

NC Technique/Skills

Design		Make		Evaluate		Technical knowledge		Cooking			
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**Design 1:** design purposeful, functional, appealing products for themselves and other users based on design criteria

**Design 2:** generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make 1:** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

**Make 2:** select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate 1:** explore and evaluate a range of existing products

**Evaluate 2:** evaluate their ideas and products against design criteria

**Technical knowledge 1:** build structures, exploring how they can be made stronger, stiffer and more stable

**Technical knowledge 2:** explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Cooking 1:** use the basic principles of a healthy and varied diet to prepare dishes

**Cooking 2:** understand where food comes from

Key Stage 1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One		<p>Moving pictures 6 lessons</p> <p>Lesson 1: Explore Existing Moving Pictures Lesson 2: Learn How Sliders Work Lesson 3: Learn How Levers Work Lesson 4: Design a Moving Picture Lesson 5: Make a Moving Picture - slider Lesson 6: Make a Moving Picture - lever</p>	<p>Design and make a Healthy pack lunch (Short unit as focus is Art) 3 lessons</p> <p>Lesson 1: What is a Healthy Packed Lunch? Lesson 2: Planning and Preparing a Healthy Lunch Lesson 3: Making and Evaluating Our Healthy Lunch</p>	<p>Design and build a castle 5 lessons</p> <p>Lesson 1: What is a Castle? Lesson 2: Exploring Materials and Structures Lesson 3: Designing a Castle Lesson 4: Making the Castle Model Lesson 5: Finishing making the castle and evaluating</p>	<p>Animal Hand Puppets 5 lessons</p> <p>Lesson 1: Explore Existing Puppets Lesson 2: Design an Animal Puppet Lesson 3: Learn Joining Techniques Lesson 4: Make an Animal Puppet Lesson 5: Evaluate and Perform</p>	

Sticky Knowledge		<p><b>Designing:</b> Understand that products are made for a purpose and have an audience. Know that simple drawings and ideas can be used to plan a product. Recognise that pictures can move using mechanisms like sliders and levers.</p> <p><b>Making:</b> Know how to safely use simple tools such as scissors and glue sticks for joining and cutting. Understand that different materials (paper, card) have different properties and can be combined in different ways.</p> <p><b>Evaluating:</b> Know how to explore and talk about existing moving picture books.</p> <p><b>Technical Knowledge:</b> Know that a mechanism is a device that produces movement. Identify and name mechanisms such as: Sliders: make a part of the picture move side to side or up and down. Levers: can move parts in different directions by pivoting. Understand how mechanisms make a product interactive</p>	<p><b>Designing:</b> Understand that a packed lunch is made up of different types of food. Know that some foods are healthier than others and we need a balance of food groups to stay healthy. Recognise the importance of choosing food for different reasons — taste, appearance, nutrition, and safety.</p> <p><b>Making:</b> Know how to handle food safely and hygienically (e.g. washing hands, using clean equipment).</p> <p><b>Evaluating:</b> Know how to describe what they made and say what they like or would change about their packed lunch.</p> <p><b>Technical Knowledge:</b> Understand what makes a lunch 'healthy' — e.g. fruit, vegetables, wholegrains, protein foods, and drinks like water.</p> <p><b>Cooking:</b> Understand the basic principles of a healthy and varied diet. Understand the importance of drinking water regularly to stay hydrated.</p>	<p><b>Designing:</b> Understand that objects are made for a purpose (a castle protects people and property). Recognise key features of a castle (towers, walls, moat, drawbridge, battlements). Know that drawings and models can be used to show and share ideas.</p> <p><b>Making:</b> Understand that different materials have different properties (some are strong, some flexible, some waterproof). Know how to join materials in different ways (glue, tape, tabs, split pins).</p> <p><b>Evaluating:</b> Understand how to talk about what worked well and what could be better in their model. Know how to compare their own castle model with others.</p> <p><b>Technical Knowledge:</b> Recognise that structures need to be stable to stand up. Understand basic ways to make structures stronger (folding, rolling, using supports).</p>	<p><b>Design:</b> Understand what a puppet is and how it is used in storytelling and play. Recognise basic animal features and characteristics to inspire puppet design. Know about animals native to England and Africa and their distinctive features. Appreciate cultural stories or traditions involving animals from England and Africa. Understand that designs can be communicated through drawings and simple plans.</p> <p><b>Make:</b> Know simple ways to join materials (e.g., glue, staples, tying). Recognise that materials have different properties (e.g., soft fabric, paper, buttons).</p> <p><b>Evaluate:</b> Understand that finished products can be talked about, with likes, dislikes, and suggestions for improvement.</p> <p><b>Technical Knowledge:</b> Know how to use basic tools safely (e.g., scissors, glue sticks)</p>	
Skills		<p><b>Designing:</b> Draw simple pictures to show what they want to make. Select a mechanism (slider or lever) to achieve a desired movement.</p> <p><b>Making:</b> Cut and shape paper and card safely. Use glue and tape to join materials. Assemble components (e.g. attach a slider or lever to a picture).</p> <p><b>Evaluating:</b> Say what they like about a product. Talk about how their mechanism works.</p>	<p><b>Designing:</b> Generate simple ideas for a healthy packed lunch through drawing or discussion. Select foods based on personal preference and simple health criteria.</p> <p><b>Making:</b> Use simple utensils and tools to prepare food safely, e.g. spreading, cutting with a child-safe knife, peeling. Combine a range of foods to assemble a lunch (e.g. sandwich, fruit pot, vegetable sticks).</p>	<p><b>Designing:</b> Generate ideas for a model castle through simple drawings and talking about their ideas. Choose features to include in their model based on real castles.</p> <p><b>Making:</b> Select and use simple tools safely (scissors, glue spreader). Cut, fold, and join paper and card to create simple shapes and structures. Assemble parts to build a model castle with chosen features.</p>	<p><b>Design:</b> Plan and design a puppet by drawing or talking about ideas. Talk about design choices and purposes of the puppet.</p> <p><b>Make:</b> Use simple tools safely (scissors, glue sticks). Cut and join materials to create shapes and textures. Experiment with different materials to create animal features. Use hand-eye coordination to assemble parts of the puppet.</p>	

