**D&T Whole School Progression of Knowledge and Skills**

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| **YEAR ONE** | | | | | | |
| **Vocabulary/Significant Knowledge** | **TEXTILES: templates and joining techniques** | **MECHANISMS: wheels and axles** | | **FOOD: preparing fruit and vegetables** | | |
| names of existing products, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish,  features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function. | vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism,  names of tools, equipment and materials used,  design, make, evaluate, purpose, user, criteria, functional | | fruit and vegetable names, names of equipment and utensils,  sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria | | |
| **Enquiry Questions** | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  Can you practice measuring, making a template, cutting fabric and joining?  Can you explain how you made your product?  Can you evaluate your product? | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  Can you investigate how wheels and axles work?  Can you practice specific skills e.g. using a saw, measuring material’s?  Can you evaluate your product? | | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  Can you think about where the food comes from and is it healthy?  Can you talk about the importance of hygiene in a kitchen?  Can you practice specific skills, e.g, peeling, cutting, squeezing, slicing?  Can you evaluate your product? | | |
| **Designing Skills**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Have own ideas and plan what to do next. * Explain what I want to do and describe how I may do it. * Explain purpose of product, how it will work and how it will be suitable for the user. * Describe design using pictures, words, models, diagrams, begin to use ICT. * Design products for myself and others following design criteria. * Choose best tools and materials, and explain choices   Use knowledge of existing products to produce ideas. | | | | | |
| **Generic Making Skills** | * Explain what I am making and why it fits the purpose * Make suggestions as to what I need to do next. * Join materials/components together in different ways * Measure, mark out, cut and shape materials and components, with support. * Describe which tools I’m using and why choose suitable materials and explain choices depending on characteristics. * Use finishing techniques to make product look good. * Work safely and hygienically. | | | | | |
| **Specific Making Skills** | * Measure textiles * Join textiles together to   Make a product, and explain how I did it   * Carefully cut textiles to   produce accurate pieces   * Explain choices of textile * Understand that a 3D textile structure can be made from two identical fabric shapes. | * Begin to understand how to use wheels and axles. | | * Explain hygiene and keep a hygienic kitchen. * Describe properties of ingredients and importance of varied diet. * Say where food comes from (animal, underground etc.) * Describe how food is farmed, home-grown, caught. * Draw eat well plate; explain there are groups of food * Describe “five a day”. * Cut, peel and grate with increasing confidence. | | |
| **Evaluating Skills**  Own ideas and products  Existing products | * Describe what went well, thinking about design criteria. * Talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion. * Evaluate how good existing products are. * Talk about what I would do differently if I were to do it again and why. | | | | | |
| **YEAR TWO** | | | | | | |
| **Vocabulary/Significant Knowledge** | **STRUCTURES: freestanding structures** | **MECHANISMS: sliders and levers** | | **FOOD: preparing fruit and vegetables** | | |
| cut, fold, join, fix  structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved  metal, wood, plastic  circle, triangle, square, rectangle, cuboid, cube, cylinder  design, make, evaluate, user, purpose, ideas, design criteria, product, function | slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards  design, make, evaluate, user, purpose, ideas, design criteria, product, function | | fruit and vegetable names, names of equipment and utensils,  sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria | | |
| **Enquiry Questions** | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  Can you practice measuring and cutting your materials?  Can you practice joining your materials in different ways?  How could you make you structure stronger?  Can you evaluate your product? | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  How does a slider and lever move?  Can you practice measuring and cutting the materials?  Can you practice making sliders and levers?  Can you evaluate your product? | | Can you explain the purpose of the product and say how it will be used?  Can you describe and design your own product, can you think about the tools and materials you will need?  Can you talk about the importance of hygiene in a kitchen?  Can you practice specific skills, e.g, peeling, cutting, squeezing, slicing?  Can you evaluate your product? | | |
| **Designing**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Have own ideas and plan what to do next. * Explain what I want to do and describe how I may do it. * Explain purpose of product, how it will work and how it will be suitable for the user. * Describe design using pictures, words, models, diagrams, begin to use ICT. * Design products for myself and others following design criteria. * Choose best tools and materials, and explain choices   Use knowledge of existing products to produce ideas. | | | | | |
