

Design and Technology

EYFS	
<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills (EAD) • Compose and decompose shapes so that children recognise a shape can have other shapes within it (M) <p style="text-align: center; margin: 5px 0;"><u>ELG's:</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD) <ul style="list-style-type: none"> • Share their creations, explaining the process they have used (EAD) 	
Knowledge	Skills
<p style="text-align: center; color: blue; margin: 0;">Junk modelling</p> <p style="text-align: center;">To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p> <p style="text-align: center; color: blue; margin: 10px 0;">Boats</p> <p style="text-align: center;">To know that 'waterproof' materials are those which do not absorb water. To know that some objects float and others sink. To know the different parts of a boat.</p> <p style="text-align: center; color: blue; margin: 10px 0;">Cooking and Nutrition - Soup</p> <p style="text-align: center;">To know that soup is ingredients (usually vegetables and liquid) blended together. To know that vegetables are grown. To recognise and name some common vegetables. To know that different vegetables taste different. To know that eating vegetables is good for us. To discuss why different packages might be used for different foods.</p> <p style="text-align: center; color: blue; margin: 10px 0;">Bookmarks - textiles</p> <p style="text-align: center;">To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object.</p> <p style="text-align: center; margin: 10px 0;">KEY VOCABULARY</p> <p style="text-align: center; font-size: small;">Fruit • Vegetables • Safety • Knife • Blade • Tool • Edge • Handle • Chop • Slice • Cut • Saucepan Blender • Chopping board • Hob • Boil • Blend • Mix • Packaging • Recyclable • Metal • Plastic • Reusable Join • Stick • Cut • Bend • Slot • Scissors • Measure • Materials • Fix Thread • Weave • Pattern • Sew • Sewing needle • Embroider • Design • Evaluate</p>	<p>Design</p> <ul style="list-style-type: none"> • Making verbal plans and material choices. • Developing a junk model. • Designing a junk model boat. • Using knowledge from exploration to inform design. • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. <p>Make</p> <ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. • Making a boat that floats and is waterproof, considering material choices. • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. <p>Evaluate</p> <ul style="list-style-type: none"> • Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. • Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating how the shapes and structure of a boat affect the way it moves. • Reflecting on a finished product and comparing to their design. <p>Cooking and Nutrition</p> <p>Design</p> <ul style="list-style-type: none"> • Designing a soup recipe as a class. • Designing soup packaging. <p>Make</p> <ul style="list-style-type: none"> • Chopping plasticine safely.

		<ul style="list-style-type: none"> • Chopping vegetables with support. Evaluate <ul style="list-style-type: none"> • Tasting the soup and giving opinions. • Describing some of the following when tasting food: look, feel, smell and taste. • Choosing their favourite packaging design and explaining why. 	
Year 1			
	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		Design <ul style="list-style-type: none"> • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move. • Creating clearly labelled drawings that illustrate movement. • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Designing smoothie carton packaging by-hand or on ICT software. Make <ul style="list-style-type: none"> • Adapting mechanisms, when: <ul style="list-style-type: none"> • they do not work as they should. • to fit their vehicle design. • to improve how they work after testing their vehicle • Making stable structures from card, tape and glue . • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Chopping fruit and vegetables safely to make a smoothie. Evaluate <ul style="list-style-type: none"> • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.
Term 2	Wheels and axles <ul style="list-style-type: none"> • To know that wheels need to be round to rotate and move. • To understand that for a wheel to move it must be attached to a rotating axle. • To know that an axle moves within an axle holder which is fixed to the vehicle or toy. <ul style="list-style-type: none"> • To know that the frame of a vehicle (chassis) needs to be balanced. • To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. 	axle, axle holder, chassis, design, evaluation, fix, mechanic, mechanism, model, test, wheel	
Term 3	ART & DESIGN		
Term 4	Constructing a windmill <ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. <ul style="list-style-type: none"> • To know that a structure is something that has been made and put together. <ul style="list-style-type: none"> • To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. <ul style="list-style-type: none"> • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure 	client, design, evaluation, net stable, strong, test, weak, windmill	
Term 5	ART & DESIGN		
Term 6	Fruit and vegetables - Smoothie <ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. <ul style="list-style-type: none"> • To know that a fruit has seeds and a vegetable does not. 	blender, carton, fruit, healthy, ingredients, peel, peeler, recipe, slice, smoothie, stencil, template, vegetable	

