs in tombs with possessions to take to the afterlife. This appliqué from Tutankhamun's tomb would have probably come from a piece of clothing. The Egyptians continued to be famous for appliqué, and the technique was used to decorate tents which Muslim people stayed in when they journeyed on pilgrimage to Mecca in Saudi Arabia. There is still a street in the capital of Egypt (Cairo) called the 'Street of Tentmakers'. Show the children a picture of a man doing appliqué on this street ([man sewing](#)).

Explain that to make their cushions the children will use two stitches, either running stitch or backstitch and overcast stitch (which is also called whipstitch). A stitch is a loop of thread made on a piece of fabric with a needle. Watch videos of how to do these stitches: see [running stitch](#), [backstitch](#) and [overcast stitch for appliqué](#). Explain that the children will be practising these stitches in the next session.

Task: Children to stick in picture (see 'pictures') of the different stitches they will be using to make their cushion into their workbooks and label each stitch with the correct name.

Partner teach/Plenary: Ask: What is appliqué? What ancient civilisation used appliqué? How do we know this?

Vocabulary

- needle
- thread
- sew
- fabric
- stitch
- decoration
- appliqué

Knowledge Goals

Appliqué is a technique where pictures or patterns made from fabric are sewn onto a background

Appliqué is a very old sewing technique and was used by the ancient Egyptians

Examples of appliqué were found in the tomb of Tutankhamun

Skills

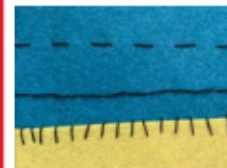
Research and Investigate

- Cushions
- Appliqué
- Running stitch
- Back stitch
- Overcast stitch (or whipstitch)

Resources

Cushion, if possible with appliqué decoration. Whiteboards and pens. Workbooks, pencils and rulers. Picture of different stitches and glue to stick into workbooks. For information about appliqué see [appliqué](#).

Pictures



Sew/Build

Session 2—Design

Skills

Sew/Build

Design

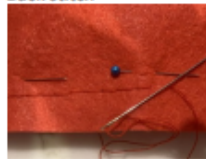
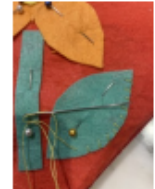
- Devise criteria
(user, purpose, function,
appeal)
- generate/innovate/
develop ideas
- Create annotated draw-
ings

Practice

- Practice running stitch/
backstitch and overcast
stitch

Teacher Knowledge

The instructions in this session are written so they can be presented directly to the children. The instructions can be printed out and stuck in the children's workbooks. Teachers should ensure that children have all the equipment available to them wherever they are working. They can tick off the equipment against a materials list before starting to make. Teachers should also demonstrate key skills as children progress through the instructions, in particular pinning, threading a needle, tying a knot, performing different stitches and tying off. Note that this session concentrates on different stitches which are explored in session 2. As the children get to the stage in the instructions when they use these stitches revise what the children learnt about this in session 2. Teachers will need to provide the children with a piece of tracing/greaseproof paper measuring 20cm x 20cm to use as a template for cutting the felt for their cushion at the beginning of the session.

