

Design & Technology Vocabulary & Key Knowledge

Understanding of the World

KEY	
All	Refers to adaptation made for SEND pupils (where appropriate)
Most	Refers to all other pupils
Some	Refers to stretch and challenge for more able pupils

EYFS – Design Technology		
Construction	Textiles	Cooking and nutrition
Autumn - EYFS Hub Spring – Community Champions Summer – Boats - Save our Seas	Autumn - Christmas Spring – Grand Tea Party Summer – Fairy-tale Ball	Autumn - Mince Pies/Biscuits - Christmas Spring – Cupcakes/Cakes Grand Tea Party Summer – Cheese Straws/wands - Fairy Ball
<u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Draw • Build • Stick • Paper • Card • Plastic 	<u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Make • Stick • Fabric 	<u>Key Vocabulary - ALL</u> <ul style="list-style-type: none"> • Like • Cut • Spread • Safe • Knife
<u>Key Vocabulary – MOST</u> <ul style="list-style-type: none"> • Plan • Label • Glue • Make • Design 	<u>Key Vocabulary - MOST</u> <ul style="list-style-type: none"> • Material • Dislike • Next time • Felt • Design • Make 	<u>Key Vocabulary - MOST</u> <ul style="list-style-type: none"> • Chop • Clean • Wash • Design • Make
<u>Key Vocabulary – SOME</u> <ul style="list-style-type: none"> • Materials • Construct • Evaluate 	<u>Key Vocabulary - SOME</u> <ul style="list-style-type: none"> • Change • Tools • Join • Evaluate 	<u>Key Vocabulary - SOME</u> <ul style="list-style-type: none"> • Evaluate • Change • Hygiene
<u>DESIGN Key skills - ALL</u> <ul style="list-style-type: none"> • Talk about what they want to make 	<u>MAKE -Key skills – ALL</u>	<u>EVALUATE -Key skills – ALL</u> <ul style="list-style-type: none"> • Be excited about what they have made

	<ul style="list-style-type: none"> Use a variety of small tools (scissors, paintbrushes, rollers and cutlery) <ul style="list-style-type: none"> Explore a range of materials 	<ul style="list-style-type: none"> Share their product in either a small group or a whole class
<u>DESIGN Key skills - Most</u> <ul style="list-style-type: none"> Understand who the product is for Create a simple design using pictures and labels (annotated if needed) 	<u>MAKE Key skills - Most</u> <ul style="list-style-type: none"> Understand how to use and transport simple tools safely (e.g. carry scissors around the room) <ul style="list-style-type: none"> Demonstrate basic hygiene when using food 	<u>EVALUATE Key skills – Most</u> <ul style="list-style-type: none"> Discuss what they have made and how they made it As a group/discuss how improvements can be made next time
<u>DESIGN Key skills - Some</u> <ul style="list-style-type: none"> To label designs using keys words and phrases 	<u>MAKE Key skills - Some</u> <ul style="list-style-type: none"> Experiment with colour and texture Begin to discuss the function of materials 	<u>EVALUATE Key skills – Some</u> <ul style="list-style-type: none"> Make simple recordings of evaluations (annotations of photos, adults recordings of children's talk, simple sentences)

Design Technology: vocabulary and knowledge

	Year One		
	Construction	Textiles	Cooking and nutrition
	Key Vocabulary		
All	draw paper roll fold Plan Glue Scissors Paper	plan join fabric glue thread	wash cut grate chop spread Knife Hands
Most	Design Design criteria Materials Ideas Evaluate Improve Make	Design Materials Textiles Select Evaluate Improve Make	Healthy Unhealthy Safe Soap Water Evaluate Improve Design Make

