



Eden Park Design Technology Intent and Progression Statements



Design and Technology

Eden Park Intent

Growing hearts and minds – together

The subject of design and technology at Eden Park aims to develop empowered problem solving individuals who are able to find **creative** solutions to a range of problems, as well as design engaging and interesting products for a range of people and purposes. Design and technology is an inspiring, rigorous and practical subject where children will hone skills of designing, making and evaluating, as well as technical knowledge.

We want our children to be deep critical thinkers, able to analyse and evaluate existing products that are already on the market and be able to **communicate** their opinions to others clearly. As they move through the school, they will also begin to evaluate their own products as well as their peers by consulting their design briefs. This will lead them to be reflective of their own and other's work. As they develop their evaluative skills, they will actively seek out ways to improve products, which will lead them to be more successful designers as well as active learners.

Within design and technology, our children will also develop professionalism, as they design, make and evaluate their own products. At KS1, the children have opportunities to create real products for themselves or others, finishing it to the best standard they can. As they move into KS2, there is more emphasis on choice for the children. They will learn to select the best tools and finishing materials based on their functionality and aesthetics, leading children to create a professional finished design.

We want Eden Park children to have the opportunity to gain deep subject knowledge in DT so that they have the knowledge and skills to make products that solve real and relevant problems within a variety of contexts. Their learning will take place in a range of areas as they work with textiles, food, electronics and mechanisms, and they will learn key vocabulary that links with these areas so that they can **communicate** their thinking correctly.

NC:

Purpose of study Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and

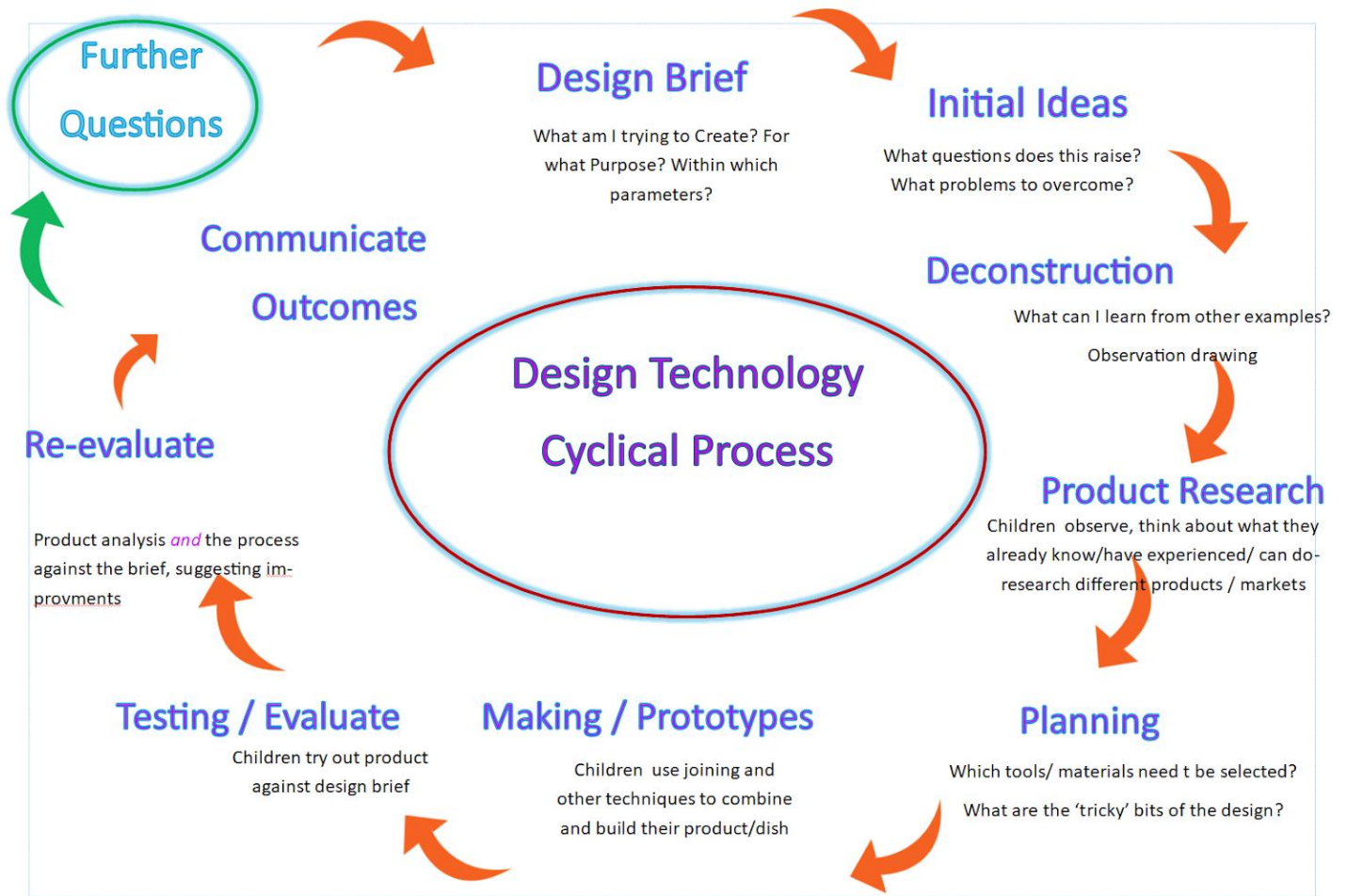
technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