| **Generic Making Skills** | * Explain what I am making and why it fits the purpose * Make suggestions as to what I need to do next. * Join materials/components together in different ways * Measure, mark out, cut and shape materials and components, with support. * Describe which tools I’m using and why Choose suitable materials and explain choices depending on characteristics. * Use finishing techniques to make product look good. * Work safely and hygienically. | | | | | |
| **Specific Making Skills** | * Measure materials * Describe some different   characteristics of materials.   * Join materials in different ways. * Use joining, rolling or folding to make it stronger. * Use own ideas to try to make product stronger. | * Use levers or slides | | * Explain hygiene and keep a hygienic kitchen. * Describe properties of ingredients and importance of varied diet. * Say where food comes from (animal, underground etc.) * Describe how food is farmed, home-grown, caught. * Draw eat well plate; explain there are groups of food * Describe “five a day”. * Cut, peel and grate with increasing confidence. | | |
| **Evaluating**  Own ideas and products  Existing products | * Describe what went well, thinking about design criteria. * Talk about existing products considering: use, materials,   how they work, audience, where they might be used; express personal opinion.   * Evaluate how good existing products are. * Talk about what I would do differently if I were to do it again and why. | | | | | |
| **YEAR THREE** | | | | | | |
| **Vocabulary/Significant Knowledge** | **STRUCTURES: shell structures** | | **FOOD: healthy and varied diet** | | **TEXTILES: 2d shapes to 3d product** | |
| shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype | | name of products, names of equipment, utensils, techniques and ingredients  texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury  hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  planning, design criteria, purpose, user, annotated sketch, sensory evaluations | | fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance  user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces | |
| **Enquiry Questions** | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you measure, mark out and cut accurately?  Can you think how you could make your product stronger?  Can you think of how you could finish your product to improve how it looks?  Can you evaluate your product? | | Can you create your own design criteria thinking about the appearance, taste, texture and smell, to make it appealing for the user and purpose?  Can you think about the tools and ingredients you will need?  Can you talk about the importance of hygiene in a kitchen?  Can you think about the ingredients you are using e.g. where they were grown, are they fresh, pre-cooked or processed, are they healthy?  Can you think about the  Can you practice some specific skills: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.  Can you evaluate your product? | | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you think about how you are going to make your product?  Can you select the fabrics and fastenings, thinking about how they will make your product stronger and attractive?  Can you practice different joining techniques?  Can you make a template for your product?  Can you evaluate your product? | |
| **Designing Skills**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Begin to research for others needs’ and gather design ideas. * Show design meets a range of requirements and is fit for purpose * Begin to create own design criteria. * Have at least one idea about how to create product and suggest improvements for design. * Produce a plan and explain it to others. * Say how realistic plan is. * Include an annotated sketch. * Make and explain design decisions considering availability of resources. * Explain how product will work * Make a prototype. * Begin to use computers | | | | | |
| **Generic Making Skills** | * Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. * select appropriate materials, fit for purpose; explain choices. * Work through plan in order. * Realise if product is going to be good quality. * Measure, mark out, cut and shape materials/components with some accuracy * Assemble, join and combine materials and components with some accuracy. * Apply a range of finishing techniques with some accuracy. * Pupils should follow procedures for safety | | | | | |
| **Specific Making Skills** | * Measure carefully to avoid mistakes. * Attempt to make product strong. * Continue working on product even if original didn’t work. * Make a strong, stiff structure. | * Explain how to be safe/hygienic * Think about presenting   product interesting/attractive  ways.   * Understand ingredients can be fresh, pre-cooked or processed. * Begin to understand about food being grown, reared or caught in the UK or wider world * Describe eat well plate and how a healthy diet=variety /   balance of food and drinks   * Explain importance of food and drink for active, healthy bodies. * Prepare and cook some dishes safely and hygienically. * Use some of the following   techniques: peeling, chopping,  slicing, grating, mixing, spreading  kneading and baking. | | * Think about user when choosing textiles * Think about how to make product strong * Begin to devise a template. * Explain how to join things in a different way. * Understand that a simple fabric shape can be used to make a 3D textiles project | | |
