

# Hanley St Luke's Design and Technology Progression of Skills Overview 2026-27



"I have come that they may have life and have it to the full." (John 10:10)

## Curriculum Drivers

| Careers                                                                                                                                                                                                                                                                                                                                                  | English                                                                                                                                                                                                                                                 | Behaviour                                                                                                                                               | Leadership                                                                                                                                                         | Outdoor                                                                                                                                                                        | Christian Life                                                                                                                                                                                                                                               | STEM                                                                                                                                                                                                                       | Attendance                                                                                                                               |
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| <p>Careers: <b>I Plan and Explore.</b><br/>I can use decision-making skills to plan my learning in order to explore the world of work and my place in it.</p> <p><b>I Explore</b> <b>I Plan</b></p>                                                                                                                                                      | <p>English: <b>I Achieve</b><br/>I can read at least five times a week to develop fluency, confidence and a love of reading. I can achieve a greater understanding of texts we study through questioning and comprehension.</p> <p><b>I Achieve</b></p> | <p>Behaviour: <b>I Decide</b><br/>I can decide on my best option and opportunities to form positive long-term relationships.</p> <p><b>I Decide</b></p> | <p>Leadership: <b>I Focus.</b><br/>I can focus on my values and interests to help support the teachers who help me to learn.</p> <p><b>I Focus</b></p>             | <p>Outdoor: <b>I Discover</b><br/>I can apply my knowledge and skills to discover my strength and talents to learn through the outdoor provision.</p> <p><b>I Discover</b></p> | <p>Christian Life: <b>I Achieve</b><br/>I can achieve together in love and faith with Christ at the centre of our mission together. All children of all faiths, abilities and personalities are empowered to thrive and succeed.</p> <p><b>I Achieve</b></p> | <p>STEM: <b>I Discover and Explore</b><br/>I can take part in STEM opportunities such as scientific enquiry and maths reasoning in order to get STEM jobs in the future.</p> <p><b>I Discover</b><br/><b>I Explore</b></p> | <p>Attendance: <b>I Decide</b><br/>I know that being at school as much as possible on time helps me to learn.</p> <p><b>I Decide</b></p> |
| <div></div> |                                                                                                                                                                                                                                                         |                                                                                                                                                         |                                                                                                                                                                    |                                                                                                                                                                                |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                            |                                                                                                                                          |
| <p><b>Termly Driver Focus</b></p>                                                                                                                                                                                                                                     | <p>I Discover: young people discover their strengths and talents</p> <p>I Explore: young people explore the world of work and their place in it.</p>                                                                                                    |                                                                                                                                                         | <p>I Focus: young people focus on their values and interests</p> <p>I Plan: young people use decision-making skills to plan their learning and career programs</p> |                                                                                                                                                                                | <p>I Decide: young people decide on their best options and opportunities</p> <p>I Apply: young people apply their skills and knowledge to their learning and career planning</p>                                                                             |                                                                                                                                                                                                                            |                                                                                                                                          |

## EYFS

### Researching: (ELGs: Past and Present; The Natural World)

I can talk about the lives of the people around me and explore what they do and use in their jobs (e.g. bakers, builders, designers)

### • Designing: (ELG: Creating with Materials)

I can choose and talk about what I want to make and what tools and materials I might use.

### • Making: (ELGs: Fine Motor Skills; Creating with Materials)

I can safely use tools like scissors, glue and construction toys to make something I imagined or planned.

### • Evaluating: (ELGs: Creating with Materials; Being Imaginative and Expressive)

I can talk about what I've made, explain how I did it and say how I might change or improve it.

### • Technical knowledge: (ELGs: Creating with Materials; The Natural World)

I can explore how to use materials and tools in different ways, noticing how they feel and what they can do when I join, layer or build with them.

