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| **Towngate Primary Academy**  **Design and Technology** | | | | | | |
| Developing, Planning and Communicating Ideas. | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Begin to use the language of designing (i.e. design, plan, draw) * Learn how to plan and adapt initial ideas to make them better * Verbally explain some features of their design  |  | | --- | |  | | * Draw on their own experience to help generate ideas * Suggest ideas and explain what they are going to do * Identify a target group for what they intend to design and make * Model their ideas in card and paper * Develop their design ideas applying findings from their earlier research | * Generate ideas by drawing on their own and other people's experiences * Develop their design ideas through discussion, observation, drawing and modelling * Identify a purpose for what they intend to design and make * Identify simple design criteria * Make simple drawings and label parts | * Generate ideas for an item, considering its purpose and the user/s * Identify a purpose and establish criteria for a successful product. * Plan the order of their work before starting * Explore, develop and communicate design proposals by modelling ideas * Make drawings with labels when designing | * Generate ideas, considering the purposes for which they are designing * Make labelled drawings from different views showing specific features * Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail * Evaluate products and identify criteria that can be used for their own designs | * Generate ideas through brainstorming and identify a purpose for their product * Draw up a specification for their design * Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail * Use results of investigations, information sources, including ICT when developing design ideas | * Communicate their ideas through detailed labelled drawings * Develop a design specification * Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways * Plan the order of their work, choosing appropriate materials, tools and techniques |
| Working with tools, equipment, materials and components to make quality products (inc food) | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Construct their product with a simple purpose in mind * Use simple tools to shape, assemble and join materials together * Mix ingredients using simple utensils * Follow basic food safety and hygiene procedures | * Make their design using appropriate techniques * With help measure, mark out, cut and shape a range of materials * Use tools *eg scissors and a hole punch* safely * Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape * Select and use appropriate fruit and vegetables, processes and tools * Use basic food handling, hygienic practices and personal hygiene * Use simple finishing techniques to improve the appearance of their product | * Begin to select tools and materials; use vocab' to name and describe them * Measure, cut and score with some accuracy * Use hand tools safely and appropriately * Assemble, join and combine materials in order to make a product * Cut, shape and join fabric to make a simple garment. Use basic sewing techniques * Follow safe procedures for food safety and hygiene * Choose and use appropriate finishing techniques | * Select tools and techniques for making their product * Think about their ideas as they make progress and be willing change things if this helps them improve their work * Measure, mark out, cut, score and assemble components with more accuracy * Work safely and accurately with a range of simple tools * Demonstrate hygienic food preparation and storage * Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT | * Select appropriate tools and techniques for making their product * Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques * Use simple graphical communication techniques * Join and combine materials and components accurately in temporary and permanent ways * Measure, tape or pin, cut and join fabric with some accuracy * Sew using a range of different stitches, weave and knit | * Select appropriate materials, tools and techniques * Measure and mark out accurately * Use skills in using different tools and equipment safely and accurately * Weigh and measure accurately (time, dry ingredients, liquids) * Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* * Cut and join with accuracy to ensure a good-quality finish to the product | * Select appropriate tools, materials, components and techniques * Assemble components make working models * Make modifications as they go along * Use tools safely and accurately * Construct products using permanent joining techniques * Pin, sew and stitch materials together create a product * Achieve a quality product |
| Evaluating Processes and Products | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Verbally explain what they like/dislike about their product * Suggest one thing that they might change when creating a similar product | * Evaluate their product by asking questions about what they have made and how they have gone about it * Evaluate their product by discussing how well it works in relation to the purpose * Evaluate their products as they are developed, identifying strengths and possible changes they might make | * Evaluate against their design criteria * Evaluate their products as they are developed, identifying strengths and possible changes they might make * Talk about their ideas, saying what they like and dislike about them | * Evaluate their product against original design criteria *e.g. how well it meets its intended purpose* * Disassemble and evaluate familiar products | * Evaluate their work both during and at the end of the assignment * Evaluate their products carrying out appropriate tests | * Evaluate a product against the original design specification * Evaluate it personally and seek evaluation from others | * Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests * Record their evaluations using drawings with labels * Evaluate against their original criteria and suggest ways that their product could be improved |