	<ul style="list-style-type: none"> • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) 		<ul style="list-style-type: none"> • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging.
Year 2			
	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		Design <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Designing a pouch • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel. • Designing a healthy wrap based on a food combination which work well together • Make <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.
Term 2	<p style="text-align: center;">Fairground wheel</p> <ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses. • To know the features of a ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur 	axle, decorate, evaluation, ferris wheel, mechanism, stable, strong, test, waterproof, weak	
Term 3	ART & DESIGN		
Term 4	<p style="text-align: center;">Pouches</p> <ul style="list-style-type: none"> • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing 	accurate, fabric, knot, pouch, running-stitch, sew, shape, stencil, template, thimble	
Term 5	ART & DESIGN		
Term 6	<p style="text-align: center;">A balanced diet</p> <ul style="list-style-type: none"> • To know that 'diet' means the food and drink that a person or animal usually eats. <ul style="list-style-type: none"> • To understand what makes a balanced diet. • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. <ul style="list-style-type: none"> • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. 	alternative, diet, balanced diet, evaluation, expensive, healthy, ingredients, nutrients, packaging, refrigerator, sugar, substitute	

	<ul style="list-style-type: none"> To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars' 		<ul style="list-style-type: none"> Neatly pinning and cutting fabric using a template. Selecting materials according to their characteristics. Following a design brief. Slicing food safely using the bridge or claw grip. Constructing a wrap that meets a design brief <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria Troubleshooting scenarios posed by teacher. Evaluating the quality of the stitching on others' work. Discussing as a class, the success of their stitching against the success criteria. Identifying aspects of their peers' work that they particularly like and why. Evaluating different designs. Testing and adapting a design Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. Describing the information that should be included on a label. Evaluating which grip was most effective
Year 3			
	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		
Term 2	<p style="text-align: center;">Eating seasonally</p> <ul style="list-style-type: none"> To know that not all fruits and vegetables can be grown in the UK. <ul style="list-style-type: none"> To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country. To know that exported food is food which has been sent to another country.. To understand that imported foods travel from far away and this can negatively impact the environment. To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre and are important for energy, growth and maintaining health. 	<p>climate, dry climate, exported, imported, mediterranean climate, nationality, nutrients, polar climate, recipe, seasonal food, seasons, temperate climate, tropical climate</p>	<p>Design</p> <ul style="list-style-type: none"> Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.

	<ul style="list-style-type: none"> To know safety rules for using, storing and cleaning a knife safely. To know that similar coloured fruits and vegetables often have similar nutritional benefits. 		<ul style="list-style-type: none"> Designing and/or decorating a castle tower on CAD software. Designing and making a template from an existing cushion and applying individual design criteria.
Term 3	ART & DESIGN		
Term 4	<p>Constructing a castle</p> <ul style="list-style-type: none"> To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. <ul style="list-style-type: none"> To know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to withstand enemy attack. To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. To know that a design specification is a list of success criteria for a product. 	2D shapes, 3D shapes, castle, design criteria, evaluate, facade, feature, flag, net, recyclable, scoring, stable, strong, structure, tab, weak	<p>Make</p> <ul style="list-style-type: none"> Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. Following the instructions within a recipe. Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials. Following design criteria to create a cushion or Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to join fabric. Decorating fabric using appliqué. Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars)
Term 5	ART & DESIGN		
Term 6	<p>Cross stitch and appliqué (cushions or Egyptian collars)</p> <ul style="list-style-type: none"> To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam. <ul style="list-style-type: none"> To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden 	accurate, appliqué, cross-stitch, cushion, decorate, detail, fabric, patch, running-stitch, seam stencil, stuffing, target audience, target customer, template	<p>Evaluate</p> <ul style="list-style-type: none"> Establishing and using design criteria to help test and review dishes. Describing the benefits of seasonal fruits and vegetables and the impact on the environment. Suggesting points for improvement when making a seasonal tart. Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggesting points for modification of the individual designs Evaluating an end product and thinking of other ways in which to create similar items.
Year 4			