## Year 1

| Autumn 1 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|          | <u>Construction</u><br>Toy makers' workshop<br>How can we make a toy from recycled materials that is fun and safe to play with?                                                                                                                                                                                                                                                                                                                                                          |          | <u>Food &amp; Nutrition</u><br>Plant power: Snack like Jack<br>What tasty plant snacks help us grow strong like Jack?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | <u>Textiles</u><br>Seaside adventures<br>What shapes and colours will bring my seaside collage to life?                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|          | <b>Skills:</b><br><u>Researching:</u> I can explore toys and talk about what makes them fun and safe.<br><u>Designing:</u> I can draw a simple plan for my toy and choose materials to use.<br><u>Making:</u> I can build my toy using my plan, choosing materials and adding moving parts.<br><u>Evaluating:</u> I can test my toy to see how well it works and how to make it better another time.<br><u>Technical Knowledge:</u> I can practise cutting and joining materials safely. |          | <b>Skills:</b><br><u>Researching:</u> I can explore different fruits and vegetables and talk about which ones are healthy snacks.<br><u>Designing:</u> I can plan a simple snack using fruits or vegetables, choosing shapes and colours I like.<br><u>Making:</u> I can prepare a fruit or vegetable snack safely, cutting and arranging pieces to make it appealing.<br><u>Evaluating:</u> I can taste my snack and say what I like about it and how I could make it even better.<br><u>Technical Knowledge:</u> I can explain how to prepare food safely by washing hands, using clean tools and cutting carefully. |          | <b>Skills:</b><br><u>Researching:</u> I can look at seaside pictures and fabrics, and talk about the shapes, patterns and colours I notice.<br><u>Designing:</u> I can choose colours and shapes to plan my seaside collage.<br><u>Making:</u> I can arrange and join fabric shapes securely to create my seaside collage.<br><u>Evaluating:</u> I can compare my work with seaside pictures and say how well I showed my ideas.<br><u>Technical Knowledge:</u> I can explore how different fabrics feel and behave, and cut shapes safely and carefully. |
|          | <b>Key Vocabulary:</b><br>recycled, material, explore,                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | <b>Key Vocabulary:</b><br>assemble, bean, chop,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          | <b>Key Vocabulary:</b><br>attach, colour, collage, cool,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | safe, plan, string, shape, cut, join, tape, glue, build, wheel, decorate, balance, test, improve, finished, durable |  | combine, cut, fresh, fruit, grow, harvest, healthy, ingredients, mash, mix, peel, plant, prepare, safe, savoury, seed, slice, smooth, snack, soft, spread, sweet, taste, vegetable |  | cut, dark, decorate, fabric, felt, glue, join, layer, light, material, neat, pattern, secure, seaside, shapes, soft, texture, warm |
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## Year 2

| Autumn 1 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2 |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|          | <b>Textiles:</b><br>Buzzing bookmarks<br>How can you make a bookmark that's both fun and useful?                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | <b>Construction:</b><br>Rebuilding history<br>How can we build strong and stable houses like those from the time of the Great Fire of London?                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Food and Nutrition:</b><br>Super veggies to the rescue<br>How can we make veggies fun and delicious?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |
|          | <b>Skills:</b><br><b>Researching:</b> I can explore different fabric products and learn how to thread a needle.<br><b>Designing:</b> I can create a design plan for a bug-themed bookmark that is both functional and appealing.<br><b>Making:</b> I can sew two pieces of fabric together and add decorative stitching to create a functional bookmark.<br><b>Evaluating:</b> I can test and evaluate my bookmark for durability, usability and appearance.<br><b>Technical Knowledge:</b> I can practise running stitch and cross stitch to strengthen and decorate fabric |          | <b>Skills:</b><br><b>Researching:</b> I can find out about historical houses and say how they could be improved.<br><b>Designing:</b> I can draw a plan for a strong Tudor model house with a simple moving part.<br><b>Making:</b> I can build a model of a Tudor house using card and sticks with a simple mechanism.<br><b>Evaluating:</b> I can test if my model is stable and say how to improve it.<br><b>Technical Knowledge:</b> I can measure carefully, test how cross bracing makes a structure stronger and how simple mechanisms move. | <b>Skills:</b><br><b>Researching:</b> I can explore different types of potatoes and explain how they can be cooked in different ways.<br><b>Designing:</b> I can plan potato wedges by choosing which herbs or seasonings to add.<br><b>Making:</b> I can peel and cut vegetables safely; I can follow a recipe step by step to prepare and cook potato wedges safely.<br><b>Evaluating:</b> I can taste my potato wedges, say what worked well, and suggest one way to improve them.<br><b>Technical Knowledge:</b> I can use tools correctly and explain how to cook potatoes in a healthy way. |          |
|          | <b>Key Vocabulary:</b><br>aida, appealing, appearance, bookmark, cross-stitch, decoration, durable, embroidery, fabric, functional, neat, needle, needle threader, running stitch, secure, stitches, thread, usable                                                                                                                                                                                                                                                                                                                                                          |          | <b>Key Vocabulary:</b><br>timber, thatched, wattle, overhang, material, strong, flexible, suitability, frame, support, brace, triangle, beams, feature, structure, diagonal, construct, stable, compress                                                                                                                                                                                                                                                                                                                                            | <b>Key Vocabulary:</b><br>bake, coat, cooked, crisp, cut, dip, fresh, harvest, healthy, herbs, ingredients, knife, mash, mix, peeler, peel, potato, prepare, raw, safety, seasonal, slice, stir, toss, vegetable, wash, wedge                                                                                                                                                                                                                                                                                                                                                                     |          |