| Vocabulary: Textiles | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Join, sew, stick | Pattern, mark out, decorate, running stitch, needle, fabric | Template, quality, suitable, features, dye, overstitch, design, fray, mock-up, seam | Fastening, compartment, zip, finishing technique, function, prototype, back stitch, felted, woven, knitted, bonded | Aesthetics, seam allowance, pinning, embroidery, back stitch, blanket stitch, cross stitch | Specification, tacking, working drawing, clasp, pinking shears, design criteria, hem, reinforce, stem stitch, satin stitch, tie dye | Applique, annotate, evaluate, innovation, functionality, renewable, authentic, chain stitch |
| Vocabulary: Electrical Systems | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | User, fault, toggle switch, insulator, conductor, battery holder, crocodile clip | Series circuit, connection, push-to-make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system | Parallel circuit, light emitting diode, monitor, flowchart, design specification, reed switch, tilt switch | Light dependent resistor, interface control, micro switch, latching switch |
| Vocabulary: Mechanisms | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Wheels & Axles:**  Car, wheel, pull, push | **Wheels & Axles:**  Axle, fixed, free, design, make, cutting, joining, hacksaw, vice, dowel, body, cab, shaping | **Slider & Leavers:**  Mechanism, lever, slider, slot, pivot, guide/bridge, masking tape, fastener, pull, push, down, straight, work, design, evaluate, purpose, | **Leavers & linkages:**  Loose pivot, fixed pivot, system, input, process | **Leavers & Linkages:**  Loose pivot, fixed pivot, system, input, process, output, linear, rotary, reciprocating, innovative, appealing, linkage, oscillating | **Pulleys or Gears:**  Pulley, gear, driver, follower, rotation, motor, belt, spindle, motor, circuit, switch, ratio, transmit, annotated drawings, exploded diagrams, functionality | **Pulleys or Gears:**  Transmit, annotated drawings, exploded diagrams, functionality |
| Vocabulary: Structures | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Freestanding Structures:**  Cut, fold, join | **Freestanding Structures:**  Cut, fold, join, fix, weak, strong | **Freestanding Structures:**  Structure, base, underneath, thicker, thinner, corner, point, straight, curved, rectangle, cube, cuboid, cylinder | **Shell Structures:**  Shell, structure, net, marking out, material, joining, three dimensional, stiff | **Shell Structures:**  Assemble, prism, vertex, breadth, capacity, scoring, adhesives, reduce, reuse, recycle, corrugating, ribbing, laminating | **Frame Structures:**  Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief | **Frame Structures:**  Reinforce, triangulation, stability, temporary, permanent, prototype, innovation, functional, design brief |
| Vocabulary: Food | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Preparing Fruit & Vegetables:**  Cut, taste, fruit, vegetable | **Preparing Fruit & Vegetables:**  Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging | **Preparing Fruit & Vegetables:**  Fruit, vegetables, soft, juicy, crunchy, sticky, smooth, sharp, crisp, sour hard, flesh, skin, seed pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, tasting, arranging | **Healthy & Varied Diet:**  Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested | **Healthy & Varied Diet:**  Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested | **Celebrating Culture & Seasonality:**  Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, kneed, whisk, beat, combine, fold, rubbing in | **Celebrating Culture & Seasonality:**  Ingredients, yeast, dough, wholemeal, unleavened, baking soda, spice, herbs, carbohydrate, sugar, fat, protein, vitamins, nutrients, gluten, allergy, intolerance, savoury, seasonality, pour, mix, kneed, whisk, beat, combine, fold, rubbing in |

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| Knowledge: Textiles | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge**   * To know how to join two pieces of material using one joining technique (i.e. gluing) | **Technical knowledge**   * To know what a template is * To know how a simple 3D textile product is made * To know how to join two pieces of fabrics using different joining techniques (gluing, stapling, stitching) * To know a range of finishing techniques available * To know how to follow relevant health and safety protocols * To know relevant vocabulary for the project (see vocabulary above)   **Wider knowledge**   * To know the names of simple fabric products (i.e. cushion, jumper, blanket) * To know why simple fabrics are chosen based on their properties (i.e. wool is used for a blanket because it is soft and warm) | **Technical knowledge**   * To know why designers use templates * To know when to use certain fabrics based on their suitability to the product * To know how to use simple stitch techniques * To know which finishing technique to use depending upon the required effect * To know how to follow relevant health and safety protocols * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know the names of at least one designer of fabric products (i.e. Levi Strauss and denim jeans, William Morris - floral interior design