		<p><b>Technical Skills:</b> Explore and experiment with sliders and levers to understand how they work. Add a simple mechanism to a flat image. Test and refine their mechanism to make sure it moves correctly.</p>	<p><b>Evaluating:</b> Talk about what they made and how well it met the design criteria (healthy, tasty, well-presented). Suggest one thing they might change if they made it again.</p> <p><b>Technical Skills:</b> Follow basic food hygiene routines (washing hands, wiping surfaces, safe handling of ingredients). Identify and name basic utensils and explain their use.</p> <p><b>Cooking:</b> Wash hands and clean equipment properly before and after food preparation. Safely handle and prepare cold foods (no cooking heat involved at this stage, e.g. chopping, peeling, assembling). Choose appropriate utensils for different tasks. Explain simple choices for making a lunch healthier (e.g. choosing water instead of sugary drinks, including fruit).</p>	<p><b>Evaluating:</b> Talk about their model's strengths and what they might improve. Say how well their model matched their initial design.</p> <p><b>Technical Skills:</b> Join paper, card, and other materials using glue, tape, and tabs. Use simple techniques to make structures more stable (e.g. folded card supports, base plates).</p>	<p>Decorate puppets using painting, drawing, or attaching small objects.</p> <p><b>Evaluate:</b> Talk about their finished puppet, explaining design choices. Compare and discuss differences in animal puppets inspired by England and Africa.</p> <p><b>Technical Knowledge:</b> Use basic joining methods appropriately. Recognise properties of materials used.</p>	
National Curriculum		<p><b>Evaluate 1:</b> Explore and evaluate a range of existing products. <b>Technical knowledge 1:</b> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p><b>Cooking 1:</b> Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p><b>Design 2:</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Evaluate 2:</b> Evaluate their ideas and products against design criteria.</p>	<p><b>Make 1:</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <b>Make 2:</b> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Two		<p><b>Making a London bus.</b></p> <p>5 lessons  <b>Lesson 1:</b> Exploring Buses            What are the features and purpose of a London bus?  <b>Lesson 2:</b> Investigating Materials and Mechanisms            Focus: What materials and mechanisms work best for a moving bus?  <b>Lesson 3:</b> Designing a London Bus            What is the design criteria for building a bus model?  <b>Lesson 4 + 5:</b> Making the Bus            How can we build a bus model following the design plan?</p>	<p><b>Design and make a model rocket</b></p> <p>5 lessons  <b>Lesson 1:</b> Exploring Rockets            What are rockets and how do they work?  <b>Lesson 2:</b> Investigating Materials            Which materials work best for making a flying rocket?  <b>Lesson 3:</b> Designing a Rocket            How is a rocket model planned?  <b>Lesson 4:</b> Making the Rocket            How is a model rocket built?  <b>Lesson 5:</b> Testing and Evaluating            How successful was the rocket?</p>			<p><b>Fruits from around the world</b>  <b>Food's journey to the plate.</b></p> <p>4 lessons  <b>Lesson 1:</b> Where Does Fruit Come From?  <b>Lesson 2:</b> Tasting and Evaluating Fruits            Which fruits taste the best and why?  <b>Lesson 3:</b> Designing a Healthy Fruit Dish            How can we make a healthy, tasty fruit dish?  <b>Lesson 4:</b> Making and Evaluating Our Fruit Dishes            How is food safely prepared?</p>
Sticky Knowledge		<p><b>Design:</b> Know the key features of a London bus (wheels, windows, doors, seating, destination signs) and how these features meet the needs of users. Know that good designs are guided by design criteria — features that the finished product must have (e.g. wheels that turn, space for passengers, red exterior).</p> <p><b>Make:</b> Know that simple mechanisms like wheels and axles allow objects to move and how to attach them to a structure effectively.</p> <p><b>Technical Knowledge:</b>            Know that wheels are round objects that rotate around an axle to help vehicles move.            Understand how a structure must be stable and strong to support additional parts like wheels.</p>	<p><b>Design:</b> Know that products are made to meet users' needs (e.g. rockets need to fly, stay balanced, and be streamlined).            Recognise the key parts of a rocket (body, nose cone, fins, launcher mechanism).</p> <p><b>Make:</b> Know that different materials have different properties (e.g. light, stiff, smooth) and affect how well something flies.</p> <p><b>Technical Knowledge:</b>            Understand that rockets need to be streamlined to reduce air resistance.            Know that fins can help stabilise a rocket in flight.            Understand how air pressure or force (e.g. from a pump, straw, or throwing) makes rockets move.</p> <p><b>Evaluate:</b> Know how to test a product against its design criteria (e.g. did it fly well? Was it stable?)            Understand how to suggest ways to improve a design based on testing results.</p>			<p><b>Cooking and Nutrition:</b>            Know that food comes from plants and animals. Understand that different fruits grow in different parts of the world depending on climate and soil.            Know the journey food takes from farm to plate (growing, picking, transporting, selling, preparing, eating).            Understand the basic principles of a healthy, varied diet and that fruits are part of this.            Know that dishes can be made using a range of fruits for different tastes, textures, and appearances.</p> <p><b>Evaluation:</b>            Understand that food products are designed for different people and purposes.            Know how to describe the taste, appearance, and texture of foods.            Understand how to evaluate existing fruit-based products and suggest simple improvements.</p>