1. Conceptual Development

Six Key Concepts/ Principles Distinctive to DT	
User	Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character, a client, a consumer or specific target group.
Purpose	Pupils should be able to clearly communicate the purpose of the products they are designing and making. Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.
Functionality	Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes
Design decisions	Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and draw on learning from other subjects. Through making design decisions pupils decide on the form their product will take, how their product will work, what task or tasks it will perform and who the product will be for.
Innovation	When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open ended starting points for learning.
Authenticity	Pupils should design and make products that are believable, real and meaningful to themselves and others.

2. Design Process – A Design Technology Approach

i. A Cyclical Design Process



Year group: Reception

Designing/Generating Ideas

- Use gestures, talking and arrangements of materials and components to show design
- Beginning to explore ideas using different media and materials
- Adapt ideas to make them better
- Use contexts set by the teacher and myself
- Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)

Making

Planning

- Talk about ideas and processes as products are they're being made
- Follow instructions involving several ideas/steps
- Construct with a purpose in mind using a variety of resources

Practical skills and techniques

- Use and explore a variety of materials/resources, tools and skills/techniques to cut, shape and join
- Handle equipment and tools safely under assistance e.g. scissors, hole punch, stapler, rolling pins, pastry cutters etc.
- Discuss how to keep an activity safe and hygienic
- Decorate their design with materials

Evaluating

- Dismantle, examine, talk about existing products
- Verbally explain what they like/dislike about their product
- Begin to talk about changes made during the making process, e.g., making a decision to use a different joining method.
- Suggest one thing that they might change when creating a similar product

Technical knowledge

Food and Nutrition

Knowledge

- Know the importance of a healthy diet
- Talk about ways to keep healthy and safe

Skills

- Practise stirring, mixing, pouring and blending
- Identify how to make an activity

Textiles

Knowledge

- Explore, sort and group textiles by

Skills

- Cut and stick a variety of fabrics together
- Apply simple finishing techniques, e.g.,

Mechanisms

- To know objects on wheels can be moved by pulling or pushing

Materials/Structures

- To know how to make a freestanding structure from simple blocks/boxes
- To know how to make a structure taller

By the end of EYFS, children should be able to:

- Construct with a purpose in mind
- Use simple tools and techniques competently and appropriately.
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary.
- Select the tools and techniques they need to shape, assemble and join materials they are using.

<ul style="list-style-type: none"> Use senses to describe foods 	safe and hygienic and put this into practice	texture and colour.	fabric crayons, gluing decoration.	<ul style="list-style-type: none"> To know how a wheel fits on to an axle To know a product that has wheels 	<ul style="list-style-type: none"> To know how to make a structure more stable To know one example of a strong structure To know one example of a strong/weak material 	
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Key Vocabulary

Design/Make/Evaluate	design, make evaluate – strength, improvement, change cut, shape, join, build longer, shorter, heavier, lighter etc. equipment, resources, tools, materials decorate			
Technical Knowledge	<u>Food and nutrition</u> healthy, diet safe hygienic names of equipment/utensils used* senses and sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour** verbs – stirring, mixing, pouring, blending	<u>Textiles</u> sort, group colour, texture cut, stick/glue fabric finishing techniques	<u>Mechanisms</u> wheel push, pull axle tools used during lessons***	<u>Materials/Structures</u> structure material taller, shorter stable strong, weak

