Design Technology

DT Progression

Knowledge/ Skills

Substantive - Practical Knowledge, Substantive - Theoretical Knowledge and Disciplinary Knowledge: How experts have expressed quality and value throughout history

	Nursery	Reception	Year 1	Year 2
Structures				
Design	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • **Use** their imagination as they consider what they can do with different materials. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Develop** their own ideas and then decide which materials to use to express them.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• **Recognise** the importance of a clear design criteria. • **Select** and include individual preferences and requirements in a design.	• **Design** and **describe** ideas using sketching and modelling. • **Compare** different types of structures, found in the natural world and in everyday objects.
Make	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • Make simple models which express their ideas.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• **Make** stable structures from card, tape and glue. • **Sequence** and follow instructions to cut and assemble the supporting structure of a windmill. • **Make** functioning turbines and axles which are	• **Make** a structure to match a design criteria. • **Make** joints and structures from paper/card and tape.

	• **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Make** imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • **Build** with a range of resources. • **Select** and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • **Develop** manipulation and control. • **Explore** different materials and tools.	• **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	assembled into a main supporting structure.	
Evaluate	• **Use** their imagination as they consider what they can do with different materials. • **Develop** their own ideas and then decide which materials to use to express them. • **Use** a wider range of vocabulary • **Notice** and correct an error in a repeating pattern.	• **Return** to and build on their previous learning, refining ideas and developing their ability to represent them. • **Share** their creations, explaining the process they have used. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills.	• **Evaluate** a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • **Identify** points for improvements.	• **Observe** the features of structures. • C**ompare** the stability of different shapes. • **Identify** the strength of my own structure. • **Identify** the weakest part of a structure. • **Evaluate** the strength, stiffness and stability of my own structure.

Technical Knowledge	• **Respond** to what they have heard, expressing their thoughts and feelings. • Repeat actions that have an effect. • **Use** a wider range of vocabulary •**Explore** materials with different properties. •**Explore** natural materials, indoors and outside.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• **Describe** the purpose of structures, including windmills. • **Identify** and turn 2D nets into 3D structures. • **Recognise** that the shape of materials can be changed to improve the strength and stiffness of structures. • **Demonstrate understanding** that cylinders are a strong type of structure that are often used for windmills and lighthouses. • **Describe** how windmill turbines use wind to turn and make the machines inside work. • **Recall** that axles are used in structures and mechanisms to make parts turn in a circle. • **Describe** the different purposes of different structures.	•**Identify** natural and man-made structures. • **Compare** the stability of different structures. • **Recall** that shapes and structures with wide, flat bases or legs are the most stable. • **Demonstrate understanding** that the shape of a structure affects its strength. • **Select** and use the correct vocabulary: strength, stiffness and stability. • **Describe** how different materials can be changed to improved strength and stiffness. • **Make** a strong and stiff structure by folding paper.
Mechanisms				

Design	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • **Use** their imagination as they consider what they can do with different materials. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Develop** their own ideas and then decide which materials to use to express them.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• Give **reasons** about how to adapt mechanisms, using bridges or guides to control the movement. • **Design** a moving story book for a given audience. • **Design** a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move. • **Make** clearly labelled drawings which show movement.	• **Select** design criteria (as a class) for a moving character. • **Design** a moving character for a specific audience, matching the design criteria. • **Select** a linkage system to create the correct motion. • **Design** a wheel. • **Speculate** about the best materials based on their properties.
Make	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • Make simple models which express their ideas. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Make** imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• **Sequence** and follow a design to create moving models that use levers and sliders. • **Adapt** mechanisms.	• **Make** linkages using card for levers and split pins for pivots. • **Adapt** the widths, lengths, and thickness of card used for linkages. • **Demonstrate understanding** of cutting and assembling components neatly. • **Select** materials according to their properties. • **Observe** and follow a design brief.