	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		<p>Design</p> <ul style="list-style-type: none"> Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. Designing a biscuit within a given budget, drawing upon previous taste testing judgements Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. <p>Make</p> <ul style="list-style-type: none"> Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design Following a baking recipe, from start to finish, including the preparation of ingredients. Cooking safely, following basic hygiene rules. Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet) Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. Evaluating a recipe, considering: taste, smell, texture and appearance. Describing the impact of the budget on the selection of ingredients. Evaluating and comparing a range of food products. Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). Evaluating electrical products. Testing and evaluating the success of a final product.
Term 2	<p>Making a slingshot car</p> <ul style="list-style-type: none"> To understand that all moving things have kinetic energy. To understand that kinetic energy is the energy that something (object/person) has by being in motion. <ul style="list-style-type: none"> To know that air resistance is the level of drag on an object as it is forced through the air. To understand that the shape of a moving object will affect how it moves due to air resistance. <ul style="list-style-type: none"> To understand that products change and evolve over time. To know that aesthetics means how an object or product looks in design and technology. To know that a template is a stencil you can use to help you draw the same shape accurately. To know that a birds-eye view means a view from a high angle (as if a bird in flight). To know that graphics are images which are designed to explain or advertise something. To know that it is important to assess and evaluate design ideas and models against a list of design criteria. 	aesthetic, air resistance, chassis, design, design criteria, function, graphics, kinetic energy, mechanism, net, structure	
Term 3	ART & DESIGN		
Term 4	<p>Adapting a recipe</p> <ul style="list-style-type: none"> To know that the amount of an ingredient in a recipe is known as the 'quantity.' To know that it is important to use oven gloves when removing hot food from an oven. To know the following cooking techniques: sieving, creaming, rubbing method, cooling. To understand the importance of budgeting while planning ingredients for biscuits. 	adopt, budget, cooling rack, creaming, equipment, evaluation, flavour, ingredients, method, net, packaging, prototype, quantity, recipe, rubbing, sieving, target audience, unit of measurement, utilities	
Term 5	ART & DESIGN		
Term 6	<p>Torches</p> <ul style="list-style-type: none"> To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. <ul style="list-style-type: none"> To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. 	battery, bulb, buzzer, cell, component, conductor, copper, design criteria, electrical item, electricity, electronic item, function, insulator, series circuit, switch, test, torch, wire	

Year 5			
	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		Design <ul style="list-style-type: none"> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book Designing a stable structure that is able to support weight. Creating a frame structure with a focus on triangulation. Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. Researching existing recipes to inform ingredient choices. Make <ul style="list-style-type: none"> Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Making a range of different shaped beam bridges. Using triangles to create truss bridges that span a given distance and support a load. Building a wooden bridge structure. Independently measuring and marking wood accurately. Selecting appropriate tools and equipment for particular tasks. Using the correct techniques to saws safely. Identifying where a structure needs reinforcement and using card corners for support.
Term 2	Pop up book <ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. <ul style="list-style-type: none"> To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 	aesthetic, computer-aided design (CAD), caption design, design brief, design criteria, exploded-diagram, function, input, linkage, mechanism, motion, output, pivot, prototype, slider, structure, template	
Term 3	ART & DESIGN		
Term 4	Bridges <ul style="list-style-type: none"> To understand some different ways to reinforce structures. To understand how triangles can be used to reinforce bridges. To know that properties are words that describe the form and function of materials. <ul style="list-style-type: none"> To understand why material selection is important based on properties. To understand the material (functional and aesthetic) properties of wood. To understand the difference between arch, beam, truss and suspension bridges. <ul style="list-style-type: none"> To understand how to carry and use a saw safely 	abutment, accurate, arched bridge, beam bridge, coping saw, evaluation, fie, mark out, material properties, measure, predict, reinforce, research, sandpaper, set square, suspension bridge, tenon saw, test, truss bridge, wood	
Term 5	ART & DESIGN		
Term 6	Developing a Recipe <p>To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed.</p> <ul style="list-style-type: none"> To know that recipes can be adapted to suit nutritional needs and dietary requirements. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. To know that coloured chopping boards can prevent cross-contamination. <ul style="list-style-type: none"> To know that nutritional information is found on food packaging. To know that food packaging serves many purposes. 	beef, cross contamination, diet, ethical issues, farm, healthy, ingredients, method, nutrients, packaging, reared, recipe, research, substitute, supermarket, vegan, vegetarian, welfare	