*names of equipment/utensils to be added to MTP depending on cooking unit taught

**sensory vocabulary may need to be adapted depending on cooking unit taught

***names of tools to be added to MTP depending on DT foci taught

Year group: Year 1/2

Designing/Generating Ideas

- Generate ideas by drawing on their own and other people's experiences
- Use knowledge of existing products to produce ideas
- When planning, identify a target group for what they intend to design and make (imaginary, home, class, story based)
- When planning, explain purpose of product, how it will work and how it will be suitable for users
- Design using pictures, words, models, diagrams, begin to use ICT
- Design products following a **simple** design criteria
- Choose best tools and materials and explain choices

Making

Planning

- Explain their ideas as they're being made and how it meets their design criteria
- Start to choose their materials and tools, explaining their choices with links to the materials characteristics

Practical skills and techniques

- With support, use and explore a variety of materials/components, tools and skills/techniques to measure, mark-out, cut, shape and join materials and components
- Handle equipment and tools safely and independently e.g. scissors, hole punch, stapler, rolling pins, pastry cutters etc.
- Work in a safe and hygienic manner
- Use simple finishing techniques to improve the appearance of a product

Evaluating

- Dismantle, examine, talk about existing products
- Evaluate existing products considering and express a personal opinion about them (what they like/dislike)
- Evaluate own work, identifying strengths and possible changes they might make, linking this to the design criteria and purpose

Technical knowledge

Food and Nutrition

Knowledge

- Explain where in the world different foods originate from

Skills

- Create simple dishes - using a

Textiles

Knowledge

- To know what a template is

Skills

- Use a simple template.

Mechanisms



- Understand what a level/slider is

Materials/Structures

- To make a freestanding structure

By the end of KS1, children should be able to:

- 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, ICT
- 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
- Explore and evaluate a range of existing products

<ul style="list-style-type: none"> • Understand that all food comes from plants or animals • Understand that food has to be farmed, grown elsewhere (e.g., home) or caught • Name and sort foods into the five groups in the Eatwell guide • Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why • Use what they know about the Eatwell guide to design and prepare dishes • Describe textures using relevant vocabulary 	<p>range of skills including cutting, peeling and grating – safely and hygienically under supervision</p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales • Explain common hygiene practices and keep a hygienic kitchen 	<ul style="list-style-type: none"> • To know why designers use templates • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • To know when to use certain fabrics based on their suitability to the product • To know where simple fabrics come from/are made of e.g., wool from sheep, cotton from cotton plants 	<ul style="list-style-type: none"> • Join fabrics using glue, staples, string and basic sewing techniques. Stitches children may use include: running stitch and button hole stitch. <p>Running stitch: </p> <p>Button-hole stitch </p> <ul style="list-style-type: none"> • Apply an increasing range of finishing techniques, e.g., painting and printing. • Decorate textiles using a range of items such as buttons, sequins and beads. 	<ul style="list-style-type: none"> • Begin to understand how to use wheels and axles • Create products using levers, sliders or wheels 	<p>from different materials e.g., paper</p> <ul style="list-style-type: none"> • Suggest ways to make a freestanding structure stronger, stiffer and more stable • Put their ideas/suggestions into practise • Identify different materials and describe differences between them • Use their knowledge of materials to help them make structures stronger, stiffer and more stable 	<ul style="list-style-type: none"> • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from
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Key Vocabulary

Design/Make/Evaluate	<p>ideas, plan, design, make, evaluate – strength, improvement</p> <p>design brief</p> <p>product</p> <p>cut, shape, join</p> <p>equipment, resources, tools, materials, components</p> <p>decorate</p> <p>user</p>			
Technical Knowledge	<u>Food and nutrition</u> plant, animal	<u>Textiles</u> template	<u>Mechanisms</u> lever	<u>Materials/Structures</u> freestanding structure