patterns, Lucienne Day – links to WW2 and dress making) * To know where simple fabrics come from/are made of (i.e. wool from sheep, cotton from cotton plants, hessian made from fibres of jute plant) * To know what a design evaluation is | **Technical knowledge**   * To know how to strengthen, stiffen and reinforce existing fabrics * To know how to securely join two pieces of fabric together using a range of stitches * To know why designers use patterns * To know what seam allowances are * To know how to follow relevant health and safety protocols * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know how different fabrics are constructed (i.e. woven materials, spun materials, knitted materials) * To know what a design brief is * To know what a prototype is * To know why designers evaluate their designs | **Technical knowledge**   * To know why designers might need to strengthen, stiffen and reinforce existing fabrics * To know how/when to use decorative stitches to finish a product * To know what constitutes a renewable/sustainable material/fabric * To know how to follow relevant health and safety protocols * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To what accuracy means and how it can be improved * To know what an annotated sketch is * To know why designers use prototypes * To know a range of designers who use fabrics in their work | **Technical knowledge**   * To know that a 3D textile product can be made from a combination of accurately made pieces * To know when to combine multiple different fabrics to create a 3D product * To know how embroidery can embellish a product * To know when to use particular stitch types (including finishing stitches) * To know how to follow relevant health and safety protocols * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know what a questionnaire is and how it can help with product design (children could create a simple questionnaire which could then be used to form a design brief) * To know how to test fabrics in order to select them for use * To know how to analyse existing products and report what joining/fastening methods and multiple pieces have been used * To know some key dates in the development of fabric and textiles (i.e. 6000BC woven textiles used to wrap the dead, 500-1000AD spinning wheel invented in India, 1562 first use of purl stitch in Spanish tomb, 1890 first pair of jeans by Levi Strauss) | **Technical knowledge**   * To know that a 3D textile product can be made from a combination of accurately made pieces * To know when to combine multiple different fabrics to create a 3D product * To know how embroidery can embellish a product * To know when to use particular stitch types (including finishing stitches) * To know how to follow relevant health and safety protocols * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know what a questionnaire is and how it can help with product design (children could create a simple questionnaire which could then be used to form a design brief) * To know how to test fabrics in order to select them for use * To know how to analyse existing products and report what joining/fastening methods and multiple pieces have been used * To know some key dates in the development of fabric and textiles (i.e. 6000BC woven textiles used to wrap the dead, 500-1000AD spinning wheel invented in India, 1562 first use of purl stitch in Spanish tomb, 1890 first pair of jeans by Levi Strauss) |  |

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| Knowledge: Electrical systems | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  | **Technical knowledge**   * To know what an electrical circuit is * To know a range of simple electrical components and their functions, such as a bulb, buzzer and switch * To know how to control and program a product using computing (i.e. beebots) * To know how to construct a simple series circuit * To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block) * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know what electricity is and what it is used for * To know that some components have positive and negative terminals * To know simple commercial products that use electrical systems | **Technical knowledge**   * To know what an electrical circuit is * To know a range of simple electrical components and their functions, such as a bulb, buzzer and switch * To know how to control and program a product using computing (i.e. beebots) * To know how to construct a simple series circuit * To know how to make a range of simple secure connections (twisting wires together, wrapping ends, taping over, connecting block) * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know some simple conductors and insulators * To know how electricity is measured (volts and amps) * To know a range of places electrical systems are used (i.e. lighting in a house, display signs, traffic lights) | **Technical knowledge**   * To know how to incorporate simple self-made switches in a circuit * To know how to test components in more complex circuits (series and parallel) * To know technical vocabulary relevant to the project (see vocabulary above) * To know how simple switches can be made * To know how to assess faults in their own electrical systems * To know how to test components in a simple series circuit   **Wider knowledge**   * To know why materials make good conductors and insulators * To know how electrical systems are controlled (i.e. flow charts) | **Technical knowledge**   * To know how to incorporate simple self-made switches in a circuit * To know how to test components in more complex circuits (series and parallel) * To know technical vocabulary relevant to the project (see vocabulary above) * To know how simple switches can be made * To know how to assess faults in their own electrical systems * To know how to test components in a simple series circuit   **Wider knowledge**   * To know why materials make good conductors and insulators * To know how electrical systems are controlled (i.e. flow charts) |