## Year 3

| Autumn 1 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 1 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|          | <b><u>Textiles:</u></b><br>How can you make the perfect pouch for a Stone Age adventure?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b><u>Food and Nutrition</u></b><br>How can we turn root vegetables into a colourful summer roll?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b><u>Mechanism:</u></b><br>How can we use magnets to make a model move mysteriously?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|          | <b><u>Skills</u></b><br><b><u>Researching:</u></b> I can explore and compare different pouches, discussing their features and sorting them into groups.<br><b><u>Designing:</u></b> I can design a pouch using a paper template and plan features such as size, shape and fastening.<br><b><u>Making:</u></b> I can sew fabric pieces together, add a fastening and make sure my pouch is strong and functional.<br><b><u>Evaluating:</u></b> I can test and evaluate my finished pouch, thinking about what worked well and what I could improve.<br><b><u>Technical Knowledge:</u></b> I can practise stitches and fastenings for my pouch. |          | <b><u>Skills</u></b><br><b><u>Researching:</u></b> I can explore root vegetables and explain how they are used in seasonal dishes.<br><b><u>Designing:</u></b> I can plan a summer roll recipe, choosing fillings that are colourful, healthy and tasty.<br><b><u>Making:</u></b> I can safely peel, slice and grate a range of vegetables and follow a simple recipe with support.<br><b><u>Evaluating:</u></b> I can taste my summer roll, say how well my fillings worked together and suggest one improvement.<br><b><u>Technical Knowledge:</u></b> I can prepare vegetables safely, using peeling, cutting and grating skills with greater control. |          | <b><u>Skills</u></b><br><b><u>Researching:</u></b> I can investigate how magnets work and identify everyday uses of magnetic forces in objects.<br><b><u>Designing:</u></b> I can create a design criteria and plan an ancient Egyptian-themed model that uses magnets to create a surprising effect.<br><b><u>Making:</u></b> I can join materials to make a strong, functional Egyptian-themed model with magnetic effect<br><b><u>Evaluating:</u></b> I can evaluate my model against the design criteria and suggest improvements.<br><b><u>Technical Knowledge:</u></b> I can accurately join, reinforce, stiffen and strengthen materials. |
|          | <b><u>Key Vocabulary:</u></b><br>appealing, cross-stitch, decoration, durability, fabric, fasteners, functional, historical, knot, needle, overstitch, pins, pouch, running stitch, seam, secure, Stone Age, templates, thread                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b><u>Key Vocabulary:</u></b><br>assemble, chop, cold dish, colourful, flavour, fresh, grate, grater, healthy, hygiene, knife, peel, peeler, prepare, raw, rinse, safe, seasonal, slice, soak, soften, texture                                                                                                                                                                                                                                                                                                                                                                                                                                            |          | <b><u>Key Vocabulary:</u></b><br>magnet, attraction, repel, hidden, force, poles, distance, material, precision, mechanism, secret, artefact, construct, align, ancient, secure, movement, interactive, symbol, treasure                                                                                                                                                                                                                                                                                                                                                                                                                         |

#### Year 4

| Autumn 1 | Autumn 2                                                                                                 | Spring 1 | Spring 2                                                                                        | Summer 1 | Summer 2                                                                                                                                      |
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|          | <b><u>Construction</u></b><br>Chariots in Motion<br>How can we use electricity to power a roman chariot? |          | <b><u>Textiles:</u></b><br>Bag a story<br>How can we create a functional and creative book bag? |          | <b><u>Food and nutrition</u></b><br>Chocolate that cares<br>How can we make a chocolate treat that is fair for people and kind to the planet? |
|          | <b><u>Skills</u></b><br><b><u>Researching:</u></b> I can explain how electricity                         |          | <b><u>Skills</u></b>                                                                            |          | <b><u>Skills</u></b><br><b><u>Researching:</u></b> I can identify flavour                                                                     |