Some	Reinforce Architect	Research Assemble	Hygiene Audience
Key skills - ALL	<p>DESIGN</p> <ul style="list-style-type: none"> Design purposeful products based on a class design criteria <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate Use simple tools to cut Fold and roll materials to create the product <p>MAKE</p> <ul style="list-style-type: none"> Explore a range of existing products Say what they like about their own work <p>EVALUATE</p> <ul style="list-style-type: none"> Build structures using a variety of available materials 	<p>DESIGN</p> <ul style="list-style-type: none"> Design a functional, appealing product based on a class design criteria Generate and develop their ideas through talking and drawing. Use a range of tools including scissors, thread, glue to join materials Explore a range of existing products Say what they like about their own work <p>MAKE</p> <p>EVALUATE</p>	<p>DESIGN</p> <ul style="list-style-type: none"> Design an appealing product based on a class design criteria Generate, develop and communicate their ideas through talking and drawing. Use a range of tools to spread, cut and grate Say what they like about their own work Understand the basic principles of cleanliness when preparing food <p>MAKE</p> <p>EVALUATE</p> <p>COOKING AND NUTRITION</p>
Key skills - MOST	<p>DESIGN</p> <ul style="list-style-type: none"> Design a product considering its function Label designs using key words Mould materials into the correct shape Evaluate a range of existing products (likes and dislikes) Evaluate their product against the design criteria <p>MAKE</p> <p>EVALUATE</p> <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>DESIGN</p> <ul style="list-style-type: none"> Think of own ideas to add to a class design criteria Select from a wide range of materials based on their appropriateness for the task Evaluate a range of existing products (likes and dislikes) Evaluate their product against the design criteria <p>MAKE</p> <p>EVALUATE</p>	<p>DESIGN</p> <ul style="list-style-type: none"> Make a clear sketch and label their design Understand and demonstrate how to use tools safely Evaluate a range of existing products (likes and dislikes) Evaluate their product against the design criteria Understand where food comes from <p>MAKE</p> <p>EVALUATE</p> <p>COOKING AND NUTRITION</p>
Key skills - SOME	DESIGN	DESIGN	<p>DESIGN</p> <ul style="list-style-type: none"> Consider which food products compliment each other

	<ul style="list-style-type: none"> Consider the most suitable materials to use for each part when designing MAKE Edit and improve work to increase suitability EVALUATE Describe how they can improve their product TECHNICAL KNOWLEDGE Try to imitate the work of architects when creating structures 	<ul style="list-style-type: none"> Consider the most suitable materials to use for each part when designing MAKE Edit and improve work to increase suitability EVALUATE Describe how they can improve their product 	<ul style="list-style-type: none"> Discuss the reasons for working safely when preparing food EVALUATE Describe how they can improve their product COOKING AND NUTRITION Sort food in accordance from its source.
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	Year Two		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
ALL	Design Plan Evaluate Scissors Glue Tape Safe Saw	Design Plan Evaluate Improve Materials fabric	Design Plan Evaluate Healthy Unhealthy Spread Cut Grate Mix Knife, spoon Wash Soap Water Clean
Most	Success Market research Materials Join Axel Wheel	Ideas Wool Cotton Nylon Fleece Thread	Balanced diet Food groups Diet Hygiene

	Blu tack Tape (making and Sellotape) Hot glue Safety	Needle Textiles Join	
Some	Purpose Audience	Stitch Pattern	Nutrition
Key skills – ALL	<p>DESIGN</p> <ul style="list-style-type: none"> Design purposeful, functional products based on a class design criteria Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and ICT and, where appropriate <p>MAKE</p> <ul style="list-style-type: none"> Use simple tools to cut Fold, roll and mould materials to create the product <p>EVALUATE</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their product against the design criteria <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 	<p>DESIGN</p> <ul style="list-style-type: none"> Design a functional, appealing product based on a class design criteria Generate and develop their ideas through talking and drawing. <p>MAKE</p> <ul style="list-style-type: none"> Use a range of tools including scissors, thread, glue to join materials Select from a wide range of materials based on their appropriateness for the task <p>EVALUATE</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their product against the design criteria 	<p>DESIGN</p> <ul style="list-style-type: none"> Design an appealing product based on a class design criteria Generate, develop and communicate their ideas through talking and drawing. <p>MAKE</p> <ul style="list-style-type: none"> Use a range of tools to spread, cut and grate Understand and demonstrate how to use tools safely <p>EVALUATE</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their product against the design criteria <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Understand the basic principles of cleanliness when preparing food understand where food comes from
Key skills – MOST	<p>DESIGN</p> <ul style="list-style-type: none"> Explore and consider the most effective ways to join materials <p>MAKE</p> <ul style="list-style-type: none"> Use non standard measurements when making out and cutting materials Use simple joining techniques to combine materials <p>EVALUATE</p> <ul style="list-style-type: none"> Describe how they can improve their product Give their opinion on their peers product 	<p>DESIGN</p> <ul style="list-style-type: none"> Use the work of textile engineers to inspire their own designs <p>MAKE</p> <ul style="list-style-type: none"> Carefully mark out the correct shapes (tailors chalk) Use simple stitch techniques effectively (running stitch) <p>EVALUATE</p> <ul style="list-style-type: none"> Describe how they can improve their product Give their opinion on their peers product 	<p>DESIGN</p> <ul style="list-style-type: none"> Use simple market research to inspire their design <p>MAKE</p> <ul style="list-style-type: none"> Transport tools safely Present the dish in the most appealing way <p>EVALUATE</p> <ul style="list-style-type: none"> Describe how they can improve their product Give their opinion on their peers product <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Begin to discuss food groups and a balanced diet