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| Knowledge: Mechanisms | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Wheels and axles**  **Technical knowledge**   * To know objects on wheels can be moved by pulling or pushing * To know how a wheel fits on to an axle   **Wider knowledge**   * To know a product that has wheels | **Wheels and axles**  **Technical knowledge**   * To know what wheels, axles and axle holders are * To know the difference between fixed and free moving axles * To know simple methods to fix wheels and axles to a product * To know the names of some simple tools and their purpose * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know simple commercial products that use wheels and axles to move * To know the difference between pulling and pushing forces * To know which materials are best used for particular components (i.e. rubber covered wheels might provide more grip than plastic wheels) | **Sliders and levers**  **Technical knowledge**   * To know how to operate sliders and levers * To know that different mechanisms create different types of movement * To know the name of simple tools and their purpose * To know some simple fixing techniques and when to use them (i.e. masking tape to secure a lollipop stick slider) * To know what a pivot is * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know where sliders and levers are used in real life context | **Levers and linkages**  **Technical knowledge**   * To know the difference between a fixed and loose pivot * To know how to use lever and linkage mechanisms * To know the difference between inputs and outputs * To know how to increase accuracy when measuring, marking out and cutting (i.e. measure in mm rather than cm or inches) * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know what a design brief is * To know where levers and linkages are used in commercial products or industry * To know why levers are used to lift loads | **Levers and linkages**  **Technical knowledge**   * To know where loose and fixed pivots are used in products * To know how to use lever and linkage mechanisms * To know the difference between inputs and outputs * To know how to increase accuracy when measuring, marking out and cutting (i.e. measure in mm rather than cm or inches) * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know how a lever and pivot can be positioned to lift a greater weight | **Pulleys or gears**  **Technical knowledge**   * To know that mechanical and electrical systems have an input, process and output * To know what a gear is * To know what a pulley is * To know that gears and pulleys can be used to speed up, slow down or change the direction of movement * To know how to accurately draw an exploded diagram * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know where pulleys and gears are used in commercial products and industry * To know what forces are acting on pulleys and gears (i.e. friction, gravity) * To know whether a gear will turn clockwise or anticlockwise | **Pulleys and gears**  **Technical knowledge**   * To know that mechanical and electrical systems have an input, process and output * To know what a gear is * To know what a pulley is * To know that gears and pulleys can be used to speed up, slow down or change the direction of movement * To know how to accurately draw an exploded diagram * To know technical vocabulary relevant to the project (see vocabulary above)   **Wider knowledge**   * To know how ratio affects speed of rotation |

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| Knowledge: Structures | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge**   * To know how to make a freestanding structure from simple blocks/boxes * To know how to make a structure taller * To know how to make a structure more stable   **Wider knowledge**   * To know one example of a strong structure * To know one example of a strong/weak material | **Technical knowledge**   * To know how to make freestanding structures stronger, stiffer and more stable * To know how to join some simple materials * To know a simple order of making a structure * To know some simple finishing techniques to complete their structure * To know the name of simple 2D shapes * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know some strong/stiff structures (i.e. climbing frame, tower) * To know what materials are useful for strengthening or stiffening structures and why this is * To know some simple facts about an important structural engineer (i.e. Isambard Kingdom Brunel) | **Technical knowledge**   * To know how to make freestanding structures stronger, stiffer and more stable * To know how to join some simple materials * To know a simple order of making a structure * To know some simple finishing techniques to complete their structure * To know the name of simple 3D shapes * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know some strong/stiff structures (i.e. climbing frame, tower) * To know what materials are useful for strengthening or stiffening structures and why this is * To know some simple facts about more than one structural engineer (i.e Gustavo Eiffel, IKB) | **Technical knowledge**   * To know more sophisticated methods for stiffening/strengthening structures * To know what a net is * To know the names of more complex 3D shapes * To know which tools are appropriate for cutting and scoring materials * To know how to test a material’s strength * To know how to use CAD to develop a product * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know why engineers use certain structures for certain purposes * To know how engineers solve design problems i.e. building Burji Khalifa in Dubai * To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan) | **Technical knowledge**   * To know more sophisticated methods for stiffening/strengthening structures * To know what a net is * To know which tools are appropriate for cutting and scoring materials * To know how to test a material’s strength * To know how to use CAD to develop a product * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know why engineers use certain structures for certain purposes * To know how engineers solve design problems i.e. building Burji Khalifa in Dubai * To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan) | **Technical knowledge**   * To know how to stiffen, strengthen and reinforce a range of 3-D frameworks * To know which materials are best suited to stiffen and reinforce by selecting them due to their properties * To know which shapes are the strongest and will support the most weight in a structure * To know how to use a range of tools i.e. junior hacksaws, G-clamps, bench hooks, hand drills safely * To know technical vocabulary relevant to the project) see vocab)   **Wider knowledge**   * To know why engineers use complex structures for certain purposes * To know how engineers solve complex design problems i.e. building Burji Khalifa in Dubai * To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan) | **Technical knowledge**   * To know how to stiffen, strengthen and reinforce a range of 3-D frameworks * To know which materials are best suited to stiffen and reinforce by selecting them due to their properties * To know which shapes are the strongest and will support the most weight in a structure * To know how to use a range of tools i.e. junior hacksaws, G-clamps, bench hooks, hand drills safely * To know technical vocabulary relevant to the project) see vocab.   **Wider knowledge**   * To know why engineers use complex structures for certain purposes * To know how engineers solve complex design problems i.e. building Burji Khalifa in Dubai * To know some simple facts about more than one structural engineer (i.e. IKB, Gustavo Eiffel, Peter Rice, Fazlur Khan) |

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| Knowledge: Food | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Technical knowledge**   * To know how to mix ingredients * To know how to follow simple health and safety procedures | **Technical knowledge**   * To know how to use simple cutting tools to prepare soft fruit and vegetables * To know how to follow simple health and safety procedures * To know how to peel, chop, slice and grate foods. * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know where a range of fruit and vegetables come from. * To know the principles of a varied diet. | **Technical knowledge**   * To know how to prepare simple dishes safely and hygienically, without using a heat source * To know how to use techniques such as cutting, peeling and grating with greater confidence and independency * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know how to name and sort foods into the five groups in The Eatwell Plate * To know that everyone should eat at least five portions of fruit and vegetables every day | **Technical knowledge**   * To know how to chop a wider range of foods using different techniques i.e. claw grip, bridge grip. * To know how to use sensory information to evaluate a variety of ingredients * To know how to combine foods using different utensils i.e. whisk, spatula * To know relevant health and safety procedures when handling and preparing foods * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know about a range of fresh and processed foods for their product * To know whether foods are grown, reared or caught | **Technical knowledge**   * To know how to chop a wider range of foods using different techniques i.e. claw grip, bridge grip. * To know how to measure ingredients using simple measures i.e. cup, tblsp * To know how to use sensory information to evaluate a variety of ingredients * To know how to combine foods using different utensils i.e. whisk, spatula * To know relevant health and safety procedures when handling and preparing foods * To know technical vocabulary relevant to the project (see vocab)   **Wider knowledge**   * To know about a range of fresh and processed foods for their product * To know whether foods are grown, reared or caught * To know about fair trade foods * To know about one key chef and their contribution to healthy eating i.e. Jamie Oliver – healthy schools | **Technical knowledge**   * To know some more advance methods for mixing ingredients i.e. rubbing in * To know how to measure ingredients accurately using different units * To know how to follow a recipe * To know how to select appropriate utensils for specific jobs. * To know how to cut, shape and knead dough   **Wider knowledge**   * To know about a range of chefs and their individual styles of cooking * To know about organic foods and the impact of these | **Technical knowledge**   * To know some more advance methods for mixing ingredients i.e. rubbing in * To know how to measure ingredients accurately using different units * To know how to follow a recipe * To know how to select appropriate utensils for specific jobs. * To know how to cut, shape and knead dough   **Wider knowledge**   * To know about a range of chefs and their individual styles of cooking * To know about organic foods and the impact of these |