Skills		<p><b>Designing and Planning:</b> Use drawings and simple labels to describe the main parts and functions of a London bus.</p> <p><b>Make:</b> Select appropriate materials, tools and equipment for their model based on their properties (e.g. cardboard for strength, paper for decoration). Cut, shape and join materials using simple tools (scissors, hole punch, glue, masking tape). Build a simple bus structure using techniques to strengthen and stabilise it (folding, tabs, layering). Attach wheels to an axle and fix the axle to the bus structure. Test and adjust the positioning of axles and wheels to improve movement. Add finishing decorative details to their model (bus numbers, windows, destination signs).</p> <p><b>Technical Knowledge:</b> Assemble a simple wheel and axle mechanism and attach it to a model. Test how the wheels turn and make simple adjustments to improve the bus's movement.</p>	<p><b>Designing and planning:</b> Generate and share ideas through drawings and simple templates. Set simple design criteria for their rocket (e.g. must fly, have fins, have a pointed top).</p> <p><b>Make:</b> Select appropriate materials based on their properties (lightweight, stiff, smooth). Cut, shape, and join materials safely using scissors, glue, and tape. Build a rocket model using strengthening techniques (folding, tabs, layering if needed).</p> <p><b>Technical Knowledge:</b> Attach components like fins and nose cones to help stability and movement. Use simple mechanisms (e.g. straws, pumps) to launch a rocket.</p> <p><b>Evaluate:</b> Test their rocket's performance against their design criteria. Identify what worked well and suggest simple changes for improvement (e.g. adding more fins, changing material).</p>			<p><b>Cooking and Nutrition:</b> Identify where different fruits come from using simple maps, globes, or labels. Sequence the simple journey of food from source to plate. Select a variety of fruits to prepare a healthy dish, applying knowledge of a varied diet. Handle fruits safely and hygienically. Use basic tools (plastic knives, peelers, spoons) to cut, peel, and arrange fruits. Combine fruits considering colour, texture, and flavour for appeal and nutrition. Name the fruits used in a dish and explain their benefits as part of a healthy diet.</p> <p><b>Evaluation:</b> Taste and describe different fruit-based products using sensory vocabulary (e.g. sweet, soft, tangy). Compare and evaluate existing products based on taste, appearance, and packaging. Express preferences and suggest improvements to existing products.</p>
National Curriculum		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make 1:</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Technical knowledge 1:</b> Explore and use mechanisms [for example,</p>	<p><b>Design 1:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make 2:</b> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate 2:</b> Evaluate their ideas and products against design criteria.</p>			<p><b>Evaluate 1:</b> explore and evaluate a range of existing products</p> <p><b>Cooking 1:</b> Use the basic principles of a healthy and varied diet to prepare dishes</p> <p><b>Cooking 2:</b> understand where food comes from.</p>

		levers, sliders, wheels and axles], in their products.	<b>Technical knowledge 2:</b> build structures, exploring how they can be made stronger, stiffer and more stable			
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**Design 1:** 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

**Design 2:** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make 1:** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

**Make 2:** 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

**Evaluate 1:** investigate and analyse a range of existing products

**Evaluate 2:** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Evaluate 3:** understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge 1:** apply their understanding of how to strengthen, stiffen and reinforce more complex structures

**Technical knowledge 2:** understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

**Technical knowledge 3:** understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**Technical knowledge 4:** apply their understanding of computing to program, monitor and control their products

**Cooking 1:** understand and apply the principles of a healthy and varied diet

**Cooking 2:** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

**Cooking 3:** understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## Key Stage 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Three		<p><b>Healthy Cooking</b> Making a healthy soup using seasonal root vegetables. Herbs 6 lessons</p> <p><b>Lesson 1:</b> What is a healthy diet? <b>Lesson 2:</b> What are seasonal foods and their benefits? <b>Lesson 3:</b> What do root vegetables and herbs taste like? <b>Lesson 4:</b> How is a seasonal vegetable soup designed? <b>Lesson 5:</b> How is a seasonal vegetable soup made? <b>Lesson 6:</b> How is a soup evaluated?</p>		<p><b>Design a Sculpture</b> Lucy Tasseor Create an inukshuk figure from soap or clay. 5 lessons</p> <p><b>Lesson 1:</b> What is Inukshuk and Inuit culture? (look at sculpture) <b>Lesson 2:</b> What was Lucy Tasseor's impact? <b>Lesson 3:</b> How is an Inukshuk sculpture designed? <b>Lesson 4:</b> What tools and techniques are used in sculpture design? <b>Lesson 5:</b> How is an Inukshuk sculpture made?</p>	<p><b>Egyptian headdresses and necklaces</b> 6 lessons</p> <p><b>Lesson 1:</b> What was Egyptian jewellery like? <b>Lesson 2:</b> How can different beads be made? (Bead Rolling Techniques) <b>Lesson 3:</b> What are the features of an Egyptian necklace? (design) <b>Lesson 4 + 5:</b> Making the beads. <b>Lesson 6:</b> How can a design be evaluated? (Assembling and evaluating the necklace.)</p>	
Sticky Knowledge		<p><b>Design:</b> Understand how research informs design choices (e.g. knowing about healthy foods and seasonality before creating a recipe). Recognise that food products need to appeal</p>		<p><b>Design:</b> Know what an Inukshuk is, its traditional purpose in Arctic culture (landmark, message, guidance, survival tool). Understand the work of Inuit artist Lucy Tasseor,</p>	<p><b>Design:</b> Understand that people from different times and places, like Ancient Egypt, created decorative accessories for cultural, religious, and status reasons.</p>	