	<p>Eatwell Guide - fruit, vegetables, protein, dairy, carbohydrates (and examples of these) – also covered in Y3 science curriculum objectives</p> <p>healthy diet, safe/safety, ingredients names of equipment/utensils used*</p> <p>sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour**</p> <p>verbs – cutting, peeling, grating, measuring, weighing, assembling, cooking</p> <p>hygiene/hygienic</p>	<p>designer</p> <p>fabric – add names of examples to MTP sheet</p> <p>join</p> <p>tools – add names of examples to MTP sheet e.g. needles, thread etc.</p> <p>sewing, stitch – running stitch, button-hole stitch</p> <p>finish, finishing techniques</p> <p>decorate</p>	<p>slider</p> <p>wheel</p> <p>axle</p> <p>tools used during lessons***</p>	<p>material</p> <p>stronger</p> <p>stiffer</p> <p>stable</p>
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*names of equipment/utensils to be added to MTP depending on cooking unit taught

**sensory vocabulary may need to be adapted depending on cooking unit taught

***names of tools to be added to MTP depending on DT foci taught

Year group: Year 3/4

Designing/Generating Ideas

- Use knowledge of a broad range of existing products to produce ideas
- Generate realistic ideas for a product, considering its purpose and user
- When planning, identify a target group for what they intend to design and make (home, school, leisure, food industry and wider environment)
- When planning, start to explain their choice of tools, materials and components including function and aesthetics, and suggest alternative methods of making if the first attempt fails
- When planning, indicate design features of their products and explain how particular parts of their products work.
- Design using annotated sketches, cross-sectional drawings and computer-aided design
- Design products following a design criteria
- Test ideas out through using prototypes

Making

Planning

- Explain about their ideas as they make progress and be willing change things if this helps them improve their work
- Select appropriate tools/equipment, materials and components for making their product, explaining their choices for use according to their function and aesthetic qualities

Practical skills and techniques


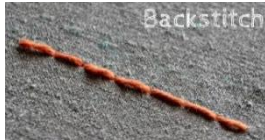
- Use and explore a variety of materials/components, tools and skills/techniques to accurately measure, mark-out, cut, score, shape and join materials and components
- Work in a safe and hygienic manner whilst using a range of tools
- Use finishing techniques to strengthen and improve the appearance of a product using a range of equipment, including ICT

Evaluating

- Dismantle, examine and evaluate existing products whilst considering and express a personal opinion about them (what they like/dislike) and identify criteria that can be used for their own designs
- Evaluate own work both during and at the end of the project
- Evaluate own work, identifying strengths and possible changes they might make, linking this to the design criteria and purpose
- Evaluate how product could be improved, with particular links to appearance and usability
- Evaluate product by carrying out appropriate tests

By the end of KS2, children should be able to:

- 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Technical knowledge						
<u>Food and Nutrition</u>		<u>Textiles</u>		<u>Mechanisms and Materials/ Structures</u>	<u>Electrical (Y4 only)</u>	
<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>			
<ul style="list-style-type: none"> Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Start to know when, where and how food is grown, linking this to seasonality That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate 	<ul style="list-style-type: none"> Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Use a range of techniques such as peeling, chopping, grating, slicing, mixing, whisking, spreading, kneading and baking Prepare ingredients using appropriate cooking utensils Measure and weigh ingredients to the nearest gram and millilitre Start to independently follow a recipe 	<ul style="list-style-type: none"> To create their own template to make products To identify an array of different fabrics and know when to use certain fabrics based on their characteristics and suitability to the product To know what accuracy is and how it can be improved To know how/when decorate stitches to finish a product 	<ul style="list-style-type: none"> Use a template created by themselves Measure, tape or pin, cut and join fabric with some accuracy Sew using a range of different stitches, including a running stitch, button-hole stitch, blanket stitch, back stitch and decorate stitches. <p>Over stitch:</p>  <p>Back stitch</p> 	<ul style="list-style-type: none"> Create products using mechanisms such as wheels and axles Understand and use lever and linkage mechanisms to create movement in products Distinguish between fixed and loose pivots. Know how to construct a strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where 	<ul style="list-style-type: none"> To know what an electrical circuit is To know and use a range of electrical components and their functions, such as a bulb and buzzer in products 	<ul style="list-style-type: none"> 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 apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

	<ul style="list-style-type: none"> Explain common hygiene practices and keep a hygienic kitchen 		<ul style="list-style-type: none"> Understand seam allowance, create simple patterns and appropriate decoration techniques, including applique! 	appropriate, more complex 3D shapes.		<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Key Vocabulary