Key skills – SOME	<p>DESIGN</p> <ul style="list-style-type: none"> Choose the most appropriate materials for the task – consider their functionality <p>MAKE</p> <ul style="list-style-type: none"> Join a range materials using a range of techniques (taping, gluing, overlapping etc) <p>EVALUATE</p> <ul style="list-style-type: none"> Discuss more suitable materials for future products 	<p>DESIGN</p> <ul style="list-style-type: none"> Choose the most appropriate materials for the task – consider their appeal <p>MAKE</p> <ul style="list-style-type: none"> Actively improve the product during the making process (finishing techniques) <p>EVALUATE</p> <ul style="list-style-type: none"> Discuss more suitable materials for future products 	<p>DESIGN</p> <ul style="list-style-type: none"> Choose the most appropriate products for the task – consider their appeal <p>MAKE</p> <ul style="list-style-type: none"> Know which product matches which tool (e.g. which items are appropriate to grate) <p>EVALUATE</p> <ul style="list-style-type: none"> Discuss more suitable materials for future products <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Use knowledge of a balanced diet to inform designs
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	Year Three		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Plan</p> <p>Audience</p> <p>Purpose</p> <p>Assemble</p> <p>Join</p> <p>Cut</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>hand made</p> <p>stitch</p> <p>hand made</p> <p>stitch</p>	<p>Design</p> <p>Make</p> <p>Evaluate</p> <p>Prepare</p> <p>Hygiene</p> <p>Seasons</p> <p>Chop, mix, stir, bake</p>
Most	<p>Discuss</p> <p>Generate</p> <p>Exploded diagrams</p> <p>Audience</p> <p>Purpose</p> <p>Manipulate</p> <p>Assemble</p> <p>Fit for purpose</p>	<p>prototype</p> <p>mould</p> <p>apply</p> <p>textiles</p> <p>suitable</p>	<p>Prepare</p> <p>Plan</p> <p>Safety</p> <p>Hygiene</p> <p>Weigh, grams</p> <p>Seasons</p> <p>Diet</p>
Some	<p>Discuss</p> <p>Market research</p> <p>Consumer</p> <p>Functionality</p>	<p>technique</p> <p>components</p>	<p>Seasonality</p> <p>Storage</p> <p>Savoury</p>

Key skills – ALL	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop a criteria to inform the design of an functional and appealing product. <ul style="list-style-type: none"> • Identify who the product is for • Generate, develop, model and communicate ideas through discussion and annotated sketches. <ul style="list-style-type: none"> • Create prototypes <p>MAKE</p> <ul style="list-style-type: none"> • Use a wide range of tools to cut, shape and join materials <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria <p>TECHNICAL</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform the design of functional and appealing products <ul style="list-style-type: none"> • Design a product that is aimed at particular individuals or groups • Generate, develop, model and communicate ideas through discussion and annotated sketches. <ul style="list-style-type: none"> • Create prototypes <p>MAKE</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products <ul style="list-style-type: none"> • Evaluate ideas and products against their own design criteria 	<p>DESIGN</p> <ul style="list-style-type: none"> • Develop own design criteria highlighting the purpose and audience for the product <ul style="list-style-type: none"> • Generate, discuss and share ideas as a whole class <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet
Key skills – MOST	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research about engineers and design an innovative product. • Show ideas through exploded diagrams <p>MAKE</p> <ul style="list-style-type: none"> • Select materials based on their aesthetic and functional qualities <p>EVALUATE</p> <ul style="list-style-type: none"> • Consider the views of others to improve their work and record <p>TECHNICAL</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for 	<p>DESIGN</p> <ul style="list-style-type: none"> • Design a product that is fit for purpose • Show ideas through exploded diagrams <p>MAKE</p> <ul style="list-style-type: none"> • Select textiles and materials that are most suited to the product • Can use a simple stitching technique (e.g. running stitch or cross stitch) <p>EVALUATE</p> <ul style="list-style-type: none"> • Consider the views of others to improve their work and record 	<p>DESIGN</p> <ul style="list-style-type: none"> • Produce a design to communicate ideas • Ensure the product is fit for purpose <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