Skills	Materials	Instructions	Photos
•Select tools/materials •Drawing /cutting shapes •Making paper templates/patterns •Pinning •Threading a needle •Tying a knot •Overcast stitch (whip stitch) •Running stitch •Back stitch •Appliqué •Joining •Stuffing	Materials you will need: • Tracing paper/greaseproof paper •Chalk •Pencil •Ruler •Scissors •2 pieces of felt for the front and back of your cushion •Extra felt for appliqué shapes •Thread •Pins •Needle •Stuffing	<u>Making an appliqué cushion</u> <u>Cutting the fabric for the cushion</u> 1. Choose 2 pieces of felt to make your cushion. Each piece can be the same colour or two different colours. 2. Take your piece of tracing paper. This is your pattern. It is 20cm x 20cm. Pin your pattern to one of the pieces of felt. Put your pins around the edge of the square with the paper on top of the felt. The pin should go through the paper and the felt. You can leave gaps of about 2cm between each pin. 3. Use chalk to draw around the paper square onto the fabric. Remove the pins and the paper from the fabric. Cut out the felt square you have drawn in chalk. This is one side of your cushion. 4. Repeat stages 1-3 with the other piece of material. This is the other side of your cushion. <u>Adding appliqué shapes</u> 1. Before you sew your cushion together you are going to add the appliqué shapes to one side of the cushion. 2. Look at the design you drew for your cushion in the last session. With chalk draw the different shapes onto a piece of felt which is a different colour to the front of your cushion. Remember your shapes need to be small enough to fit onto the cushion but DON'T MAKE THEM VERY SMALL as they will be hard to sew. Draw a maximum of four shapes. They can be different colours. Cut out the shapes. 3. Pin your shapes to the square of felt which you want to be the front of your cushion. See picture for example of pinning. Make sure they don't go right to the edge of the background material. Leave a gap of at least 1cm around the edge. 4. Choose some thread. If you want your stitches to show, use a different colour thread from your appliqué shapes. If you don't want to see your stitches match the colour of the thread to your shapes. Measure and cut a piece of thread which stretches from your elbow to fingers and back again. This will ensure it is not too long or too short to work easily with. 5. Thread your needle and tie a knot at the other end. 6. Use overcast stitch (or whipstitch) to sew your shapes onto the background piece of felt. When your thread runs out or you finish sewing tie a knot to secure the sewing ON THE BACK. Be careful to leave enough thread to be able to tie a knot. <u>Joining your cushion together</u> 1. With chalk and a ruler, mark a line around the BACK of the square you have just sewn your shapes onto, 1cm away from the edge. 2. Pin both squares together, putting your pins just inside the line you marked with chalk. 3. Use running stitch or back stitch to sew 3 sides of your cushion together. 4. Take the pins out. 5. Turn your cushion inside out, so that you can see the appliqué design on your cushion. 6. Stuff your cushion. Don't make it so full you cannot pull together the opening. 7. Pin the opening together 1cm away from the edge. 8. Use overcast stitch to sew the opening together. Finish by tying a knot to keep your sewing secure. Remove the pins.	Running stitch  Back stitch  Pinning appliqué shapes  Overcast stitch (or whip stitch) 
	Risk Assessment Possible risk assessment alerts Sharp edges: needles/pins		



Teacher Knowledge

Once the children's cushions are finished they should be given the opportunity to look at, use and evaluate what they have made. This evaluation is done by the child about their own work (where they should write their comments in their workbook) and about the work of one of their peers. Teacher's can take photographs of the finished cushions before they are taken home so these can be presented alongside comments in their workbooks. As the children answer the questions in their workbooks and talk to their partners model responses in full sentences which are specific and use key vocabulary from previous sessions, for example: "What did you do well?" "My use of overcast stitch is good because I kept my stitches close together."

Use and Evaluate

Teach:

Explain to the children that in this session they will evaluate their design and that of one of their peers. Evaluation is an important part of the design process. Explain designers use this process to make their products better and more suitable for the user.

Evaluation:

Children to describe to their partner how they made their cushion. Teachers to look out for understanding of key vocabulary from previous sessions as they speak.

Children to write down answers to the following questions in their workbooks:

- What did you use running stitch/backstitch/overcast stitch for?
- What did you do well?
- If you made a cushion again what would you do differently?

Ask your partner the following questions about their cushion:

User

Who is it for?

How is the design suited to them?

Purpose/function

What is it for?

How is the cushion designed so that it is suitable for this purpose?

Aesthetic appeal

What do you like about how your cushion looks?

Children to tell their partner:

- One thing they like about their partner's cushion
- A suggestion of one thing they could change to improve the cushion.

Resources

Workbooks, pencils

Cook



Design and
Technology
PKC

Cook - Jam Tarts/Mince Pies

PKC
Primary Knowledge
Curriculum

- **x2 2.5 hour blocks**
- **2 recipes**
- **3 sessions**

Food

Jam tarts or mince pies—sweet, pastry, preserved fruit

Sessions

1. Introduction to the recipe
2. Make
3. Taste and evaluate

National Curriculum Coverage

Cooking and Nutrition

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

In Key Stage 1 pupils should be taught to:

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

Concepts

- A recipe is a set of instructions which tells you how to make food
- Cooking from different cultures—England
- Sweet v savoury
- Cooked v raw
- A pie can be made with pastry
- Seasonality—preserving fruit for the winter