		<p>to their intended audience in appearance, taste and nutritional value.</p> <p><b>Make:</b> Understand which kitchen tools are suitable for different tasks (e.g. peelers for removing skins, knives for chopping). Know how ingredients' properties affect the final product (e.g. texture, flavour, appearance).</p> <p><b>Evaluate:</b> Know how to judge a product against specific design criteria. Understand that food preparation methods have changed over time from the Stone Age/Iron Age to now.</p> <p><b>Technical Knowledge:</b> Know what seasonality means and how it affects the availability and use of different ingredients. Understand where different vegetables and herbs come from and how they are grown. Recognise the importance of using seasonal, local ingredients for health and sustainability — and how Stone Age/Iron Age communities depended on what was locally available.</p> <p><b>Cooking:</b> Know what constitutes a balanced, healthy diet. Understand how to prepare and cook a healthy, seasonal savoury dish. Recognise the health benefits of including a variety of vegetables and herbs in meals.</p>		<p>her materials and methods. Understand how designs can reflect cultural identity, beliefs and environment. Know how to develop design criteria for a sculpture based on purpose and audience.</p> <p><b>Make:</b> Know which tools and techniques are suitable for working with soap or clay. Understand the importance of selecting appropriate materials based on properties (softness, strength, texture). Know how to shape, join and finish materials safely and effectively.</p> <p><b>Evaluate:</b> Recognise how different cultures create art and artefacts to suit their environment.</p> <p><b>Technical Knowledge:</b> Know how structures can be made stable and balanced. Understand that sculptures can be made from different natural materials (stone, soap, clay) and how their properties affect design and making. Recognise how environmental conditions (cold climates, limited resources) influence design and material use.</p>	<p>Recognise that jewellery designs can convey meaning, symbolism, and social position. Know how to generate ideas based on historical artefacts and cultural research.</p> <p><b>Make:</b> Understand the characteristics of different shaped paper for different shaped beads. Understand how to use different rolling techniques to create various bead shapes (e.g. tubular, spherical, flat disc).</p> <p><b>Evaluate:</b> Know how to compare products against design criteria and discuss improvements</p> <p><b>Technical Knowledge:</b> Understand how to shape materials using hands and simple tools. Know how to create holes for threading, ensuring beads are functional as part of a necklace or headdress. Recognise how structure and balance affect the final design of wearable items.</p>	
Skills		<p><b>Design:</b> Develop design criteria for a healthy seasonal soup. Communicate ideas through annotated sketches, recipe planning, and verbal discussion. Select ingredients and flavours based on research</p>		<p><b>Design:</b> Research and gather information about Lucy Tasseor and Inukshuk figures. Develop design ideas that reflect cultural and environmental factors. Create annotated sketches to plan their sculpture design.</p>	<p><b>Design:</b> Generate ideas based on historical research and images. Create annotated sketches to plan bead shapes, colours, and necklace designs. Develop design criteria based on the needs and intended users (themselves</p>	

		<p>into seasonality and healthy eating.</p> <p><b>Make:</b> Safely and accurately use a range of food preparation tools (peeler, knife, grater, spoon). Follow health and safety and food hygiene routines. Measure, weigh and combine ingredients according to a recipe.</p> <p><b>Evaluate:</b> Investigate and describe the qualities of existing soups and vegetables. Evaluate the finished soup against the original design criteria. Relate modern cooking techniques to historical methods (e.g. cooking over fire vs using a hob).</p> <p><b>Technical Knowledge:</b> Identify and select ingredients based on seasonality. Explain where selected vegetables and herbs come from. Compare modern food sourcing with early human food gathering and farming practices.</p> <p><b>Cooking skills:</b> Prepare and cook a savoury dish (soup) using root vegetables and herbs. Apply different cooking techniques: peeling, chopping, boiling, seasoning. Taste and evaluate food based on texture, flavour and appearance.</p>		<p>Use visual and descriptive vocabulary to explain design choices.</p> <p><b>Make:</b> Select appropriate tools for carving or moulding soap/clay. Use shaping and joining techniques to create a balanced sculpture. Apply finishing techniques (smoothing, detailing, painting if desired). Work safely with tools and materials, following instructions and hygiene rules.</p> <p><b>Evaluate:</b> Test their sculpture's balance and stability. Suggest changes to improve strength, appearance, or cultural authenticity.</p> <p><b>Technical Knowledge:</b> Identify material properties through handling and observation. Apply understanding of structure and balance.</p>	<p>or a pharaoh/queen roleplay character).</p> <p><b>Make:</b> Use hands and simple tools (rolling sticks, skewers, paintbrush handles) to roll, shape, and smooth different bead types. Apply various rolling techniques to produce beads of consistent size and form. Use appropriate joining techniques (threading) to assemble beads into necklaces or headdresses. Decorate beads with paint, glaze, or markers to resemble Egyptian-style patterns.</p> <p><b>Evaluate:</b> Reflect on design ideas and finished products, identifying successes and areas to improve. Evaluate final jewellery against original design plans for shape, colour, pattern and suitability.</p> <p><b>Technical Knowledge:</b> Understand how to ensure stability and strength when assembling wearable items. Learn how to safely handle and clean tools and materials after use.</p>	
National Curriculum		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>		<p><b>Design 1:</b> 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</p> <p><b>Make 1:</b> select from and use a wider range of tools and equipment to perform</p>	<p><b>Design 1:</b> 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</p> <p><b>Make 1:</b> select from and use a wider range of tools and</p>	

		<p><b>Evaluate 1:</b> investigate and analyse a range of existing products</p> <p><b>Cooking 1:</b> understand and apply the principles of a healthy and varied diet</p> <p><b>Cooking 2:</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Cooking 3:</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		<p>practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate 3:</b> understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge 1:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate 2:</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Four	<p><b>Cooking</b> Design and make a Roman biscuit and mosaic biscuit box. 6 lessons</p> <p><b>Lesson 1:</b> What were common foods during Roman Britain? <b>Lesson 2:</b> How is a Roman biscuit recipe designed? (design) <b>Lesson 3:</b> What are the properties of a biscuit box? (design) <b>Lesson 4:</b> How is a biscuit box made? (make) <b>Lesson 5:</b> Mosaic design on the box. <b>Lesson 6:</b> How is a Roman biscuit made? (make)</p>		<p>Hot air balloons - Tissue paper / link with science circuits 6 lessons</p> <p><b>Lesson 1:</b> What are hot air balloons? <b>Lesson 2:</b> The Pioneers of Flight — Who were the Montgolfier Brothers? <b>Lesson 3:</b> How can a hot air balloon be designed? <b>Lesson 4:</b> What are the best materials to make a balloon envelope? <b>Lesson 5:</b> Making the Basket, Frame and Circuit <b>Lesson 6:</b> Testing both the balloon structure and the working electrical system</p>			<p>Frames for Tudor portraits / Modroc 4 lessons</p> <p><b>Lesson 1:</b> Exploring Tudor Frames &amp; Design Ideas <b>Lesson 2:</b> How is the structure of a frame made? <b>Lesson 3:</b> How can modroc be used to add detail? <b>Lesson 4:</b> Decorate and evaluate</p>
Sticky Knowledge	<p><b>Design:</b> Understand how to use research (including Roman and Celtic traditions) to inform a design idea. Recognise the purpose of packaging in protecting and presenting a product.</p>		<p><b>Design:</b> Understand the purpose and function of hot air balloons as a method of transport in history and fiction. Know how the shape and materials of a balloon</p>			<p><b>Design:</b> Portrait frames in Tudor times were used to display wealth, status, and identity. Designs must meet both aesthetic (appearance) and functional (structure and support)</p>