	• **Build** with a range of resources. • **Select** and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • **Develop** manipulation and control. • **Explore** different materials and tools.			
Evaluate	• **Use** their imagination as they consider what they can do with different materials. • **Develop** their own ideas and then decide which materials to use to express them. • **Use** a wider range of vocabulary • **Notice** and correct an error in a repeating pattern.	• **Return** to and build on their previous learning, refining ideas and developing their ability to represent them. • **Share** their creations, explaining the process they have used. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills.	• Test a finished product, seeing whether it moves as planned and if not, give **reasons** why and how it can be fixed. •**Evaluate** the success of a product by testing it with its intended audience. • Test mechanisms, **identifying** what stops wheels from turning. • **Recall** that a wheel needs an axle in order to move.	• **Evaluate** my own designs against design criteria. • Use peer feedback to **adapt** my final design. • **Evaluate** different designs.
Technical Knowledge	• **Respond** to what they have heard, expressing their thoughts and feelings. • Repeat actions that have an effect. • **Use** a wider range of vocabulary	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• **Recall** that levers and sliders are mechanisms and can make things move. • **Identify** whether a mechanism is a lever or slider and determine what movement the mechanism will make.	• **Recall** what a mechanism is. • **Identify** the input and output in a mechanism. • **Identify** mechanisms in everyday objects. • **Recognise** that a lever is something that turns on a

	•**Explore** materials with different properties. •**Explore** natural materials, indoors and outside.		• **Select** and use the correct vocabulary: up, down, left, right, vertical and horizontal to describe movement. • **Identify** what mechanism makes a toy or vehicle roll forwards. • **Recall** that for a wheel to move it must be attached to an axle.	pivot. • **Recall** what a linkage is. • **Observe** wheel mechanisms. •**Summarise** how axels help wheels to move a vehicle.
Textiles				
Design	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • **Use** their imagination as they consider what they can do with different materials. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Develop** their own ideas and then decide which materials to use to express them.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• **Observe** and use a template to create a design for a puppet.	• **Design** a pouch.
Make	• **Explore** different materials, using all their senses to investigate them.	• **Create** collaboratively sharing ideas, resources and skills.	• **Select** and cut fabric neatly with scissors. • **Select** and use joining	• **Select** and cut fabrics for sewing. • **Select** and use fabric

	• **Manipulate** and play with different materials. • Make simple models which express their ideas. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Make** imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • **Build** with a range of resources. • **Select** and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • **Develop** manipulation and control. • **Explore** different materials and tools.	• Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	methods to decorate a puppet. • **Sequence** steps for construction.	glue or a running stitch.
Evaluate	• **Use** their imagination as they consider what they can do with different materials. • **Develop** their own ideas and then decide which materials to use to express them. • **Use** a wider range of vocabulary	• **Return** to and build on their previous learning, refining ideas and developing their ability to represent them. • **Share** their creations, explaining the process they have used. • **Select, rotate and manipulate** shapes in order to	•Reflect on a finished product, giving **reasons** about my likes and dislikes.	• **Speculate** to solve problems suggested by the teacher. • **Evaluate** the quality of stitching on others' work. • **Identify** the success of my stitching against a success criteria.

	• **Notice** and correct an error in a repeating pattern. pattern.	develop spatial reasoning skills.		• **Identify** what I like in my peers' work, and give **reasons** why.
Technical Knowledge	• **Respond** to what they have heard, expressing their thoughts and feelings. • Repeat actions that have an effect. • **Use** a wider range of vocabulary •**Explore** materials with different properties. •**Explore** natural materials, indoors and outside.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• **Describe** different ways in which to join fabrics together: pinning, stapling, gluing.	• **Select** fabric glue or stitching to join fabrics and **identify** the benefits of each technique. • **Select** and thread a needle. • **Recognise** and sew a running stitch with evenly spaced, neat, even stitches to join fabrics. • **Select**, pin and cut fabric neatly using a template.
Cooking and Nutrition				
Design	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • **Use** their imagination as they consider what they can do with different materials. • **Explore** different materials freely, in order to develop	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.		• **Design** a healthy snack based on food combinations which work well together.

