Designing	Making	Evaluating	Technical Knowledge	Food Technology
• Think of what I want to make with a given set of resources • Begin to be aware that the resources I have will limit what I can make • Make decisions about how to approach a task before starting	• Handle equipment safely • Explore a variety of materials, tools and techniques • Show increasing levels of independence in the making stage	• Be prepared to stop to check how well my product is developing • Changing strategy as needed when I know my product is not turning out the way I wanted • Be able to explain to others how I made my product and be able to offer a simple explanation as to how I would improve on it	• Begin to appreciate that glue does not work on all materials • Begin to use a wider range of tools carefully and skilfully • Begin to understand which materials are suitable for certain tasks.	• Know why it is important to wash my hands before handling food • Follow steps in a simple recipe • Begin to handle tools safely during food preparation
• Begin to research existing products before designing my own • When researching, find out how products work and which materials have been used. • Use own ideas to design something • Design a product which moves • Explain to someone else how I want to make my product	• Assemble and join materials • Begin to build structures, exploring how they can be made stronger, stiffer and more stable. • Explore the use of different mechanisms in my products. • With help, measure, mark out and cut a range of materials. • Use tools safely • Begin to assemble, join and combine	• Explain what works well and not so well in the model I have made • Begin to evaluate my products as they are developed, identifying strengths and possible changes I might make.	• Make my own model stronger • Make a product that has at least one moving part	• Cut food safely • Know that all food comes from either plants or animals. • Use basic food handling, hygiene practices and personal hygiene • Know how to prepare simple dishes safely and hygienically without using a heat source. • Know how to use techniques: cutting, peeling and grating.

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• Make a simple plan before making • Begin to develop my own ideas through drawings, and where appropriate, make templates or mock ups of my initial ideas using ICT.	materials and components together • Begin to use simple finishing techniques to improve the appearance of my products.			
• Begin to develop my design ideas using research and discussion with peers and adults. • Understand the purpose of my product • Order the main stages of making a product, continually referring to purpose and establish criteria for a successful product • Think of an idea and plan what to do next • Explain why I have chosen specific textiles or materials • Draw a simple design and label the parts of my product • Develop my own ideas through	• Choose tools and materials and explain why I have chosen them • Join materials and components in different ways, including glue, sellotape and masking tape. • Can identify and name a simple selection of hand tools and equipment: Craft knife, Needle, Thread, Screwdriver, Screw, Glue gun, Hack saw • Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product.	• Look at a range of existing products and what I like and dislike about products and why. • Evaluate my work against my design criteria. • Start to evaluate my products as they are developed, identifying strengths and possible changes I might make. • With confidence talk about my ideas, saying what I like and dislike about my product.	• Make a model stronger and more stable • Use wheels and axles	• Know that everyone should eat at least five portions of fruit and vegetables each day. • Demonstrate how to prepare simple dishes safely and hygienically without using a heat source. • Demonstrate how to use techniques: cutting, peeling and grating. • Weigh ingredients to use in a recipe • Describe the ingredients used when making a dish or cake • Can talk about which food is healthy and which is not

drawings, and where appropriate, make templates or mock ups of my initial ideas using ICT • Design a product and make sure that it meets the design criteria	• Build structures, exploring how they can be made stronger, stiffer and more stable. • With help, measure, cut and score with some accuracy. • Start to assemble, join and combine materials in order to make a product. • Start to choose and use appropriate finishing techniques based on my own ideas.			• Follow safe procedures for food safety and hygiene.
• Research independently and generate some ideas before thinking about resources. • Consider the purpose and audience for my product • Prove that a design meets the specification • Design a product and make sure that it meets the design criteria including looking attractive/desirable	• Follow a step-by-step plan, choosing the right equipment and materials • Select the most appropriate tools and techniques for a given task: Drill, Dowel, Cotton, Long nose pliers, Spanner • Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy.	• Explain how to improve a finished model • Know why a model has or has not been successful • Evaluate my product against my original design criteria • Begin to disassemble and evaluate familiar products and consider the views of others to improve them	• Use a simple IT program within the design • Create a product that incorporates a pulley mechanism.	• Describe how food ingredients come together • Weigh out ingredients and follow a given recipe to create a dish • Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of heat source.

• Draw annotated designs with labels that detail my material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products: Mary Berry, Archimedes, Anni Albers, David Brewster, David Misell • When planning, explain my choices of materials and components, including function. • Develop my own ideas through drawings, making templates or mock ups of my initial ideas using ICT	• Start to work safely and accurately with a range of simple tools • Choose finishing techniques to improve the appearance of my products using a range of equipment including ICT • Start to understand that mechanical systems create movement. • Start to think about my ideas as I make my product and be willing to change things if they help to improve my work. • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in	• Know why a model has or has not been successful • Evaluate and suggest improvements for designs • Evaluate products for both their purpose and appearance • Evaluate my product, carrying out appropriate tests. • Present a product in an interesting way		• Begin to understand how to use a range of techniques: peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. • Begin to know that to be active and healthy, food and drink are needed to provide energy for the body.

