Design Technology Curriculum

Our Curriculum for Design & Technology has three strands:

Conceptual Knowledge (Substantive/Vertical Concepts*)

Conceptual knowledge includes the principles that designers and engineers must have a solid understanding of, before attempting to design any product. The conceptual knowledge is structured into:

- Structures
- Mechanisms
- Programming & Control
- Materials
- D&T Shaping the World

These have each been sequenced so that pupils are explicitly taught aspects in small steps, allowing pupils to gradually build their understanding and mastery of conceptual knowledge.

Procedural Knowledge (Substantive)

Procedural knowledge includes the skills and craftsmanship of designers and engineers. It includes:

- Marking Out
- Shaping
- Joining
- Finishing

As above, these have each been sequenced so that pupils watch teachers model a small number of key procedures in each unit, and pupils carry out focused practical tasks to master the skills.

Disciplinary Knowledge

In our Curriculum, the third strand focuses on the design process: how designers identify a need, generate ideas, make prototypes and test and iterate their ideas, communicate designs, and evaluate products based on values.

Food Curriculum

Conceptual Knowledge (Substantive/Vertical Concepts*)

Conceptual knowledge – knowing that – includes the ideas and principles that cooks and chefs must have understanding. The conceptual knowledge is structured into:

- Food sources

- Nutrition and eating (including dietary requirements and restrictions)
- Food safety
- Food hygiene

These have each been sequenced so that pupils are explicitly taught aspects in small steps, allowing pupils to gradually build their understanding and mastery of conceptual knowledge.

Procedural Knowledge (Substantive)

Procedural knowledge covers cooking skills and techniques, including:

- Preparing (including washing and checking; chopping, cutting and slicing; grating; crushing; peeling and measuring)
- Combining and assembling (including mixing, spreading and assembling)
- Cooking (using the hob and oven)
- Working in the kitchen (including managing a workspace and following recipes)

As above, these have each been sequenced so that pupils watch teachers model a small number of key techniques in each unit, and pupils follow recipes that help them master the skills.

Food Choices (Disciplinary)

In the United Curriculum for Food, the third strand focuses on food choices: how cooks make choices about food based on qualities like nutritional value; dietary requirements; cost; seasonality; food miles and carbon footprint of production; time to prepare; and quantities.