	<p>Identify design criteria based on the needs of a specific audience (e.g., Roman market buyers). Understand how to design a product (biscuit and box) for both function and appearance.</p> <p><b>Make:</b> Know the safe and effective use of a wider range of kitchen tools and equipment (e.g., rolling pins, cutters, measuring spoons). Understand the characteristics of different materials used for packaging (e.g., card, paper, string) and why they're suitable.</p> <p><b>Evaluate:</b> Know how to compare and evaluate existing biscuits and packaging products against set criteria.</p> <p><b>Technical Knowledge:</b> Understand how different ingredients combine to create a desired texture, flavour and appearance in baked products. Understand simple joining and strengthening techniques for constructing a sturdy box. Learn about key Roman and Celtic influences in food preparation and presentation.</p> <p><b>Cooking:</b> Understand that some Roman foods are still used today and recognise ingredients typical in Roman times. Know where food ingredients originate, and how they were sourced and used in ancient times.</p>		<p>affect its ability to rise and stay airborne. Understand basic principles of aerodynamics — how air movement affects flight.</p> <p><b>Make:</b> Know which materials are suitable for building a lightweight, strong balloon envelope and a basket. Understand how to safely use tools for cutting, joining, and constructing a model balloon and frame. Know different joining techniques appropriate for paper, card, and fabric.</p> <p><b>Evaluate:</b> Understand the importance of testing and adjusting a product to improve its function. Learn how to compare final designs against original criteria and identify strengths and areas for improvement. Recognise how real-world inventors and engineers refined flight technology over time.</p> <p><b>Technical Knowledge:</b> Understand how heat (or in this case, simulated air movement from a heat source or fan) can cause air to rise, affecting balloon lift. Recognise simple frame structures and how shapes can affect strength and stability. Know basic safety rules for working with materials and) simple electrical components (e.g., for a motor-driven fan).</p>			<p>needs.</p> <p><b>Make:</b> Modroc is a mouldable material that hardens into a strong surface. Different ways exist to join and strengthen materials like card, wood, and modroc. It's important to work safely and cleanly with tools and materials.</p> <p><b>Evaluate:</b> Tudor frames can be compared by style, material use, and decoration.</p> <p><b>Technical Knowledge:</b> Frames need to be strong, rigid structures to support a picture. Materials can be reinforced and strengthened to improve durability. Texture, colour, and decorative elements communicate different design styles and historical periods.</p>
Skills	<p><b>Design:</b> Develop design criteria informed by historical research and audience needs. Model ideas using mock-ups (e.g., paper box templates) and prototypes.</p> <p><b>Make:</b> Accurately measure, weigh and mix ingredients.</p>		<p><b>Design:</b> Generate imaginative, realistic ideas and designs for a balloon model, considering materials, shape, and size. Produce clear, labelled diagrams showing design intentions and features. Develop design criteria to inform product creation.</p>			<p><b>Design:</b> Research and gather Tudor portrait frame examples for inspiration. Create annotated sketches to plan frame shape, texture, and decoration.</p> <p><b>Make:</b> Measure, cut, and</p>

	<p>Use a range of tools and equipment safely and correctly for cooking and packaging. Roll, shape, cut, and decorate biscuits using appropriate tools. Use techniques such as scoring, folding, cutting and gluing to construct a box from card.</p> <p><b>Evaluate:</b> Test packaging for durability, function and presentation.</p> <p><b>Technical Knowledge:</b> Strengthen, stiffen and reinforce structures using techniques such as tabs, folds and glue flaps. Understand the physical changes that occur during baking. Apply food hygiene and safety practices throughout.</p> <p><b>Cooking:</b> Prepare and cook a savoury Roman-inspired biscuit following a simple recipe. Select and safely use a range of kitchen utensils. Work hygienically and safely when handling food.</p>		<p><b>Make:</b> Select appropriate materials for strength, lightness, and function. Cut, shape, and join a variety of materials (paper, card, fabric) using scissors, glue, string, and hole punches. Build simple frame structures for the balloon basket. Safely assemble a simple electrical circuit.</p> <p><b>Evaluate:</b> Identify what worked well and suggest practical improvements. Reflect on how changes to materials, shapes, or joins might improve performance.</p> <p><b>Technical Knowledge:</b> Understand how structures can be made stronger, stiffer, and more stable. Know that warm air rises, affecting balloon flight. Recognise that materials behave differently when cut, joined, or heated.</p>			<p>shape materials accurately. Apply modroc to create textured 3D surfaces. Decorate using historically inspired techniques (e.g. faux jewels, gilding, carved motifs).</p> <p><b>Evaluate:</b> Compare to original Tudor examples and peer work.</p> <p><b>Technical Knowledge:</b> Reinforce corners and joins to increase strength. Layer and texture materials for both durability and visual effect. Apply historically accurate decorative features using period-appropriate techniques.</p>
National Curriculum	<p><b>Design 1:</b> 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</p> <p><b>Make 2:</b> 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</p> <p><b>Technical knowledge 1:</b> apply their understanding of how to strengthen,</p>		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make 2:</b> 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</p> <p><b>Evaluate 3:</b> understand how key events and individuals in design and</p>			<p><b>Design 1:</b> 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</p> <p><b>Make 1:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate 1:</b> investigate and analyse a range of existing products</p>