Design/Make/Evaluate	<p>ideas, plan, design, make, evaluate – strength, improvement</p> <p>design brief</p> <p>product</p> <p>cut, shape, join</p> <p>equipment, resources, tools, materials, components</p> <p>annotated sketch, cross-sectional drawing</p> <p>prototype</p> <p>decorate</p> <p>purpose, user</p>				
Technical Knowledge	<p><u>Food and nutrition</u></p> <p>grown, reared, caught</p> <p>healthy diet, balance</p> <p>sweet, savoury, seasonality</p> <p>temperature</p> <p>gram, millilitre</p> <p>recipe</p> <p>names of equipment/utensils used*</p> <p>sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour**</p> <p>verbs – peeling, chopping, grating, slicing, mixing, whisking, spreading, kneading and baking</p> <p>hygiene/hygienic</p>	<p><u>Textiles</u></p> <p>template</p> <p>designer</p> <p>strengthen, stiffen</p> <p>accuracy</p> <p>fabric – and names of examples to MTP sheet</p> <p>tools - add names of examples to MTP sheet e.g. needles, thread etc.</p> <p>pattern</p> <p>measure, tape/pin, cut, join</p> <p>sewing, stitches – running stitch, button-hole stitch, blanket stitch, back stitch, decorative stitches</p> <p>fastenings</p> <p>seam allowance</p>	<p><u>Mechanisms and Materials/Structures</u></p> <p>wheel</p> <p>axle</p> <p>lever/linkage mechanism</p> <p>fixed pivot</p> <p>loose pivot</p> <p>strong, stiff, stable</p> <p>shell structure</p> <p>3D net</p> <p>tools used during lessons***</p>	<p><u>Electrical</u></p> <p>electrical/electricity</p> <p>simple circuit</p> <p>component</p> <p>battery, battery holder</p> <p>wire</p> <p>bulb, bulb holder</p> <p>buzzer</p> <p>conductor, insulator</p>	

decorate/decoration techniques – applique

*names of equipment/utensils to be added to MTP depending on cooking unit taught

**sensory vocabulary may need to be adapted depending on cooking unit taught

***names of tools to be added to MTP depending on DT foci taught

Year group: Year 5/6

Designing/Generating Ideas

- Use knowledge of a broad range of existing products to produce ideas
- Conduct and use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market
- When planning, identify a target group for what they intend to design and make (home, school, leisure, culture, industry and wider environment)
- When planning, start to explain their choice of tools, materials and components including function and aesthetics, and suggest alternative methods of making if the first attempt fails
- When planning, indicate design features of their products and explain how particular part of their products work.
- Design using annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas
- Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user
- Generate a range of design ideas and clearly communicate final designs
- Test ideas out through using prototypes

Making

Planning

- Explain about their ideas as they make progress and be willing change things if this helps them improve their work
- Select appropriate tools/equipment, materials and components for making their product, explaining their choices for use according to their function and aesthetic qualities

Practical skills and techniques

- With growing confidence, select a variety of materials/components, tools and skills/techniques to precisely measure, mark-out, cut, score, shape and join materials and components to achieve a high-quality finish
- Work in a safe and hygienic manner whilst using a range of tools
- Use finishing techniques to strengthen and improve the appearance of a product using a range of equipment, including ICT
- Make modifications to their product as they go along, if needed
- Achieve a high-quality, professional product

By the end of KS2, children should be able to:

- 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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials,


Evaluating

- Dismantle, examine and complete detailed competitor analysis of existing products on the market whilst considering and express a personal opinion about them (what they like/dislike) and identify criteria that can be used for their own designs
- Evaluate own work both during and at the end of the project
- Evaluate own work, identifying strengths and possible changes they might make, linking this to the design criteria and purpose
- Evaluate how product could be improved, with particular links to materials and methods used as well as appearance and usability
- Evaluate product by carrying out appropriate tests
- Seek out evaluation from others
- Record their evaluations using drawings and labels

- textiles and ingredients, according to their functional properties and aesthetic qualities
- 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
 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
 - apply their understanding of computing to program, monitor and control their products
 - understand and apply the principles of a healthy and varied diet