| **Evaluating Skills**  Own ideas and products  Existing products | * Refer to design criteria while designing and making * Use criteria to evaluate product * Begin to explain how I could improve original design * Evaluate existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Discuss by whom, when and where products were designed * Research whether products can be recycled or reused * Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. | | | | | |
| **YEAR FOUR** | | | | | | |
| **Vocabulary/Significant Knowledge** | **MECHANICAL SYSTEMS: levers and linkages** | | **ELECTRICAL SYSTEMS: simple circuits and switches** | | **FOOD: healthy and varied diet** | |
| mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating, user, purpose, function, prototype, design criteria, innovative, appealing, design brief | | series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, user, purpose, function, prototype, design criteria, innovative, appealing, design brief | | name of products, names of equipment, utensils, techniques and ingredients  texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury  hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  planning, design criteria, purpose, user, annotated sketch, sensory evaluations | |
| **Enquiry Questions** | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you put the main stages of making in order?  Can you think about the tools you will need and use them with accuracy to cut shape and join paper and card?  Can you think of how you could finish your product to improve how it looks?  Can you evaluate your product? | | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you put the main stages of making in order?  Can you think about the tools you will need and use them with accuracy to cut shape and join paper and card?  Can you select the materials and components, thinking about how they will work and make your product more attractive?  Can you evaluate your product? | | | Can you create your own design criteria thinking about the appearance, taste, texture and smell, to make it appealing for the user and purpose?  Can you use sketches and prototypes to develop your ideas?    Can you think about the tools you will need?  Can you talk about the importance of hygiene in a kitchen?  Can you think about the ingredients you are using e.g. where they were grown, are they fresh, pre-cooked or processed, are they healthy?  Can you practice some specific skills: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.  Can you evaluate your product? | |
| **Designing Skills**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Begin to research for others needs’ and gather design ideas. * Show design meets a range of requirements and is fit for purpose * Begin to create own design criteria. * Have at least one idea about how to create product and suggest improvements for design. * Produce a plan and explain it to others. * Say how realistic plan is. * Include an annotated sketch. * Make and explain design decisions considering availability of resources. * Explain how product will work * Make a prototype. * Begin to use computers | | | | | |
| **Generic Making Skills** | * Select suitable tools and equipment, explain choices in relation to required techniques and use accurately. * select appropriate materials, fit for purpose; explain choices. * Work through plan in order. * Realise if product is going to be good quality. * Measure, mark out, cut and shape materials/components with some accuracy * Assemble, join and combine materials and components with some accuracy. * Apply a range of finishing techniques with some accuracy. * Pupils should follow procedures for safety | | | | | |
| **Specific Making Skills** | * Select most appropriate tools / techniques. * Explain alterations to product after checking it * Grow in confidence about   trying new / different  ideas.   * Use levers and linkages to   create movement.   * Use pneumatics to create   movement. | | * Refer to design criteria while designing and making * Use criteria to evaluate product * Begin to explain how I could improve original design * Evaluate existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Discuss by whom, when and where products were designed * Research whether products can be recycled or reused * Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. | | * Understand a recipe can be adapted by adding / substituting ingredients Explain seasonality of foods * Learn about food processing methods Name some types of food that are grown, reared or caught in the UK or wider world * Adapt recipes to change appearance, taste, texture or aroma. * Describe some of the different substances in food and drink, and how they can affect health * Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. * Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. | |
| **Evaluating Skills**  Own ideas and products  Existing products | * Refer to design criteria while designing and making * Use criteria to evaluate product * Begin to explain how I could improve original design * Evaluate existing products, considering: how well they’ve been made, materials, whether they work, how they have been made, fit for purpose * Discuss by whom, when and where products were designed * Research whether products can be recycled or reused * Know about some inventors/designers/ engineers/chefs/manufacturers of ground-breaking products. | | | | | |