	<p>stiffen and reinforce more complex structures</p> <p><b>Cooking 2:</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		<p>technology have helped shape the world</p> <p><b>Technical knowledge 3:</b> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>			<p><b>Technical knowledge 1:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Five		<p>Maya Chocolate Creations 5 lessons</p> <p><b>Lesson 1:</b> Maya and Chocolate: History &amp; Origins <b>Lesson 2:</b> Tasting &amp; Evaluating Chocolate Products <b>Lesson 3:</b> Design a Maya-Inspired Chocolate Product <b>Lesson 4:</b> Make the Final Product <b>Lesson 5:</b> Evaluate</p>	<p>Space Vehicles 6 lessons</p> <p><b>Lesson 1:</b> Investigating Mechanical Systems in Action <b>Lesson 2:</b> Exploring Hydraulics &amp; Pneumatics <b>Lesson 3:</b> Designing a Space-themed Moving Toy <b>Lesson 4:</b> Making the Frame and Mechanical System <b>Lesson 5:</b> Integrating Control (Optional) and Finishing the Product <b>Lesson 6:</b> Testing, Evaluating and Reflecting</p>		<p>Anglo Saxon/Viking Shields 6 lessons</p> <p><b>Lesson 1:</b> Research &amp; Investigate <b>Lesson 2:</b> Design a Shield <b>Lesson 3:</b> Making the Shield Base <b>Lesson 4:</b> Making the Grip <b>Lesson 5:</b> Decorating the Shield <b>Lesson 6:</b> Evaluate and Test</p>	<p>Anglo Saxon/Viking bread 3 lessons</p> <p><b>Lesson 1:</b> Research and plan bread design. <b>Lesson 2:</b> Make bread. <b>Lesson 3:</b> Evaluate</p>
Sticky Knowledge		<p><b>Design:</b> Know how to research existing products (modern and historical) for inspiration. Understand how to design for a specific purpose and</p>	<p><b>Design:</b> Understand the purpose and audience for space vehicles and moving toys. Know the key features of space vehicles (e.g.,</p>		<p><b>Design:</b> Understand that products are designed for specific users and purposes. Know how historical artefacts (like shields) were</p>	<p><b>Design:</b> Understand that food recipes can be planned and adapted for a purpose (e.g. replicating historical recipes).</p>

		<p>user. Know how to plan a product considering taste, texture, appearance, and healthiness.</p> <p><b>Make:</b> Know how to follow a basic recipe safely and accurately. Understand the function and safe use of food preparation tools (e.g. knives, peelers, graters, measuring equipment). Understand hygienic food handling and kitchen safety routines.</p> <p><b>Evaluate:</b> Know how to taste, describe and evaluate a product against set design criteria. Understand how products can be improved based on taste, appearance, and user feedback.</p> <p><b>Technical Knowledge (Cooking &amp; Nutrition):</b> Know that food is grown, reared, and caught in the UK and wider world. Understand where chocolate comes from (cacao trees), its historical origins in Mesoamerica, and its importance in Maya culture. Know about seasonality and how ingredients used by the Maya differed from those available today. Understand the principles of a healthy and varied diet, including the health implications of chocolate consumption. Understand how recipes can be adapted to suit taste, dietary needs, and availability.</p> <p>Know how the Maya used cacao in religious ceremonies and as currency. Understand how chocolate evolved from a spiced drink to the sweet product we know today.</p>	<p>rockets, rovers) and their functions. Recognise how hydraulic systems work to create movement. Identify different mechanical systems used in moving toys and vehicles (gears, pulleys, levers, linkages, cams). Understand basic programming concepts to control mechanical systems (e.g., simple coding to operate motors or sensors). Appreciate the role of control systems in real space vehicles and toys. Know safety considerations when designing and making mechanical and hydraulic systems.</p> <p><b>Make:</b> Know materials suitable for creating models of space vehicles and moving toys. Understand how to construct sturdy frames and bodies for models. Recognise how to assemble components to create moving parts using mechanical systems. Understand how to integrate simple hydraulic mechanisms to produce motion.</p> <p><b>Evaluate:</b> Know how to assess whether their product meets the intended purpose and user needs. Understand how to identify improvements in design, function, and programming. Recognise the importance of testing and refining products.</p> <p><b>Technical Knowledge:</b> Understand mechanical systems: how gears change speed/direction; how pulleys and levers work. Understand the principles of hydraulics: how fluid pressure can move pistons and levers.</p>		<p>designed with function (defence) and symbolism (decoration, identity) in mind. Understand how to research existing products (historical shields) to inform design ideas. Know the roles and importance of shields in Anglo-Saxon and Viking society. Recognise key features of Anglo-Saxon and Viking shield designs (e.g. round shape, central boss, painted patterns).</p> <p><b>Make:</b> Know appropriate materials for construction (cardboard, wood-effect, fabrics) and how their properties affect the finished product. Understand the importance of accurate measuring and cutting for strong, functional structures. Recognise different joining techniques (glue, split pins, lashing, tabs) and when to use them.</p> <p><b>Evaluate:</b> Understand criteria for evaluating a finished product (functionality, strength, aesthetic, accuracy). Know how to test the strength and durability of a model. Learn how to suggest improvements based on testing and peer feedback.</p> <p><b>Technical Knowledge:</b> Understand how to reinforce a flat structure (shield) to make it more rigid and durable. Know basic ways to stiffen, strengthen and reinforce materials (e.g. layering, folding edges, bracing). Understand that shields combined form, function and identity in historical contexts.</p>	<p>Know that Anglo-Saxon and Viking people made bread using simple, natural ingredients like flour, water, yeast (if available), and honey. Understand the importance of considering taste, texture, and appearance when designing a food product.</p> <p><b>Make:</b> Know the functions of basic bread ingredients (e.g. flour for structure, water for mixing, yeast or other leavening for rising). Understand safe food preparation techniques, including hygiene rules (washing hands, cleaning surfaces, safe use of utensils). Know how to follow a simple recipe in sequence.</p> <p><b>Evaluate:</b> Understand how to compare a finished product against a design idea. Know how to evaluate food based on appearance, taste, and texture.</p> <p><b>Technical Knowledge (Cooking and Nutrition):</b> Know that bread is a staple food, made from cereals and grains. Understand the difference between modern and historical bread-making techniques (e.g. absence of commercial yeast or ovens in Anglo-Saxon/Viking times). Know that bread provides carbohydrates and can be part of a healthy, balanced diet.</p>
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			<p>Know basic programming concepts to control motors and sensors in products.</p> <p>Recognise how electronic control enhances mechanical systems.</p>			
Skills		<p><b>Design:</b> Research Maya chocolate traditions and modern products. Develop design criteria for a Maya-inspired chocolate product.</p> <p>Generate annotated designs and recipe plans for a chocolate-based product.</p> <p><b>Make:</b> Measure, chop, grate, mix and melt ingredients safely. Follow a recipe accurately, adjusting where necessary. Handle and use kitchen equipment hygienically and safely. Combine ingredients considering taste, texture, and appearance.</p> <p><b>Evaluate:</b> Taste test their product and give descriptive feedback. Compare their product with historical examples and commercial chocolate products. Suggest ways to improve or modify their product.</p> <p><b>Technical Knowledge (Cooking &amp; Nutrition):</b> Apply safe food handling techniques. Understand the origins and journey of chocolate from bean to bar. Use appropriate tools for weighing, chopping, melting, and combining ingredients.</p>	<p><b>Design:</b> Generate and communicate ideas through annotated sketches, diagrams, and models.</p> <p>Research and plan designs based on given criteria. Make informed choices about materials and mechanical components.</p> <p><b>Make:</b> Measure, mark out, and cut materials accurately. Assemble and join materials using appropriate techniques (gluing, fixing, constructing frameworks).</p> <p>Build and fit mechanical systems such as gears, pulleys, cams, and levers. Create and use simple hydraulic systems (e.g., syringes and tubing to simulate pistons).</p> <p>Use basic programming tools (block coding) to control motors and sensors integrated into models.</p> <p><b>Evaluate:</b> Test products and record observations on functionality and user feedback. Suggest modifications to improve product performance and design. Reflect on the success of their design in meeting the brief.</p> <p><b>Technical Skills:</b> Use mechanical systems to produce controlled movement in models. Set up and program simple control sequences to operate mechanical components. Understand and apply basic electronic controls</p>		<p><b>Design:</b> Generate annotated design ideas based on historical research. Plan and communicate design ideas using labelled diagrams and materials lists.</p> <p><b>Make:</b> Accurately measure, mark out and cut materials using appropriate tools. Join materials effectively using appropriate techniques for strength and stability. Apply decorative techniques to reflect historical styles (paint, pattern, embellishment). Use tools safely and responsibly.</p> <p><b>Evaluate:</b> Test the strength and appearance of the final product. Compare own product against design criteria and historical artefacts. Identify what worked well and suggest improvements for future models.</p> <p><b>Technical Knowledge:</b> Reinforce structures to improve strength (layering, bracing, tabs). Select appropriate materials and joining techniques for strength and durability. Apply understanding of symmetry and pattern in decoration.</p>	<p><b>Design:</b> Plan a simple recipe based on historical ingredients. Create a labelled drawing or written plan for a bread product.</p> <p><b>Make:</b> Follow a step-by-step recipe safely and hygienically. Measure ingredients accurately using scales and measuring jugs. Mix, knead, and shape bread dough. Use basic cooking techniques (mixing, kneading, shaping, baking).</p> <p><b>Evaluate:</b> Taste and describe their product, noting appearance, flavour, texture. Compare the bread to modern breads and reflect on how and why recipes and methods have changed. Suggest one thing they would improve if making it again.</p> <p><b>Technical Knowledge (Cooking and Nutrition):</b> Apply principles of food hygiene (wash hands, clean surfaces, handle ingredients safely). Use age-appropriate kitchen equipment safely. Understand how different ingredients affect the final product (e.g. too much water makes dough sticky).</p>

