

Subject: DT	Year Group: 1	Unit: BRILLIANT BANBURY - LOGOS
Key Question:		
First-hand experience: Walk around the local area.		

NC Objectives to be addressed:	Prior Learning required:
<ul style="list-style-type: none"> ● 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 – 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 	<ul style="list-style-type: none"> ● sticking and gluing in EY
Key Vocabulary:	
<p>Tier 3 Mark out, Cut out, Strengthen, Assemble, Join, Combine, Layer, Cut, Join</p>	

Sequence of learning:

Knowledge to be taught (Declarative):

- To know what a logo/badge is
- To know how to hold a pair of scissors.
- To know how to cut in a straight line.
- To know why cutting in a straight line will make the end product look more appealing.
- To know what a template is.
- To know where to place a template on the paper before cutting it out – near the edge rather than in the middle.
- To know layering paper strengthens it.

DESIGN BRIEF - TO DESIGN AND MAKE A BADGE WHICH SHOWS WHAT YOU LOVE ABOUT WHERE YOU LIVE.

1 INVESTIGATE/TECHNICAL KNOWLEDGE – Children look at the Banbury Crest of Arms. What can you see? Why do towns have Coats of Arms? Show children a selection of Crest of Arms but also compare to other companies and their logos/badges – these can be linked to your local area, e.g. Banbury United Football club/Brackley United football club etc. Why do companies have logos/badges? Children have a selection of badges/logos which can be put into sketchbooks. Children make their own choices of which to put in sketchbook and then have a discussion around why they like the ones they have chosen. This is introducing them to a discussion around why a badge/logo is appealing – what makes something stand out, peak interest?

2 Explain that the badge must be strong. Provide children with a piece of paper. How can we make this strong? What can we do to strengthen it? Children investigate and explore how they could make the piece of paper stronger. Have scissors and glue available.

Skills to be developed (Procedural):

- Can cut in a straight line – get a ruler, pencil, paper and scissors. Draw a straight line with a ruler from the edge of the paper, cut along the straight line with the scissors.
- Can draw around a 2d shape template and cut it out accurately – place 2d shape near the edge of the paper, hold the shape with one hand and then draw round the shape with the other. Children who struggle with this could stick the shape on the paper with a small amount of blue tac.
For those children able to – introduce pentagons/hexagons.
- Can layer pieces of paper to strengthen it - explore using different folding techniques to strengthen paper – fold piece of paper in half then half again. Draw round a 2d shape x4, layer it one on top of the other to create a strengthened piece of paper.

Using HUE, (visualiser) demonstrate how to strengthen a piece of paper – folding, cutting and layering.

Children then have a go at strengthening a piece of paper. Put into sketchbooks. Label the type of strengthening – folding – layering.

3 Explore templates and how to use them. T explains what a template is used for. How will it help our design? Thinking about the last session, how can I make my shape stronger? Discuss. Talk about - if we draw around the template more than once, cut it out and layer it, will it make it stronger? Children choose a shape and complete the activity.

4 DESIGN – As a whole class, brainstorm the place you live. What things do you love about the place you live in? This could be photographed and stuck in sketchbook.

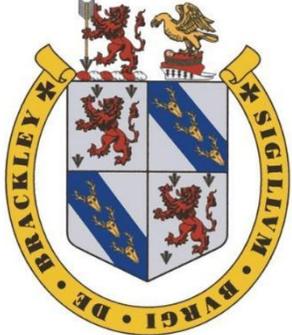
Explain the brief – to make a badge which shows what you love about where you live. To do this we need to know how to strengthen paper, so the badge is strong and stays in place.

T – chose a shape, which is going to be layered. Add a number inside the shape of how many times they are going to draw around and use the shape to strengthen it. Choose the colour they want the shape to be – colour a bit of the shape in. Draw the picture of what they love about the place they live.

5 MAKE - T model – choose a shape to use in design. Draw around the shape however many times stated in design. Show how to cut out and recap why it is important to cut along the lines – appeal factor. Demonstrate how to layer the shapes chosen, showing that only the top and bottom shape need to be coloured. Ask the children why? Next, draw what it is you love about the place you live, e.g., park, home etc. Attach this to the layered shape and then attach safety pin with tape.

6 EVALUATE – Provide children with an evaluation sheet – see resource. T evaluate own badge and show how to fill in evaluation sheet. Children complete own.

EXTRA OPTION - Parade around the school/show in assembly.