Skills

- Following a simple recipe
- Measuring in spoonfuls
- Rubbing fat into flour
- Mixing
- Making, rolling and cutting pastry
- Baking
- Cooling

Aspects of Design/Context/Events

Environment and sustainability/Home, school, community/KS1 festive winter bake sale



Equipment

For 30 children:

Each child to take home jam tarts/mince pies which are not sold in festive Winter bake sale in a **small sealable plastic tub.**

30 aprons

Jam Tarts/Mince Pies

15 medium mixing bowls

15 knives for cutting butter

15 small chopping boards for cutting butter on

8 tart case trays containing 12 per tray

15 small rolling pins

15 large pastry cutters for base of the tarts/pies

15 small pastry cutters for tops of the tarts/pies

15 teaspoons

15 tablespoons

15 wooden spoons

15 forks

15 cups for water

Roll of cling film

4 cooling racks

1 sieve (optional)

Ingredients

For 30 children: Each child to make 3 tarts/pies

Jam Tarts/Mince Pies

x3 450g jars of jam/mincemeat

3.5kg plain flour (this should leave some over for rolling)

x4 250g blocks of unsalted butter (this should leave some over for greasing)

1kg caster sugar

200g icing sugar (optional)

Allergies/Dietary Needs

Plain flour: contains gluten. There are gluten free substitutes such as rice flour.

Butter: is a dairy product. There are vegan alternatives such as some margarines.

Mincemeat: this traditionally contains animal fat and sometimes nuts. Vegetarian/nut free options can be sourced.

Please note that suggested alternative ingredients to meet allergy/dietary needs are *suggestions only* and teachers are responsible for checking whether the pupils in their class can handle/consume these products.

Risk Assessment

Possible risk assessment alerts

Allergies: see above

Oven use: teachers should have sole responsibility for oven use with children at this age

Sharp edges: knives and pastry cutters

Please note that schools are responsible for completing all appropriate risk assessments. See [CLEAPSS](#) and [The Key](#) for risk assessment advice and proformas.



Teacher Knowledge

In this unit of work children cook jam tarts or mince pies. The first session introduces the idea of sweet pies made of preserved fruit and pastry. Before making the pies/tarts in session 2 the children will understand the idea that different recipes can be used in different seasons and/or for different celebrations. Mince pies and jam tarts are typical English recipes and use ingredients that are available during the Winter. Mince pies are traditionally eaten at Christmas time. The recipe in session 2 uses a sweet shortcrust pastry. Shortcrust pastry can also be used to make savoury pies. In session 3 the children will taste and evaluate what they have made. The pies/tarts made in session 2 can either be taken home or sold in a festive bake sale, alongside gingerbread made by year 2 at the same time. There are no strict time limits for each of the three sessions, save that all three should be completed in two and a half hours. It is anticipated that session 2 (Make) will take the most time. Photographs can be taken of the children whilst making to stick in their workbooks.