	their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Develop** their own ideas and then decide which materials to use to express them. •**Try** a wider range of foods with different tastes and textures.			
Make	• **Explore** different materials, using all their senses to investigate them. • **Manipulate** and play with different materials. • Make simple models which express their ideas. • **Explore** different materials freely, in order to develop their ideas about how to use them and what to make. • **Join** different materials and explore different textures. • **Make** imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • **Build** with a range of resources. • **Select** and use activities and resources, with help when needed. This helps them to achieve a goal they	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills. • **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• **Select** the correct tools and grip to chop fruit and vegetables safely. • **Identify** if a food is a fruit or a vegetable. • **Recall** where and how fruits and vegetables grow.	• **Select** the correct tools and grip to slice food safely. • **Make** a snack that meets a design brief.

	have chosen, or one which is suggested to them. • **Develop** manipulation and control. • **Explore** different materials and tools.			
Evaluate	• **Use** their imagination as they consider what they can do with different materials. • **Develop** their own ideas and then decide which materials to use to express them. • **Use** a wider range of vocabulary • **Notice** and correct an error in a repeating pattern. •**Try** a wider range of foods with different tastes and textures.	• **Return** to and build on their previous learning, refining ideas and developing their ability to represent them. • **Share** their creations, explaining the process they have used. • **Select, rotate and manipulate** shapes in order to develop spatial reasoning skills. **Use** a range of small tools, including scissors, paintbrushes and cutlery.	• Taste and **evaluate** different food combinations. • **Describe** appearance, smell and taste. • **Select** information to be included on packaging.	• **Describe** the taste, texture and smell of fruit and vegetables. • **Evaluate** food combinations and final products by taste testing. • **Describe** the information that should be included on a label. • **Evaluate** which grip was the most effective.
Technical Knowledge	• **Respond** to what they have heard, expressing their thoughts and feelings. • Repeat actions that have an effect. • **Use** a wider range of vocabulary •**Explore** materials with different properties. •**Explore** natural materials, indoors and outside.	• **Create** collaboratively sharing ideas, resources and skills. • Safely **use** and **explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Compare and contrast** the difference between fruits and vegetables. • **Describe** and **classify** fruits by texture and taste.	• **Describe** what makes a balanced diet. • **Identify** where to find the nutritional information on packaging. • **Recall** the five food groups.

	Year 3	Year 4	Year 5	Year 6
Structures				
Design	• **Design** a castle with key features to appeal to specific person and purpose. • **Describe** my drawing using 2D shapes, labelling: 3D shapes that will create the features, materials needed, colours.	• **Design** a stable pavilion structure that is aesthetically pleasing. • **Select** materials to create a desired effect. • **Design** a frame structure to support weight.	• **Design** a stable structure that can support weight. • **Design** a frame structure with a focus on triangulation.	• **Design** a playground with a variety of structures. • Come to **informed conclusions** about effective and ineffective designs.
Make	• **Make** a range of 3D geometric shapes using nets. • **Select** special features for individual designs. • **Make** facades from a range of recycled materials.	• **Make** a variety of frame structures, including free standing, and different shapes and sizes. • **Select** appropriate materials to build a strong structure and for the cladding. • **Make** reinforced corners. • **Make** different textural effects with materials.	• **Make** a range of beam bridges. • **Apply** knowledge of triangles to create truss bridges that meet specific requirements. • **Make** a wooden bridge structure. • **Apply** my skills to measure and mark wood accurately. • **Select** appropriate tools and equipment. •**Apply** and use the correct techniques to saws. • **Identify** where a structure needs reinforcement and use card corners for support.	• **Make** a range of play apparatus structures by using new and prior knowledge. • **Make** a range of structures by measuring, marking and cutting wood. • **Apply** knowledge of materials to reinforce and add decorations to structures.