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|  | <p>can be used to create movement and how this is different from Roman times.</p> <p><b>Designing:</b> I can design a Roman chariot that shows how electricity will be used to power movement.</p> <p><b>Making:</b> I can build a working electric Roman chariot by adding a motor and circuit to my chassis and testing and improving how it moves.</p> <p><b>Evaluating:</b> I can test, improve and evaluate my Roman chariot.</p> <p><b>Technical Knowledge:</b> I can explain and apply ways to strengthen a chassis by building a stable wooden box-frame with wheels and axles.</p> |  | <p><b>Researching:</b> I can explore different bags and learn about textile designs, explaining how their ideas inspire strong, useful and appealing designs.</p> <p><b>Designing:</b> I can design a book bag for a specific user, using appealing decorations and motifs linked to a favourite story.</p> <p><b>Making:</b> I can sew fabric pieces together neatly and securely to create my book bag.</p> <p><b>Evaluating:</b> I can test my bag for strength and use, and explain how well it meets my design goals, suggesting improvements.</p> <p><b>Technical Knowledge:</b> I can explain the purpose of different stitches and how I used tools safely.</p> |  | <p>combinations and textures that make chocolate delicious.</p> <p><b>Designing:</b> I can design a sustainable chocolate product that cares for the planet.</p> <p><b>Making:</b> I can create a chocolate treat using Fairtrade ingredients and eco-friendly Practices. I can use basic food preparation techniques confidently and hygienically.</p> <p><b>Evaluating:</b> I can evaluate my chocolate creation and explain how it reflects Fairtrade and sustainability values.</p> <p><b>Technical Knowledge:</b> I can describe how ingredients are sourced and processed. I can explain what Fairtrade is and why it is important for cocoa farmers.</p> |
|  | <p><b>Key Vocabulary:</b></p> <p>Roman, model, inspiration, chariot, circuit, wire, battery, bulb, mosaic, functional, switch, connection, build, attach, decorate, present, conductor, insulator, component, electricity</p>                                                                                                                                                                                                                                                                                                                                                               |  | <p><b>Key Vocabulary:</b></p> <p>accuracy, appealing, assemble, backstitch, capacity, construction, decorate, durable, fabric, fabric pens, functional, handles, leakage, neat, pattern, pinning, reinforce, seam, seam allowance, secure, sturdy</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p><b>Key Vocabulary:</b></p> <p>appearance, aroma, cacao, chocolate bark, cooling, eco-friendly, ethical, Fairtrade, fermentation, flavour pairing, harvest, melting point, production, recyclable, roasting, sustainability, tempering, texture, shipping</p>                                                                                                                                                                                                                                                                                                                                                                                                 |

## Year 5

| Autumn 1                                                                                                                                                                        | Autumn 2 | Spring 1                                                                                                                                                             | Spring 2 | Summer 1 | Summer 2                                                                                                                                                                 |
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| <p><b>Textiles:</b></p> <p>Moonlit magic</p> <p>How can fabric and stitching create atmosphere?</p>                                                                             |          | <p><b>Construction:</b></p> <p>Fairy-tale engineering</p> <p>How can we use pulleys and levers to solve a problem?</p>                                               |          |          | <p><b>Food and nutrition:</b></p> <p>Central America on a plate</p> <p>How can we cook a dish that celebrates its cultural flavours?</p>                                 |
| <p><b>Skills</b></p> <p><b>Researching:</b> I can explore the work of different textile artists and talk about how fabric, colour and stitching create mood and atmosphere.</p> |          | <p><b>Skills</b></p> <p><b>Researching:</b> I can investigate how mechanisms can solve real-life problems and link this to a problem in the world of fairy tale.</p> |          |          | <p><b>Skills</b></p> <p><b>Researching:</b> I can explore Central American ingredients and explain how culture and seasonality influence how they are used together.</p> |

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| <p><b>Designing:</b> I can design my wall hanging and use a template to cut fabric shapes accurately.</p> <p><b>Making:</b> I can sew on my appliqué shapes and use blanket stitch to finish edges.</p> <p><b>Evaluating:</b> I can evaluate my wall hanging, explain how it creates atmosphere and suggest improvements.</p> <p><b>Technical Knowledge:</b> I can use running stitch and overstitch to attach appliqué shapes securely and neatly.</p> |  | <p><b>Designing:</b> I can create design criteria and draw a labelled plan of a model fairy-tale theatre set with moving parts.</p> <p><b>Making:</b> I can build a model of a model fairy-tale theatre set with moving parts.</p> <p><b>Evaluating:</b> I can evaluate my model against the design criteria and suggest improvements.</p> <p><b>Technical Knowledge:</b> I can learn how pulleys, levers and linkages work.</p> |  |  | <p><b>Designing:</b> I can plan how to adapt a traditional recipe for flavour, texture or presentation.</p> <p><b>Making:</b> I can follow a multi-step recipe to prepare tortillas and dips with control and accuracy.</p> <p><b>Evaluating:</b> I can evaluate the taste, appearance and authenticity of my dish and suggest improvements.</p> <p><b>Technical Knowledge:</b> I can describe key ingredients, select appropriate tools, and explain hygiene rules needed to prepare food safely and confidently.</p> |
| <p><b>Key Vocabulary:</b> appliqué, appealing, atmosphere, backstitch, blanket stitch, composition, contrast, decorate, embellishment, embroider, fabric, hanging loop, layering, mood, overstitch, running stitch, secure, symbol, textile, theme</p>                                                                                                                                                                                                  |  | <p><b>Key Vocabulary:</b> problem, fairytale, solution, pulley, lever, force, load, structure, connect, tension, effort, fulcrum, direction, resistance, pivot, reinforce, modify, measure, aesthetic</p>                                                                                                                                                                                                                        |  |  | <p><b>Key Vocabulary:</b> adapt, assemble, authentic, Central America, chop, combine, cuisine, culture, flatten, fold, fry, knead, mash, portion, prepare, press, recipe regional, scoop, serve, staple, stir, taste, traditional</p>                                                                                                                                                                                                                                                                                  |