Knowledge Objective	Concepts	Lesson Detail	Vocabulary
To know that different foods can be cooked in different seasons	- Seasonality—preserving fruit for the winter - Cooking from different cultures—England - Sweet v savoury - Cooked v raw - Pies can be made with pastry - A recipe is a set of instructions which tells you how to make food	Prior Learning: Explain that today the children will be cooking small sweet pies made out of pastry, called jam tarts or mince pies. Ask if any of the children have ever eaten a mince pie/jam tart. Did you like it? Why? Why not? Can you describe what it looks like?/What does it tastes like? Vocabulary: Read through Knowledge Objective and vocabulary. Throughout the teach section below ensure that the children understand the meaning of the key vocabulary. Teach: Show the children a photograph of a mince pie/jam tart broken in half so that they can see the pastry and the filling. Ask one of the children to describe what they can see in the picture. Explain the pies/tarts have two parts, pastry and filling. Point to the different parts of the pie/tart in the picture. The basic ingredients in pastry are butter, flour and water. Show these ingredients to the children. Explain we will be making pastry today from a recipe. You have to cook, or bake pastry in an oven to be able to eat it. When it is uncooked (raw) it is soft and squidgy. When it is cooked it is hard and crumbly. Pastry can be savoury or sweet (children should know the difference between these tastes from their work on senses in Science Autumn A). It is made sweet by adding sugar. A mince pie/jam tart uses sweet pastry. Mince pies and jam tarts are both very old English recipes which have been made for hundreds of years. Inside the tart/pie there is a filling of jam/mincemeat. Show the children a jar of jam or mincemeat. Explain that it is made out of fruit and sugar. The fruit has been preserved by adding sugar to it. Preserving something means making it last for a longer time than if it was fresh. Ask: What are the different seasons? What is the weather like in Winter/Summer? If making jam tarts show children a picture of a tree with plums on it. If making mincemeat show children a picture of grapes on a vine. Explain that these grow in the summer when the weather is warm. If we pick the plums/grapes and leave them then they will rot and go off in a few days. If we add sugar to the plums/grapes we can make plum jam/mincemeat which will last until winter. If making jam tarts explain that jam can be made out of different fruits, like plums, raspberries and strawberries. If making mince pies explain that this is a filling traditionally put into small pies eaten at Christmas time made from dried fruit (like raisins) and nuts. Raisins are dried grapes and can be preserved by adding sugar and other ingredients to make mincemeat. In this way grapes are preserved for the winter. Traditionally mincemeat had meat in it which is why it is called minceMEAT! It no longer contains meat. Talk task: Ask one of the children to come forward and take a spoonful of jam/mincemeat out of a jar. Show the rest of the class the spoonful under a visualiser. Ask the child to describe to the other children what they can see. Can they see a small piece of the fruit? How does it look different to if it was a fresh piece of fruit? Task: Stick printed recipe in workbooks. Working in pairs the children should read the equipment and ingredients list to ensure that they have all of the listed items in front of them (some of these i.e. flour, sugar and jam/mincemeat will be centrally located for all of the class to use once they start cooking in lesson 2). They can tick off each item as they identify it. Partner teach/Plenary: Ask children to show you their ingredients. How are the ingredients different from the equipment?	- sweet - savoury - cook - bake - raw - pastry - recipe - season - preserve
Knowledge Goals	Skills		
Jam tarts/mince pies are sweet pies made out of pastry Fruit which grows in the summer can be preserved to use in the winter Making jam/mincemeat is a way of preserving fruit to last until winter/Christmas	- Following a simple recipe - Measuring in spoonfuls - Rubbing fat into flour - Mixing - Making, rolling and cutting pastry - Baking - Cooling		
Resources	Pot of jam/mincemeat and teaspoon. Printed recipe from session 2. Workbooks. Ingredients and equipment for session 2 set out to use in pairs.		



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The recipe is written so that it can be presented directly to the children. The recipe should be stuck in the children's workbooks in session 1. The ingredients are specified for a pair of children working together so that each child can make 3 pies or tarts. Teachers should make sure that children can read and follow the recipe, in particular matching the ingredients and equipment to the words in the text before the children start cooking (as set out in session 1). This will include pointing out the recipe structure (ingredients/equipment/method) and highlighting new vocabulary. Teachers should also demonstrate key skills and processes as children progress through the recipe (for example, measuring in level spoonfuls, rubbing fat into flour, making pastry into a ball, rolling and cutting pastry). Depending on the children's reading capability it may be necessary to demonstrate the recipe step by step.

In this recipe teachers will need to measure out the butter needed by each pair in advance of the session. All other measuring can be undertaken by the children. The butter should be cold (straight from the fridge) as this will make rubbing the fat into the flour easier. Ideally, once made, the pastry should rest in the fridge for 30 minutes before it is rolled as this will make the pastry easier to handle. This will necessitate a break in the cooking process which can be used for clearing up. Ensure that the oven(s) are heated to 180°C in advance of cooking the pies/tarts. The pies/tarts can be sprinkled with icing sugar once they have cooled on a cooling rack. The total quantities of flour and butter should leave enough for rolling the pastry/greasing the tart trays.

Recipe

Mince Pies/Jam Tarts

Work with a partner. This recipe makes 6 pies.

Ingredients

For the pastry:

4 tablespoons of plain flour
50 grams butter
1 tablespoon of sugar
1 tablespoon of water

For the filling:

1 teaspoon of jam or mincemeat for each pie.