			and sensors (e.g., switches, motors). Work safely with tools and equipment when building mechanical and hydraulic systems.			
National Curriculum		<p><b>Design 1:</b> 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</p> <p><b>Make 2:</b> 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</p> <p><b>Evaluate 1:</b> investigate and analyse a range of existing products</p> <p><b>Cooking 3:</b> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Design 1:</b> 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</p> <p><b>Evaluate 3:</b> understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical Knowledge 2:</b> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p><b>Technical Knowledge 4:</b> apply their understanding of computing to program, monitor and control their products.</p>		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make 1:</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Evaluate 2:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical knowledge 1:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make 2:</b> 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</p> <p><b>Evaluate 1:</b> investigate and analyse a range of existing products</p> <p><b>Cooking 2:</b> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Six		<p>World war 2 Anderson shelters-structures, frameworks 6 lessons</p> <p><b>Lesson 1:</b> What was an Anderson Shelter? <b>Lesson 2:</b> How does the shape of the material impact its strength? <b>Lesson 3:</b> What purposes do different materials serve? <b>Lesson 4:</b> How can design meet different needs? <b>Lesson 5:</b> What materials and equipment is needed to make an Anderson Shelter? <b>Lesson 6:</b> How can our shelters be tested?</p>		<p>Healthy Eating Link to PSHE - making nourish bowls 6 lessons</p> <p><b>Lesson 1:</b> What is a Healthy, Balanced Diet? <b>Lesson 2:</b> Designing a Healthy Dish (food tasting) <b>Lesson 3:</b> Where does our food come from? <b>Lesson 4:</b> What food is needed in a nourish bowl? <b>Lesson 5:</b> Making the nourish bowl. <b>Lesson 6:</b> Evaluation</p>		<p>Design an outfit 5 lessons</p> <p>Lesson 1: Investigating &amp; Designing Lesson 2: Fabric Properties, Tools &amp; Techniques Lesson 3 + 4: Making the waistcoat Lesson 5: Making the waistcoat and evaluating</p>
Sticky Knowledge		<p><b>Design:</b> Understand how Anderson shelters were designed to protect people during air raids in WWII. Know the key features of strong structures (frameworks, shapes like triangles for strength, material choice). Understand the purpose of frameworks and how they reinforce structures. Recognise how design decisions reflect function and user needs. Understand how to use electrical circuits to provide the shelters with light.</p> <p><b>Make:</b> Know how to accurately measure, mark out, cut, shape and assemble materials safely. Understand appropriate joining techniques for different materials (e.g. tabs, glue, card hinges). Know the properties of materials like card, wood strip, paper and how they behave under stress.</p> <p><b>Evaluate:</b> Understand criteria for a successful model (e.g. strength, stability, appearance, suitability for its purpose).</p>		<p><b>Design:</b> Understand how to plan and design a dish that is healthy, balanced, and appealing. Know how to research and select ingredients based on nutritional value and dietary guidelines. Understand how different food groups contribute to a balanced diet (carbohydrates, protein, dairy, fruit &amp; veg, fats, sugars). Recognise the importance of seasonality and how it affects ingredient availability and choice.</p> <p><b>Make:</b> Know how to read, follow, and adapt a basic recipe. Understand safe food handling, hygiene rules, and kitchen safety practices. Know how different ingredients combine to create texture, flavour, and appearance in a finished dish. Understand a variety of food preparation techniques such as chopping, grating, mixing, kneading, and baking.</p> <p><b>Evaluate:</b> Know how to evaluate a finished dish</p>		<p><b>Design:</b> Understand the purpose of a waistcoat as a garment and its typical features (e.g. sleeveless, front fastening, decorative or practical use). Know how to generate design criteria based on intended use, aesthetics, and user preferences. Understand how clothing design reflects personal identity and cultural influences. Recognise the importance of sustainable and recycled materials in modern textile design.</p> <p><b>Make:</b> Know how to safely and accurately use textile tools (fabric scissors, pins, needles, thread). Understand different joining techniques (running stitch, backstitch, overcast stitch) and when to use them. Know how to measure and mark fabric accurately for cutting. Understand how to create simple textile patterns/templates for a garment.</p>