	example, gears, pulleys, cams, levers and linkages]		
Key skills –SOME	<p>DESIGN</p> <ul style="list-style-type: none"> • Ensure the product is fit for purpose • Use computer aided design to explore ideas <p>MAKE</p> <ul style="list-style-type: none"> • Use prior experience and knowledge to inform decision making (joining) <p>EVALUATE</p> <ul style="list-style-type: none"> • Understand how key events and individuals have helped shape the world of DT <p>TECHNICAL</p> <ul style="list-style-type: none"> • Find appropriate ways to incorporate levers to in to their work 	<p>DESIGN</p> <ul style="list-style-type: none"> • Use computer aided design to explore ideas <p>MAKE</p> <ul style="list-style-type: none"> • Use a range of finishing techniques to ensure the product is aesthetically pleasing <p>EVALUATE</p> <ul style="list-style-type: none"> • Understand how key events and individuals have helped shape the world of DT 	<p>DESIGN</p> <ul style="list-style-type: none"> • Use knowledge of food groups and diet to inform design <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • understand seasonality and know which products are available when

	Year Four		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
ALL	Design Make Evaluate Test Develop Audience	Design Make Evaluate technique shape Hand made Stitch textiles	Design Make Evaluate Prepare Safety Weigh, grams Chop, mix, stir, bake Ingredients Diet
Most	Develop cross sectional diagrams Market research Analyse Consumer	prototype consumer mould apply components	Prepare Hygiene Seasonal Diet Grown

	Manipulate Hand-made Assemble Functionality	shape construct	
Some	Exploded diagrams cross sectional diagrams Constraints Functionality	technique suitability	Contamination Bacteria
Key skills – ALL	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop a criteria to inform the design of an innovative, functional and appealing product. • Identify who the product is for and ensure it is fit for purpose <p>MAKE</p> <ul style="list-style-type: none"> • Use a wide range of tools to cut, shape and join materials accurately • Select materials based on their aesthetic and functional qualities <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products <ul style="list-style-type: none"> • Evaluate ideas and products against their own design criteria <p>TECHNICAL</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use electrical systems in their products (series circuits, switches and motors) 	<p>DESIGN</p> <p>Use research and develop a criteria to inform the design of an innovative, functional and appealing product.</p> <ul style="list-style-type: none"> • Identify who the product is for and ensure it is fit for purpose <p>MAKE</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) • Select textiles and materials that are most suited to the product <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria 	<p>DESIGN</p> <ul style="list-style-type: none"> • Develop own design criteria highlighting the purpose and audience for the product • Generate, discuss and share ideas as a whole class • Produce a design to communicate ideas <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Key skills – MOST	<p>DESIGN</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, • Create prototypes 	<p>DESIGN</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, • Create prototypes <p>MAKE</p>	<p>DESIGN</p> <ul style="list-style-type: none"> • Create an annotated design based on own design criteria <p>COOKING AND NUTRITION</p>