## Year 6

| Autumn 1 | Autumn 2                                                                                                                                                                                                       | Spring 1 | Spring 2                                                                                                                                                                                                        | Summer 1 | Summer 2                                                                                                                                                                                               |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <p><b>Electrifying creations:</b><br/>How can we combine electricity and design to create a spooky, Gothic-themed model?</p>                                                                                   |          | <p><b>Textiles:</b><br/>Trash to treasure<br/>How can you transform old materials into something new and amazing?</p>                                                                                           |          | <p><b>Food and nutrition:</b><br/>Mix it up<br/>How can we mix recipes to invent an exciting new food?</p>                                                                                             |
|          | <p><b>Skills</b><br/><b>Researching:</b> I can describe features of Gothic design using key vocabulary.<br/><b>Designing:</b> I can create a labelled design showing Gothic style and electrical features.</p> |          | <p><b>Skills</b><br/><b>Researching:</b> I can explore upcycled textile products and explain how they reduce waste.<br/><b>Designing:</b> I can plan a creative project that reuses materials with purpose.</p> |          | <p><b>Skills</b><br/><b>Researching:</b> I can explain what makes a hybrid food exciting and compare chef creations, describing how flavour, texture and presentation contribute to their success.</p> |

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|  | <p><b><u>Making:</u></b> I can build a stable structure and add electrical features.</p> <p><b><u>Evaluating:</u></b> I can evaluate the success of the model against design criteria.</p> <p><b><u>Technical Knowledge:</u></b> I can explain how electrical circuits work</p> |  | <p><b><u>Making:</u></b> I can sew my design with accuracy, following the plan I designed, and ensure all pieces fit together well.</p> <p><b><u>Evaluating:</u></b> I can reflect on my upcycled creation, thinking about design, function, sustainability and suggest ways to improve future projects.</p> <p><b><u>Technical Knowledge:</u></b> I can use a range of stitches and embellishments to add strength and detail.</p> |  | <p><b><u>Designing:</u></b> I can design a hybrid dish that combines two techniques, planning ingredients, shape and decoration.</p> <p><b><u>Making:</u></b> I can follow my recipe independently, making adjustments where needed to improve the outcome.</p> <p><b><u>Evaluating:</u></b> I can evaluate my dish for taste, appearance and inspiration, suggesting improvements with clear reasons.</p> <p><b><u>Technical Knowledge:</u></b> I can explain why some flavour combinations work and apply preparation techniques carefully to improve flavour, texture and presentation.</p> |
|  | <p><b>Key Vocabulary:</b></p> <p>Gothic, atmosphere, decoration, silhouette, circuit, component, series, parallel, layout, construct, connect, insulate, troubleshoot, motor, arch, architecture, hacksaw, bench hook, clamp</p>                                                |  | <p><b>Key Vocabulary:</b></p> <p>adapt, appliqué, attach, backstitch, cross-stitch, durable, embellish, fabric, fasten, overstitch, opening, personalise, recycle, repurpose, running stitch, seam, seam allowance, sustainable, textiles, upcycle</p>                                                                                                                                                                              |  | <p><b>Key Vocabulary:</b></p> <p>assemble, blend, chop, combine, cuisine, flavour pairing, fold, fresh, fusion, healthy, hybrid, innovation, layer, mash, mix, multicultural, prepare, recipe, reinvent, roll, savoury, slice, texture, trend</p>                                                                                                                                                                                                                                                                                                                                              |