Technical knowledge

<u>Food and Nutrition</u>		<u>Textiles</u>		<u>Mechanisms and Materials/ Structures</u>	<u>Electrical (Y6 only)</u>
<u>Knowledge</u>	<u>Skills</u>	<u>Knowledge</u>	<u>Skills</u>		
<ul style="list-style-type: none"> ● Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world ● Start to know when, where and how food is grown, linking this to seasonality ● That a healthy diet is made up from a variety and balance of 	<ul style="list-style-type: none"> ● Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source ● Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. ● Know how to cut, shape and knead dough ● Prepare ingredients using appropriate cooking utensils for specific jobs ● Measure and weigh ingredients accurately and do so in different units e.g., cups, tablespoon, millilitre etc. 	<ul style="list-style-type: none"> ● To create their own template to make products ● To identify an array of different fabrics and know when to use certain fabrics based on their characteristics and suitability to the product ● To know what accuracy is and how it can be improved ● To know how/when to decorate stitches to finish a product ● Understand how fabrics can be strengthened, 	<ul style="list-style-type: none"> ● Use a template created by themselves ● Measure, tape or pin, cut and join fabric with increasing accuracy ● Produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics ● Sew using a range of different stitches, including a running stitch, button-hole stitch, 	<ul style="list-style-type: none"> ● Understand how mechanical systems such as cams, pulleys or gears create movement ● Understand that mechanical and electrical systems have an input, process and an output. ● Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. 	<ul style="list-style-type: none"> ● To know and use a range of electrical components and their functions, such as a bulb, buzzer and switch in their products ● To know how a simple switch can be made and incorporate one in their product ● To know how to test components in more complex circuits (series and parallel) ● To know how to test components in

<p>different food and drink, as depicted in The Eatwell plate, and understand that food and drink contain different substances (fibre, vitamins etc.) which are vital for a balanced diet</p>	<ul style="list-style-type: none"> ● Independently follow a recipe ● Understand a recipe can be adapted by adding / subsidising ingredients ● Adapt recipes to change appearance, taste, texture or aroma ● Explain common hygiene practices and keep a hygienic kitchen 	<p>stiffened and reinforced, where appropriate.</p>	<p>blanket stitch, back stitch and decorate stitches.</p> <ul style="list-style-type: none"> ● To know when to use particular stitch types (including finishing stitches) ● To use seam allowances ● To use embroidery and explain how it embellishes a product 	<ul style="list-style-type: none"> ● Create products using cams, pulleys or gears ● Understand how to strengthen, stiffen and reinforce 3-D frameworks. 	<p>a circuit and assess potential faults</p>	<ul style="list-style-type: none"> ● prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Key Vocabulary

<p>Design/Make/Evaluate</p>	<p>ideas, plan, design, make, evaluate – strength, improvement design brief product cut, shape, join equipment, resources, tools, materials, components annotated sketch, cross-sectional drawing, exploded diagram prototype decorate purpose, user aesthetic</p>			
<p>Technical Knowledge</p>	<p><u>Food and nutrition</u> grown, reared, caught healthy diet, balance sweet, savoury, seasons/seasonality recipe</p>	<p><u>Textiles</u> template designer strengthen, stiffen accuracy</p>	<p><u>Mechanisms and Materials/Structures</u> Mechanism cam, pulley, gear strong, stiff, stable</p>	<p><u>Electrical</u> electrical/electricity simple circuit parallel circuit component</p>

	<p>adapt, refine, add, substitute appearance, taste, texture, aroma names of equipment/utensils used* sensory vocabulary e.g., soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour** verbs – peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. cut, knead, shape appearance, taste, texture, aroma hygiene/hygienic</p>	<p>fabric – and names of examples to MTP sheet tools - add names of examples to MTP sheet e.g. needles, thread etc. pattern measure, tape/pin, cut, join sewing, stitches – running stitch, button-hole stitch, blanket stitch, back stitch, decorative stitches seam allowance embroidery</p>	<p>3D framework tools used during lessons***</p>	<p>battery, battery holder wire bulb, bulb holder buzzer switch conductor, insulator</p>
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*names of equipment/utensils to be added to MTP depending on cooking unit taught

**sensory vocabulary may need to be adapted depending on cooking unit taught

***names of tools to be added to MTP depending on DT foci taught