	<p>MAKE</p> <ul style="list-style-type: none"> Measure materials with great accuracy <p>EVALUATE</p> <ul style="list-style-type: none"> Consider the views of others to improve their work and record Understand how key events and individuals have helped shape the world of DT 	<ul style="list-style-type: none"> Use a range of finishing techniques to ensure the product is aesthetically pleasing Explore a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) <p>EVALUATE</p> <ul style="list-style-type: none"> Consider the views of others to improve their work and record Understand how key events and individuals have helped shape the world of DT 	<ul style="list-style-type: none"> understand seasonality and know which products are available when Understand how some of the ingredients are grown
Key skills – SOME	<p>DESIGN</p> <ul style="list-style-type: none"> Create pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> Use the work of engineers to influence the construction process <p>EVALUATE</p> <ul style="list-style-type: none"> Evaluate a prototype and make necessary improvements 	<p>DESIGN</p> <ul style="list-style-type: none"> Create pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) <p>EVALUATE</p> <ul style="list-style-type: none"> Evaluate a prototype and make necessary improvements 	<p>DESIGN</p> <p>Use research to find what food compliment each other Create a detailed sketch making considerations for the consumer (e.g. vegetarian)</p> <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> Explain what is meant by safe food storage

	Year Five		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	Develop Market research Analyse Assemble Evaluate Functionality Hand-made	design stitch technique shape	Safety Hygiene texture Diet Plan Weigh, grams Diet Chop, mix, stir, bake Ingredients taste
Most	Test Exploded diagrams, cross sectional diagrams Audience Manipulate	mould apply construct components	quality Contamination

Some	Consumer Constraints	prototype consumer	Bacteria presentation
Key skills – ALL	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop a criteria to inform the design of an innovative, functional and appealing product. • Identify who the product is for and ensure it is fit for purpose • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, <p>MAKE</p> <ul style="list-style-type: none"> • Use a wide range of tools to cut, shape and join materials accurately • Select materials based on their functional qualities • Measure materials with great accuracy <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria • Consider the views of others to improve their work and record <p>TECHNICAL</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>DESIGN</p> <p>Use research and develop a criteria to inform the design of an innovative, functional and appealing product.</p> <ul style="list-style-type: none"> • Identify who the product is for and ensure it is fit for purpose • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, <p>MAKE</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) • Select textiles and materials that are most suited to the product <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria • Consider the views of others to improve their work and record 	<p>DESIGN</p> <ul style="list-style-type: none"> • Develop own design criteria highlighting the purpose and audience for the product • Generate, discuss and share ideas in pairs • Produce a design to communicate ideas <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • display good hygienic practice when cooking
Key skills – MOST	<p>DESIGN</p> <ul style="list-style-type: none"> • Create prototypes, pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> • Select materials based on their aesthetic qualities <p>EVALUATE</p>	<p>DESIGN</p> <ul style="list-style-type: none"> • Create prototypes, pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> • Use a range of finishing techniques to ensure the product is aesthetically pleasing 	<p>DESIGN</p> <ul style="list-style-type: none"> • Make large considerations for consumers (allergies, preferences etc) <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

	<ul style="list-style-type: none"> Understand how key events and individuals have helped shape the world of DT <p>TECHNICAL</p> <ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) <p>EVALUATE</p> <ul style="list-style-type: none"> Understand how key events and individuals have helped shape the world of DT 	
Key skills – SOME	<p>DESIGN</p> <ul style="list-style-type: none"> Research a range of engineers within the field and evaluate their work Design with the consumer in the forefront of their mind <p>MAKE</p> <ul style="list-style-type: none"> Use a range of finishing techniques to create a high quality product <p>EVALUATE</p> <ul style="list-style-type: none"> Make comparisons between own work and that of peers Discuss reasons for material choices 	<p>DESIGN</p> <ul style="list-style-type: none"> Research a range of engineers within the field and evaluate their work Design with the consumer in the forefront of their mind <p>MAKE</p> <ul style="list-style-type: none"> Combine art techniques to increase the products appeal (e.g. fabric printing) <p>EVALUATE</p> <ul style="list-style-type: none"> Make comparisons between own work and that of peers 	<p>DESIGN</p> <ul style="list-style-type: none"> Understand the impact people's chosen diet has on a cook's dish <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> follow a simple recipe when cooking use proportions when cooking (e.g. doubling or halving amounts)