| **YEAR FIVE** | | | | | | |
| **Vocabulary/Significant Knowledge** | **TEXTILES: using computer aided design in textiles** | **MECHANICAL SYSTEMS: cams** | | **STRUCTURES: Frame Structures** | | |
| To completed in January. Seeking advise about suitable softward. | Cam, snail cam, off-centre cam, peg cam, pear shaped cam  Follower, axle, shaft, crank, handle, housing, framework,  Rotation, rotary motion, oscillating motion, reciprocating motion,  Annotated sketches, exploded diagrams,  Mechanical systems, input movement, process, output movement  Design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief | | Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent, design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional | | |
| **Enquiry Questions** |  | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you formulate step-by-step plans and, if appropriate, allocate tasks within a team?  Can you produce detailed lists of tools, equipment and materials?  Can you select from a range of tools and equipment  Can you make products that are accurately assembled and well finished?  Can you work within the constraints of time, resources and cost?  Do you understand that mechanical systems have an input, process and an output process?  Can you show how cams can be used to produce different types of movement and change the direction of movement?  Can you use technical vocabulary relevant to the project?  Can you evaluate your product? | | Can you think about purpose of the product and the needs of the users?  Can you create your own design criteria and design a realistic product?  Can you use sketches and prototypes to develop your ideas?  Can you formulate a clear plan, including step-by-step of what to be done and lists of resources?  Can you competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks?  Can you use finishing and decorating techniques suitable for the product you are designing and making?  Can you strengthen, stiffen and reinforce 3D frameworks?  Can you use technical vocabulary relevant to the project?  Can you evaluate your product? | | |
| **Designing Skills**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Draw on market research to inform design. * Use research of user’s individual needs, wants, requirements for design * Identify features of design that will appeal to the intended user * Create own design criteria and specification * Come up with innovative design. * Ideas follow and refine a logical plan. * Use annotated sketches, cross sectional planning and exploded diagrams * Make design decisions, considering, resources and cost. * Clearly explain how parts of design will work, and how they are fit for   purpose.   * Independently model and refine design ideas by making prototypes and using pattern pieces. * Use computer-aided designs. | | | | | |
| **Generic Making Skills** | * Use selected tools and equipment precisely * Produce suitable lists of tools, equipment, materials needed, considering constraints * Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics create, follow, and adapt detailed step-by-step plans * Explain how product will appeal to audience; make changes to improve quality * Accurately measure, mark out, cut and shape materials/components * Accurately assemble, join and combine materials/components * Accurately apply a range of finishing techniques * Use techniques that involve a number of steps. * Be resourceful with practical problems. | | | | | |
| **Specific Making Skills** | * Think about user’s wants/needs and aesthetics when choosing textiles make product attractive and strong. * Make a prototype * Use a range of joining techniques * Think about how product might be sold * Think carefully about what would improve product. * Understand that a single 3D textiles project can be made from a combination of fabric shapes. | * Refine product after testing, considering aesthetics, functionality and purpose. * Incorporate hydraulics and pneumatics. * Be confident to try new / different ideas. * Use cams, pulleys and gears to create movement | | * Select materials carefully, considering intended use of the product, the aesthetics and functionality. * Explain how product meets design criteria. * Reinforce and strengthen a 3D frame. | | |
| **Evaluating Skills**  Own ideas and products  Existing products | * Evaluate quality of design while designing and making; is it fit for purpose. * Keep checking design is best it can be. * Evaluate ideas and finished product against specification, stating if it’s fit for purpose * Test and evaluate final product; explain what would improve it and the effect different resources may have had * Do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purpose. * evaluate how much products cost to make and how innovative they are Research and discuss how sustainable materials are * Consider the impact of products beyond their intended purpose | | | | | |
| **YEAR SIX** | | | | | | |
| **Vocabulary/Significant Knowledge** | **MECHANICAL SYSTEMS: pulleys and gears** | **FOOD: celebrating culture and seasonality** | | **TEXTILES: combining different fabric shapes** | | |
| pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor  circuit, switch, circuit diagram  annotated drawings, exploded diagrams  mechanical system, electrical system, input, process, output  design decisions, functionality, innovation, authentic, user, purpose, design specification, design brief | ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs,  fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality  utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble  design specification, innovative, research, evaluate, design brief | | Seam, seam allowance, wadding, reinforce, right, side, wrong side, hem, template, pattern, pieces.  Name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron, transfer paper  Design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype | | |
| **Enquiry Questions** | Can you use research to inform your design?  Can you create a design that includes a range of features, explain how it works and refine ideas? (intended user, criteria, specification, sketches/diagrams, resources, cost, protoypes).  Can you practice specific skills, eg, pulleys, gears, circuits, cutting, stripping wire, measuring, marking, cutting, shaping, joining skills, gclamps, bench hooks, wood, etc.  Can you evaluate your product? | Can you use research to inform your design?  Can you create a design that includes a range of features, explain how it works and refine ideas? (intended user, criteria, specification, sketches/diagrams, resources, cost).  Can you practice specific skills, eg, make a step by step recipe, list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine ingredients, make, decorate and present.  Can you evaluate your product? | | Can you use research to inform your design?  Can you create a design that includes a range of features, explain how it works and refine ideas? (intended user, criteria, specification, sketches/diagrams, resources, cost).  Can you practice specific skills, eg, threading needles, joining textiles using a range of stitches, join sides and make seams, snipping seams, tacking/attaching wadding or stiffening, start/finish row of stitches, pattern making using grid or tracing paper, pin patterns,  Can you evaluate your product? | | |
| **Designing Skills**  Understanding contexts, users and purposes.  Generating, developing, modelling and communicating ideas. | * Draw on market research to inform design. * Use research of user’s individual needs, wants, requirements for design * Identify features of design that will appeal to the intended user * Create own design criteria and specification * Come up with innovative design. * Ideas follow and refine a logical plan. * Use annotated sketches, cross sectional planning and exploded diagrams * Make design decisions, considering, resources and cost. * Clearly explain how parts of design will work, and how they are fit for   purpose.   * Independently model and refine design ideas by making prototypes and using pattern pieces. * Use computer-aided designs. | | | | | |
| **Generic Making Skills** | * Use selected tools and equipment precisely * Produce suitable lists of tools, equipment, materials needed, considering constraints * Select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics create, follow, and adapt detailed step-by-step plans * Explain how product will appeal to audience; make changes to improve quality * Accurately measure, mark out, cut and shape materials/components * Accurately assemble, join and combine materials/components * Accurately apply a range of finishing techniques * Use techniques that involve a number of steps. * Be resourceful with practical problems. | | | | | |
| **Specific Making Skills** | * Refine product after testing, considering aesthetics, functionality and purpose. * Incorporate hydraulics and pneumatics. * Be confident to try new / different ideas. * Use cams, pulleys and gears to create movement. | * Understand a recipe can be adapted by adding / substituting ingredients Explain seasonality of foods * Learn about food processing methods Name some types of food that are grown, reared or caught in the UK or wider world * Adapt recipes to change appearance, taste, texture or aroma. * Describe some of the different substances in food and drink, and how they can affect health * Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. * Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. | | * Think about user’s wants/needs and aesthetics when choosing textiles make product attractive and strong. * Make a prototype * Use a range of joining techniques * Think about how product might be sold * Think carefully about what would improve product. * Understand that a single 3D textiles project can be made from a combination of fabric shapes. | | |
| **Evaluating Skills**  Own ideas and products  Existing products | * Evaluate quality of design while designing and making; is it fit for purpose. * Keep checking design is best it can be. * Evaluate ideas and finished product against specification, stating if it’s fit for purpose * Test and evaluate final product; explain what would improve it and the effect different resources may have had * Do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purpose. * evaluate how much products cost to make and how innovative they are Research and discuss how sustainable materials are * Consider the impact of products beyond their intended purpose | | | | | |