Evaluate	• **Evaluate** my own and others' work based on aesthetics. • **Compare** the finished product to the original design. • **Recognise** and suggest points to modify individual designs.	• **Evaluate** structures made by my class. • **Describe** which characteristics of a design and construction make it the most effective. • Use **reasoned judgements** to consider effective and ineffective deigns.	• **Adapt** and improve my own bridge structure by reinforcing points of weakness. • **Critique** and suggest improvements.	• **Modify** and improve a design plan based on peer evaluations. • **Modify** a design by continuously testing it. • **Articulate** what makes a successful structure.
Technical Knowledge	• **Identify** features of a castle. • **Identify** and **select** suitable materials, considering weight, compression and tension. • **Explain** that wide and flat based objects are more stable. • **Select** and use the vocabulary: strut, tie, span, beam. • **Compare** and **explain** the difference between frame and shell structures.	• **Recall** what pavilions are and their purpose. • **Develop** my understanding of net and frame structures. • **Recognise** that architects consider light, shadow and patterns when designing. • **Demonstrate understanding** of frame and shell structures.	• **Develop** my understanding of strong beams. • **Identify** arch and beam bridges. • **Select** and use the vocabulary compression and tension. • **Compare** the strength of structures. • **Demonstrate understanding** of ways to reinforce structures. • **Explain** how triangles can be used to reinforce bridges. • **Articulate** the difference between beam, arch, truss and suspension bridges..	• **Recall** how structures can be strengthened. • **Identify** the shell structure in everyday life. • **Classify** man-made and natural structures.
Mechanisms				

Design	• **Design** a toy which uses a pneumatic system. • **Develop** a design criteria from a design brief. • Use thumbnail sketches and exploded diagrams to **explain** my ideas clearly.	• **Design** a shape that reduces air resistance. • **Design** a net to create a structure from. • **Select** shape that increase or decrease speed. • **Modify** and personalise a design .	•**Design** a range of popup structures and mechanisms. • **Identify** the mechanisms, input and output. • Use storyboarding when **designing** a product.	• **Demonstrate understanding** of cams. • **Design** an automata toy based on a choice of cam to create desired movements. • **Explain** how linkages work. • **Design** mechanisms that make things move at the same time.
Make	• **Make** a pneumatic system to create a specific motion. • **Make** secure housing for my pneumatic system. • **Select** and use syringes and balloons to create different types of pneumatic systems, **making** a functional and appealing toy. • **Select** materials based on their functional and aesthetic characteristics. • **Manipulate** materials to create different effects by cutting, creasing, folding and weaving.	• **Make** a model by measuring, marking, cutting and assembling with accuracy. • **Make** a model based on a chosen design.	• **Sequence** and follow a design brief accurately. • **Make** mechanisms and structures using sliders, pivots and folds for movement. • **Apply** knowledge of aesthetics to hide mechanisms.	• **Make** a model by measuring, marking and cutting components accurately, checking the accuracy of jelutong and dowel pieces. • **Make** a stable frame • **Demonstrate understanding** of frames. • **Select** appropriate materials based on joining techniques and the setting speed of glue .
Evaluate	• **Synthesise** the views of	• **Evaluate** the speed of a final	• **Evaluate** and suggest	• **Evaluate** the work of

	others to improve my designs. • Test and **modify** products, suggesting improvements.	product based on the shape and the accuracy of workmanship.	improvements.	others and receive feedback. • **Apply** points of improvements. • **Articulate** the changes I would do if repeating the project.
Technical Knowledge	• **Explain** how pneumatic systems work. • **Recall** that mechanisms are systems of parts that work together to create motion. • **Recognise** how pneumatic systems can be used as part of a mechanism. • **Explain** how pneumatic systems use air to create movement.	• **Recognise** that products change over time. • **Recall** that all moving things have kinetic energy. • **Explain** what kinetic energy is.	• **Explain** 'input' and 'output'. • **Recall** that mechanisms control movement. • **Describe** mechanisms that change motion.	• **Apply** knowledge and use a bench hook to saw safely and effectively. • **Explore** cams, making links between shapes and movements. • **Explore** types and directions of motion.
Electrical Systems				
Design	• **Design** a game that works using static electricity, including a **sequence** of instructions. • **Identify** a design criteria and a target audience.	• **Design** a torch, considering the target audience. • **Select** and create design and success criteria focusing on features of individual design ideas.	• **Design** an electronic greetings card. • **Create** a labelled design, showing positive and negative parts in relation to the LED and battery.	• **Design** a steady hand game from three different perspectives. • **Identify** and name the required components. • **Design** prototypes to model my ideas.