	temporary and permanent ways. • Show high levels of perseverance when things do not go as I would wish in the first instance. • Know how simple electrical circuit and components can be used to create functional products.			
• Research before considering designing a product. • Confidently make labelled drawings from different views, showing specific features. • Produce a plan and explain the use of materials, equipment and processes • If the first attempt fails, identify strengths and future areas for development. • Communicate ideas through annotated sketches that show different viewpoints of the product	• Work accurately to measure, mark out, make cuts, score, make holes and assemble components with more accuracy. • Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely: Drill, Dowel, Cotton, Long nose pliers, Spanner • Know which material is likely to give the best outcome based on its properties • Mark, measure and cut accurately a range of materials	• Evaluate my own and others work • Evaluate my product both during and at the end of the assignment. • Evaluate products for both their purpose and appearance • Evaluate my product, carrying out appropriate tests. • Be able to disassemble and evaluate familiar products and consider the views of others to improve them. • Present a product in an interesting way	• Create a product that incorporates at least one lever. • Use appropriate sewing techniques. • Know how to strengthen a product by stiffening a given part or reinforce a part of the structure	• Bring a creative element to the food product being designed • Know which season various foods are available for harvesting • Recognise safe practices in the kitchen and can identify hazards • Know how to use a range of techniques: peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking • Know that to be active and healthy, food and drink are needed to provide energy for the body.

• Draw annotated designs with labels that detail their material choices and suitability of the given materials • Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products: Lady Bedford, Archimedes, Coubertin • Design a product and make sure that it meets the design criteria including looking attractive/desirable • Order the main stages of making a product, continually referring to purpose and establish criteria for a successful product.	using appropriate tools, equipment and techniques. • Start to join and combine materials and components accurately in temporary and permanent ways. • Show high levels of perseverance when things do not go as they would wish in the first instance. • Know how mechanical systems create movement. • Understand how to reinforce and strengthen a 3D framework. • Begin to use finishing techniques to strengthen and improve their appearance of their product using a range of equipment. • Sew, weave or knit using a range of stitches			
• Competently research products similar to the one I am intending to design	• Name and use a range of tools and equipment competently:	• Evaluate a product against original design specifications	• Use a range of sewing techniques, including applique and stitching.	• Be both hygienic and safe in the kitchen

and evaluate strengths and weakness to be incorporated into my own design. • Research and use ICT • Design, with a range of initial ideas, after collecting information from investigating existing products • Produce a detailed, step-by-step plan • Explain how a product will appeal to a specific audience and how it meets the purpose • Create annotated 3D designs of my design on isometric or squared paper from a range of viewpoints. • Apply a range of finishing techniques including those from art and design. • Start to appreciate how much the product costs to make.	Syringe, Hammer, Tac, Cog, Soldering iron, LED lights, Component board • Select appropriate materials, tools and technique accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Incorporate mechanical systems to create movement in my products. • Use finishing techniques to strengthen and improve the appearance of my products using a range of equipment including ICT. • Make a prototype before making a final version	and by carrying out tests. • Suggest alternative plans; outlining the positive features and drawbacks • Evaluate appearance and function against original criteria • Begin to evaluate my product personally and seek evaluation from others.	• Use a gear system within the watermill produced.	• Know how to prepare a meal by collecting the ingredients • Weigh and measure accurately • Begin to understand that seasons may affect the food available. • Understand how food is processed into ingredients that can be eaten or used in cooking. • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source. • Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

	• Carry out finishing techniques to enhance the appearance and function of my product • Make modifications as they go along and explain reasons.			
• When researching, be competent in discriminating as to what would be and would not be helpful for my intended product. • Use market research of existing products to inform my design • Produce a detailed, step-by-step plan • Follow and refine original plans, justifying it in a convincing way • Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details • Show that culture and society is	• Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Know how to use any tool correctly and safely • Know what each tool is used for • Explain why a specific tool is best for a specific action: Syringe, Hammer, Tac, Cog, Soldering iron, LED lights, Component board • Make modifications as I go along and explain my reasons. • Construct products using permanent joining techniques.	• Test and evaluate designed products with specified audience where possible • Evaluate products against clear criteria • Evaluate my work both during and at the end of the assignment. • Record my evaluations using drawing with labels/graphs	• Know which IT product would further enhance a specific product • Use knowledge to improve a made product by strengthening, stiffening or reinforcing • Use electrical systems correctly and accurately to enhance a given product • Use a pneumatics to create movement in a simple model • Use a range of sewing techniques to improve the product made	• Explain how food ingredients should be stored and give reasons • Work within a budget to create a meal • Understand the difference between a savoury and sweet dish • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source. • Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

considered in plans and design specification • Know how much products cost and make choices accordingly.	• Use mechanical systems to create movement in my products. • Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control my products. • Pin, sew and stitch materials together to create a product • Make a prototype before making a final version • Carry out finishing techniques to enhance the appearance and function of my product			