	Year Six		
	Construction Inc. Mechanisms	Textiles	Cooking and nutrition
	Key Vocabulary		
All	Test Exploded diagrams, cross sectional diagrams Market research Audience Consumer Design brief Assemble Evaluate	design prototype consumer apply stitch technique shape	quality Plan Safety Hygiene Weigh, grams Diet Chop, mix, stir, bake Ingredients flavours
Most	Test Develop Analyse Manipulate Constraints	design prototype consumer presentation components shape	appeal Ingredients allergies presentation

		construct	
Some	Functionality	dimensions	Cross contamination
Key skills– ALL	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop a criteria to inform the design of an innovative, functional and appealing product. • Identify who the product is for and ensure it is fit for purpose <ul style="list-style-type: none"> • Generate, develop, model and communicate ideas through discussion, computer aided design (must include), cross-sectional or exploded diagrams • Create prototypes, pattern pieces and/or computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> • Use a wide range of tools to cut, shape and join materials accurately • Select materials based on their aesthetic and functional qualities <ul style="list-style-type: none"> • Measure materials with great accuracy <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products <ul style="list-style-type: none"> • Evaluate ideas and products against their own design criteria • Consider the views of others to improve their work and record <p>TECHNICAL</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <ul style="list-style-type: none"> • Apply their understanding of computing to program, monitor and control products. • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>DESIGN</p> <ul style="list-style-type: none"> • Use research and develop criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <ul style="list-style-type: none"> • Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>MAKE</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks (fabric scissors, needle, thread) • Select textiles and materials that are most suited to the product • Use a range of finishing techniques to ensure the product is aesthetically pleasing <p>EVALUATE</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate ideas and products against their own design criteria • Consider the views of others to improve their work and record 	<p>DESIGN</p> <ul style="list-style-type: none"> • Develop own design criteria highlighting the purpose and audience for the product • Generate, discuss and share ideas in pairs • Produce a design to communicate ideas <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <ul style="list-style-type: none"> • follow a simple recipe when cooking • Display good hygienic practice when cooking

<p>Key skills— MOST</p>	<p>DESIGN</p> <ul style="list-style-type: none"> • Apply previous knowledge of material properties and make informed choices <ul style="list-style-type: none"> • Make links to real life jobs • Create accurate scaled diagrams <p>MAKE</p> <ul style="list-style-type: none"> • Use a range of finishing techniques, asking others opinions during the making process <ul style="list-style-type: none"> • Show a high level of control over tools that are used <p>EVALUATE</p> <ul style="list-style-type: none"> • Understand how key events and individuals have helped shape the world of DT 	<p>DESIGN</p> <ul style="list-style-type: none"> • Apply previous knowledge of material properties and make informed choices <ul style="list-style-type: none"> • Make links to real life jobs • Create accurate scaled diagrams <p>MAKE</p> <ul style="list-style-type: none"> • Use a range of stitching techniques (e.g. cross stitch, running stitch, whip stitch) • Combine art techniques to increase the products appeal (e.g. fabric printing) <p>EVALUATE</p> <ul style="list-style-type: none"> • Understand how key events and individuals have helped shape the world of DT 	<p>DESIGN</p> <ul style="list-style-type: none"> • Apply previous knowledge of food and diet and make informed choices <ul style="list-style-type: none"> • Make links to real life jobs • Create accurate scaled diagrams <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • write their own recipe justifying their choices • use proportions when cooking (e.g. doubling or halving amounts)
<p>Key skills— SOME</p>	<p>DESIGN</p> <ul style="list-style-type: none"> • Make considerations about barriers and how these can be overcome <p>MAKE</p> <ul style="list-style-type: none"> • Use the most appropriate tools for the task <ul style="list-style-type: none"> • Make links to other subject knowledge (art, maths, science) and apply <p>EVALUATE</p> <ul style="list-style-type: none"> • Consider multiple points of view of how their work can be improved 	<p>DESIGN</p> <ul style="list-style-type: none"> • Make considerations about barriers and how these can be overcome <p>MAKE</p> <ul style="list-style-type: none"> • Use the most appropriate tools for the task <ul style="list-style-type: none"> • Show a high level of control over tools <p>EVALUATE</p> <ul style="list-style-type: none"> • Consider multiple points of view of how their work can be improved 	<p>DESIGN</p> <ul style="list-style-type: none"> • Make considerations about barriers and how these can be overcome <p>COOKING AND NUTRITION</p> <ul style="list-style-type: none"> • Discuss and understand the impact culture and society has on food choices