Make	• **Make** an electrostatic game, referring to a design criteria. • **Select** and use a wide range of materials and equipment **safely.** • **Make** electrostatic energy to move objects in isolation as well as in part of a system.	• **Make** a torch with a working electrical circuit and switch. • **Select** and use appropriate equipment to cut and attach materials. • **Sequence** and follow design and success criteria when assembling my torch.	• **Make** a working electrical circuit. • **Apply** a design criteria. • **Articulate** different components of the circuit.	• **Make** electromagnetic motors, **modifying** the motor to improve its function. • **Make** a stable base . • I can **make** my game by accurately cutting, folding and assembling a net. • **Demonstrate understanding** of decorations. • **Make** and test a circuit, incorporating it into my base .
Evaluate	• Use **reasoned judgements** to provide constructive criticism on my own work and the work of others. • Make **informed conclusions** about a product, using the original design criteria.	• Use **evaluate** electrical products. • Test and **evaluate** the success of a final product. • **Modify** final products based on the work of my peers.	• **Evaluate** against an original design. • **Modify** final products to improve reliability, aesthetics or to include a different electronic device.	• Test and **evaluate** finished games. • **Articulate** what went well and ways to improve.
Technical Knowledge	• **Explain** what static electricity is and how it moves objects. • **Demonstrate**	• **Explain** how electrical items work. • **Identify** electrical products. • **Explain** how batteries work.	• **Identify** the key components of a circuit. • **Explain** the use of graphite in a circuit.	• **Explain** how electromagnetic motors work. • **Explain** the dangers of

	understanding by generating static electricity on my own. • **Manipulate** static electricity to make objects move in a desired way.	• **Identify** the features of a torch. • **Compare** different torches, using **reasoned judgements** to decide on the positives and negatives.	• **Compare** series and parallel circuits. • **Explain** what happens when a circuit breaks.	batteries . • **Select** and use the vocabulary magnetic field.
Textiles				
Design	• **Design and make** a template from an existing cushion, applying individual design criteria.	• Write a design criteria for a product, **explaining** the decisions I make. • **Design** a personalised book sleeve.	• **Design** a stuffed toy. • **Apply** knowledge of component proportions.	• **Justify** my designs through specification that link. to design criteria and a specific theme. • **Design** a waistcoat. • **Articulate** my design through annotations.
Make	• **Sequence** and follow a design criteria to create a cushion. • **Select** and cut fabrics. • I can **select** and use cross stitch to join fabric. • **Select** and use applique to decorate fabrics. • **Make** and complete design ideas with stuffing and sewing the edges.	• **Make** and test a paper template with accuracy and considering the design criteria. • **Make** my product by measuring, marking and cutting fabric using a paper template. • **Select** a stitch style to join fabric, working neatly and sewing small stitches. • **Select** a fastening for my design.	• **Make** a 3D stuffed toy from a 2D design. • **Apply** knowledge to measure, mark and cut fabric. • **Make** strong and secure blanket stitches. • **Select** and use applique.	• **Make** and use template pinning panels onto fabric. • **Make** my design by marking and cutting fabric accurately. • **Make** and sew a strong running stitch. • **Make** and tie strong knots. • **Make** and decorate my waistcoat, attaching objects using thread and secure fastenings.