Equipment

Medium mixing bowls
Knife for cutting butter
Chopping board
Teaspoon
Tablespoon
Wooden spoon
Cup with cold water in it
Rolling pin
Large pastry cutter
Small pastry cutter
Tart tray (you will share this with another pair)
Fork
Piece of cling film

Method

Wash your hands.

Making the pastry

1. Put 4 tablespoons of plain flour into your mixing bowl.
2. With a knife, cut the butter into small cubes on a chopping board.
3. Put the butter in the bowl with the flour.
4. With your fingertips, rub the butter into the flour until the butter disappears and it is like breadcrumbs.
5. Add 1 tablespoon of sugar to the crumbs and mix it around with a wooden spoon.
6. Add 1 tablespoon of cold water to the crumbs and mix it around with a wooden spoon.
7. Squeeze the crumbs together into a ball. This is your pastry.
8. Wrap the pastry in cling film.
9. Put the pastry in the fridge for 30 minutes.
10. Clear up!

Making the pies or tarts

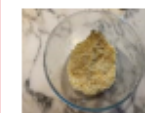
1. Get a little butter on your finger and grease 6 holes in the tart tray.
2. Put a little flour on the table and on your rolling pin, so the pastry does not stick.
3. Roll out the pastry so it is about half a centimetre thick.
4. Use the large cutter to cut 6 pastry circles. Put these in the holes in the tart tray.
5. Put 1 teaspoon of jam or mincemeat in each pie.
6. Squeeze the left-over pastry back into a ball. Roll it out again.
7. Use the small cutter to cut 6 pastry circles.
8. Get a little water on your finger and spread this around the edge of the pastry on each pie.
9. Put the small pastry circles on top of your pies. Press down the edges so the tops stick to the bottoms.
10. Prick one set of holes in the top of each pie with a fork.

Cooking the pies or tarts

1. Ask your teacher to bake the pies in the oven for 15-20 minutes until they are golden-brown.
2. When they are cooked leave the pies to cool.
3. Clear up!

Pictures

Making the pastry



Making the pies or tarts



Allergies/Dietary Needs

Plain flour: contains gluten. There are gluten free substitutes such as rice flour.

Butter: is a dairy product. There are vegan alternatives such as some margarines.

Mincemeat: this traditionally contains animal fat and sometimes nuts. Vegetarian/nut free options can be sourced.

Risk Assessment

Possible risk assessment alerts

Allergies: see above

Oven use: teachers should have sole responsibility for oven use with children of this age

Sharp edges: knives and pastry cutters



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Once the children's pies/tarts have cooled down they should be given the opportunity to look at, taste and evaluate what they have cooked.

Taste and Evaluate

Children should ask and answer the following questions with their partner. Look out for understanding of key vocabulary as they speak. Photographs can be taken of them having their discussions to stick in workbooks.

Look and Evaluate

- Describe the different steps you took to make your pies.
- Do they look tasty? Why? Why not?
- What did you do well?
- If you made them again would you do anything differently?
- How could you present them so they look good to eat?

Taste and Evaluate

Children to taste one of their pies.

- Do you like it? Why? Why not?
- If you made them again would you do anything differently?

Note: To keep the pies fresh in advance of taking them home/selling them in a bake sale keep them in a plastic tub or tin with a lid to keep them fresh. Do not put them in the fridge—this will make the pastry soggy!

KS1 festive bake sale

The children's mince pies/jam tarts can be sold at a festive bake sale alongside gingerbread from year 2. Children can participate in the sale and this can be used as an opportunity to consider how much each pie/tart should cost and the best way to present their produce so that it looks good to eat.

Outline of our session

- 1 Writing the Curriculum**
- 2 Structure of the Curriculum**
- 3 Building Knowledge**
- 4 Resources and Planning**
- 5 Forward Planning**
- 6 Questions**

Subject Leadership

What to consider

Resourcing – cost, workbooks

Timetabling

Allergies and risk assessments

Adaptations

Parental help

Timing

Autumn Term Resources - Available Now

Spring/Summer Resources – Available 20th February

Feedback Anytime!

Questions



Thank you.

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The Primary Knowledge Curriculum places 'Powerful Knowledge', knowledge that takes students beyond their own experiences, at the heart of the primary curriculum.

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