<p>DT designs Banbury Crest of Arms See knowledge for meaning.</p> 		<p>Brackley Coat of Arms</p> 			
<p>Assessment:</p> <p>Evidence in sketchbooks of badges/logos/coat of arms.</p> <p>Evidence in sketchbooks of strengthening techniques – folding – cutting and layering.</p> <p>Evidence in sketchbook of design.</p> <p>Evidence of evaluation and photograph of badge.</p>			<p><u>Key Knowledge:</u></p> <p>A logo is a picture or drawing that is used by a person, group, or company to mark who they are.</p> <p>A badge is a small piece of metal, plastic, or cloth bearing a design or words, typically worn to identify a person or to indicate membership of an organization or support for a cause.</p> <p>A coat of arms is a <u>unique design painted</u> on a <u>shield</u>. These designs may be <u>inherited</u>, meaning that they pass from a father to his children. In the <u>Middle Ages</u>, these designs were shown on real shields, but today they are usually only <u>drawn</u> or painted on the paper that makes them <u>legal</u> which is called a grant of arms. The grant of arms is usually allowed only when it is given by the government of a country or its <u>agent</u>.</p> <p>Banbury Crest of Arms Origin/meaning https://www.heraldry-wiki.com/heraldrywiki/wiki/Banbury</p> <p>Official blazon</p>		

Arms : Azure a Sun in his Splendour Or on a Chief Ermine a Castle of two Towers between two Pairs of Swords points upwards in saltire Gules.
Crest : On a Wreath of the Colours mounted upon a Horse passant Argent caparisoned Or and Gules a Lady in Tudor costume proper.
Supporters : On either side an Ox Gules armed and unguled Or gorged with a Collar Argent charged with a Bar wavy Azure.
Motto: 'DOMINUS NOBIS SOL ET SCUTUM' - The Lord is our sun and shield

The arms were officially granted on August 28, 1951.

The shield is based upon the device borne upon the seal, which has been associated with the Borough for many years, namely the figure of the sun linked with the motto in a religious significance. The ermine of the chief commemorates the royal charters granted to the town at various times.

The castle recalls the important part played by Banbury Castle in the Civil War, when two great sieges were laid against it in 1644 and 1646. It is shown with two towers in conventional heraldic style, in allusion to Leland's description of the castle as having "two wards". The crossed swords commemorate the Civil War sieges and also an important Roses battle in 1469, and these swords and the castle are all coloured red in keeping with the sanguinary warfare of those days.

The crest itself is simply "a fine lady upon a white horse", from the well-known rhyme which has made the name of Banbury a part of legend and folklore. She is depicted in Tudor costume in commemoration of Mary Tudor who granted the town a charter.

The red oxen refer to the Oxfordshire CC, whose arms at the time bore the head of a red ox taken from the "ox and ford" of the City of [Oxford](#) arms. They also refer to the important agricultural market of Banbury. The collars are similar to those now borne by the rams supporting the [County](#) arms.

Famous jeweller/designer of badges Anotnio and Thomas Fattorini

https://en.wikipedia.org/wiki/Thomas_Fattorini_Ltd

Let Knowledge drive your philosophy	Knowledge is empowering and provides a foundation for achieving success, reaching deeper understanding and being creative. The more children know, the more they can learn.
Consider a broad range of knowledge forms	Identify the types of knowledge that are necessary for the children to know. Declarative – What are the key facts all children should know? Procedural – What are the things that all children should be able to do (skills) Experiential – What knowledge can only be gained first hand or by experiencing or doing certain activities.
Specify the knowledge in detail	Identify the key knowledge that you want to include and the level of detail appropriate for their stage of learning.
Sequence and map the knowledge coherently	Sequence the knowledge content into a coherent flow. Ensure there are deliberate step by step stages to the learning.
Teach knowledge to be remembered	Ensure that knowledge and learning are regularly returned to to support the accumulation of knowledge over time and not creating over-load.
Identify prior-knowledge necessary	Ensure that where prior-knowledge is required it has been taught and is known. Build upon this carefully.
Identify next steps	Identify the most basic steps first. What might pupils struggle with? This may be vocabulary or a specific operation.
Design instructional input	For each stage of the planning identify how the content will be explained and modelled.
Design practical tasks	Plan opportunities for practice and retrieval to support pupil's fluency and understanding.
Identify core concepts and key questions	Express your curriculum through a set of big questions and fundamental concepts that underpin it.
Map the big picture, go deeper and make authentic connections	Identify the main areas of learning that will provide the structure for your knowledge, organise this into a sequence and identify areas where you can, 'Pitch it up' so that challenge is appropriate for all. Make links across subjects where appropriate.
Consider where first hand experience is necessary	Review the content of the curriculum to identify where pupils will need first-hand experiences to access the knowledge and learning more fully. This could be resources within the classroom such as cuisenaire rods, visits to specific places or practical activities.
Consider where conceptual understanding is necessary	This could be learning terminology, watching a televised version of a book before reading it etc.
Provide opportunities for deeper learning	Give pupils opportunities to explore a variety of problems within the topic <ul style="list-style-type: none"> ● Ask for deeper levels of analysis or more sophisticated writing ● Applying knowledge to unfamiliar scenarios ● Insist upon the correct use of terminology in both oral and written outcomes ● Select more challenging texts and support access to them ● Consider always – are children having to 'think hard'