Evaluate	• **Evaluate** an end product, thinking of ways to create similar items.	• Test and **evaluate** an end product against the original design criteria. •Use **reasoned judgements** to decide how many of the criteria need to be met. • Suggest ways to **modify** and improve a product.	• Test and **evaluate** an end product . • Suggest ways to **modify** and improve a product.	Test and **evaluate** work continually.
Technical Knowledge	• **Select** and thread a needle on my own. • **Select** and tie knots on my own. • **Select** and sew cross stitch and use applique. • **Recognise** the need to count the thread on a piece of weave fabric in each direction. • **Describe** how fabrics can be layered for affect.	• **Recall** the different types of fastenings. • **Explain** the benefits and disadvantages of different fastening types.	• **Apply** knowledge of blanket stitches to join fabric with even spacing. • **Apply** knowledge of threading needles independently.	• **Apply** different decorative stitches. •**Apply** different sewing techniques, ensuring accuracy and even stitches .
Cooking and Nutrition				
Design	• **Design** a health and nutritious recipe using seasonal ingredients, considering taste, texture,	• **Design** a product within a given budget, **recalling** previous taste testing.	• **Adapt** a traditional recipe. • **Explain** how nutritional values will change. • **Modify** the method based	• **Articulate** key steps, methods and ingredients when writing a recipe. • **Apply** research to include

	smell and appearance.		on new ingredients. • **Design** an appealing packaging based on the recipe.	facts and drawings in my recipe.
Make	• **Demonstrate understanding** of how to avoid food contamination, preparing myself and my work space to cook safely in. • **Sequence** and follow instructions within a recipe.	• **Sequence** and follow a baking recipe. • **Demonstrate understanding** of how to cook safely, following basic hygiene rules. • **Adapt** a recipe.	• **Apply** knowledge of cutting and preparing vegetables safely. • **Apply** knowledge of equipment, including knives, hot pans and hobs. • **Apply** knowledge of cross contamination. • Follow a method to **make** a recipe.	• **Sequence** and follow a recipe, using the correct quantities of each ingredient and working to a given timescale. • **Demonstrate understanding** of how to cook safely and hygienically. • **Adapt** a recipe based on research.
Evaluate	• Use design criteria to test and **evaluate** dishes. • **Describe** the benefits of seasonal vegetables and the impact on the environment. • **Explain** points for improvement when making a seasonal meal.	• **Evaluate** a recipe, considering: taste, smell, texture and appearance. • **Describe** the impact of the budget on the **selection** of ingredients. •**Evaluate** and **compare** a range of products. • Suggest ways to **modify** the recipe.	•**Identify** the nutritional differences between products and recipes. • **Articulate** health benefits of food groups.	• **Evaluate** a recipe, considering: taste, smell, texture and origin of the food group. • **Evaluate** and **compare** a final products by taste testing. • Suggest and ways to **modify** the recipe, **articulating** improvements in writing. • **Evaluate** health and

				safety in production to minimize cross contamination.
Technical Knowledge	• **Recognise** that climate affects food growth. • **Select** and use cooking equipment safely and hygienically. • **Recognise** that imported foods travel from far away and this can have a negative impact on the environment. • **Recall** which vegetables and fruit grow in different seasons. • **Compare** the nutritional benefits of different fruit and vegetables. • **Select,** use, store and clean a knife safely.	• **Recognise** the impact of cost and the importance of budgeting while planning. • **Recognise** the environmental impact on future products and the cost of production.	• **Recall** where food comes from and how it is processed . • **Explain** what a balanced diet includes. •**Modify** a recipe to make it healthier. • **Compare** two adapted recipes and **identify** the healthier option using a nutritional calculator.	• **Apply** research skills to find recipes by ingredient. • **Identify** and record ingredients and equipment. • **Demonstrate understanding** of complimentary food combinations. • **Demonstrate understanding** of where food comes from, **describing** the 'Farm to Fork' process for a given ingredient.