			<ul style="list-style-type: none"> Explaining why selecting appropriating materials is an important part of the design process. Understanding basic wood functional properties Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement. Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary. Suggesting points for improvements for own bridges and those designed by others. Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.
Year 6			
	Knowledge	Vocabulary	Skills
Term 1	ART & DESIGN		<p>Design</p> <ul style="list-style-type: none"> Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs Developing annotated sketches to communicate design ideas Creating pattern pieces to use in design Annotating designs, to explain their decisions. Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. <p>Make</p> <ul style="list-style-type: none"> Building a range of play apparatus structures drawing upon new and prior knowledge of structures.
Term 2	<p style="text-align: center;">Playgrounds</p> <ul style="list-style-type: none"> To know that structures can be strengthened by manipulating materials and shapes. <ul style="list-style-type: none"> To understand what a 'footprint plan' is. To understand that in the real world, design can impact users in positive and negative ways. <ul style="list-style-type: none"> To know that a prototype is a cheap model to test a design idea. 	adapt,apparatus, bench hook, cladding, coping saw, design, dowel, evaluation, feedback, idea, jelutong, landscape, mark out, measure, modify, natural materials, plan view, playground, prototype, reinforce, sketch, strong, structure, tenon saw, texture, user, vice, weak	
Term 3	ART & DESIGN		
Term 4	<p style="text-align: center;">Bags</p> <ul style="list-style-type: none"> To know how designers use pattern pieces when creating textile products <ul style="list-style-type: none"> To know pattern pieces are like nets/templates <ul style="list-style-type: none"> To know nets can be folded to create 3D shapes To know safety pins can hold fabric in place before sewing To know products are sometimes made in parts that are sewn together To know consistently sized stitches improve the aesthetic of a product The shape of an object can affect both its aesthetics and function <ul style="list-style-type: none"> To know there are different types of stitches To know aesthetics is how something looks 	innovative, pattern piece, seam allowance	

	<ul style="list-style-type: none"> To know what a running stitch is 		<ul style="list-style-type: none"> Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures. Using a ruler to accurately measure and draw lines and marks Using nets to create 3D objects. Using pins effectively to secure a template to fabric without creases or bulges. Threading needles independently Tying knots at the end of thread to secure it Attach objects like buttons using thread Selecting textiles and buttons to improve aesthetics and function. Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. Working safely and hygienically with independence
Term 5	ART & DESIGN		
Term 6	<p>Come dine with me</p> <ul style="list-style-type: none"> To know that 'flavour' is how a food or drink tastes. To know that many countries have 'national dishes' which are recipes associated with that country. To know that 'processed food' means food that has been put through multiple changes in a factory. To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork) 	<p>accompaniment, collaboration, cookbook, cross-contamination, equipment, form, flavour, illustration, imperative-verb, ingredients, method, nationality, preparation, processed, reared, recipe, research, storyboard, target audience, top tips</p>	<p>Evaluate</p> <ul style="list-style-type: none"> Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure. Reflecting on their work continually throughout the design, make and evaluate process Reflecting on the functionality and aesthetics of products Discussing reasons for design choice Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process. Evaluating health and safety in production to minimise cross contamination