		<p>Know how to test and evaluate structures for strength and stability. Learn how to suggest improvements based on testing and peer feedback.</p> <p><b>Technical Knowledge:</b> Understand how structures are made stronger using frameworks, supports, and cross-bracing. Know how air-raid shelters used earth, corrugated steel and shape to absorb blast force.</p>		<p>based on appearance, taste, texture, and how well it meets the original design criteria. Understand how to suggest improvements to recipes or methods based on experience.</p> <p><b>Technical Knowledge:</b> Know the basic principles of nutrition and healthy eating. Understand cooking methods such as baking, grilling, boiling, or roasting, and how these affect food texture and nutrition. Recognise which foods come from which plant or animal sources and how they are produced. Understand the environmental impact of food choices, including food miles and packaging.</p> <p><b>Cooking:</b> Know about healthy, balanced diets in line with the Eatwell Guide. Understand the difference between processed and whole foods. Be aware of common dietary needs (e.g. allergies, intolerances, vegetarianism).</p>		<p><b>Evaluate:</b> Understand how to evaluate finished textile products against the original design criteria. Know how to suggest improvements based on functionality, aesthetics, and quality of finish.</p> <p><b>Technical Knowledge:</b> Understand basic fabric properties (e.g. stretch, fray, thickness) and how they affect construction. Know how to adapt existing clothing items into new products (upcycling). Recognise the environmental benefits of reusing textiles and reducing waste. Know how clothing terms in French (e.g. le gilet for waistcoat) correspond to English design terminology.</p>
Skills		<p><b>Design:</b> Research and analyse existing Anderson shelter designs. Develop annotated sketches and prototypes to communicate design ideas. Select appropriate materials and tools for constructing a scaled shelter model. Plan a sequence of actions for making a model shelter.</p> <p><b>Make:</b> Measure, mark out and cut materials with increasing accuracy. Use techniques like scoring, folding, tabbing, and gluing to join materials securely. Assemble structures with care for stability and strength.</p>		<p><b>Design:</b> Generate and communicate ideas for a healthy dish through annotated sketches and/or labelled diagrams. Research and select appropriate ingredients to meet design criteria. Plan the steps required to make the dish.</p> <p><b>Make:</b> Use a range of food preparation techniques confidently and safely (chopping, grating, peeling, kneading, baking etc.). Follow a recipe accurately, adapting it where necessary. Work hygienically and safely in a kitchen setting, including safe use of</p>		<p><b>Design:</b> Generate annotated sketches and labelled diagrams for a textile product. Develop design criteria considering user needs, appearance, and environmental impact. Present and explain design ideas verbally and visually.</p> <p><b>Make:</b> Measure and mark textiles accurately using a ruler and chalk/pencil. Cut fabric safely and accurately following a pattern or template. Join fabric using hand stitching techniques: running stitch, backstitch, and overcast stitch.</p>

		<p>Apply finishing techniques for realistic effects (e.g. painting, adding foliage).</p> <p><b>Evaluate:</b> Test the strength and stability of a completed model. Critically reflect on the effectiveness of own and peers' designs against agreed criteria. Suggest practical improvements based on evaluation.</p> <p><b>Technical Knowledge:</b> Build strong frameworks using struts, cross-bracing and reinforcing joints. Demonstrate understanding of how shape affects a structure's strength. Use safe working practices when handling tools and materials. Safely use electrical circuits to provide the shelters with light.</p>		<p>equipment and heat sources.</p> <p><b>Evaluate:</b> Taste and evaluate dishes against original design criteria and nutritional principles. Reflect on their finished dish, identifying what worked well and what could be improved. Use sensory vocabulary (taste, texture, appearance, aroma) when giving feedback.</p> <p><b>Technical Knowledge:</b> Apply knowledge of nutrition to justify ingredient choices. Understand and use appropriate cooking methods for different ingredients. Recognise the importance of balanced diets and discuss environmental and ethical considerations in food choices.</p>		<p>Apply appropriate finishing techniques (trimming, neatening edges). Safely use basic textile equipment (scissors, pins, needle, thread).</p> <p><b>Evaluate:</b> Test the final product for durability, fit, and appearance. Critically evaluate the effectiveness of stitching, design, and construction choices. Identify strengths and suggest practical improvements.</p> <p><b>Technical Knowledge:</b> Use upcycling techniques to turn old clothing into a functional product. Explain the environmental impact of textile waste and benefits of reuse. Integrate French clothing vocabulary into textile design work (labelling, presentations).</p>
National Curriculum		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make 2:</b> 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</p> <p><b>Evaluate 3:</b> understand how key events and individuals in design and technology have helped shape the world</p>		<p><b>Design 1:</b> 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</p> <p><b>Make 2:</b> 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</p> <p><b>Evaluate 2:</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p><b>Design 2:</b> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make 1:</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><b>Make 2:</b> 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</p>

		<p><b>Technical Knowledge 1:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Technical Knowledge 3:</b> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>		<p><b>Cooking 1:</b> understand and apply the principles of a healthy and varied diet</p>		<p><b>Technical knowledge 1:</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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