

**PROGRESSION IN DESIGN TECHNOLOGY**

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**Subject Leader**

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This document aims to give guidance on the progression of Design Technology knowledge, skills and techniques across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Potential GD pupils should also be encouraged to record more independently and freely as well as be encouraged to experiment with and use materials of their own choice. Their increasingly critical thinking and in depth evaluation of their own and others' design and technology work should be reflected in their books and the products they create with increasing confidence and independence of thought.

In Design Technology, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Design Technology, the following approaches will be used, and be evident in pupils' books, in order to ensure that the Design Technology learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Design Technology experiences in school:

Teaching Sequence in Design Technology - individual lesson	Big picture: Placing the DT being studied in the context of similar past learning in the subject	Possible pedagogical approaches used in Design Technology	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Daily review: Brief review of learning covered in previous lesson/s		Constructivism	Inquiry-based learning; outdoor learning
Teaching Sequence in Design Technology - scheme of lessons following DT process	Teacher delivers a design brief, posing a problem to be solved in a context the children understand		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Children research existing products and possible construction materials/ingredients/tools.		Liberationism	Pupil-led learning; opportunities to showcase learning
	Children create their own design, in response to the brief and their research.		Learning, working and talking like a designer	Being introduced to the key vocabulary that a designer would use; following a design brief; thinking about an intended user for their product; using their research and prior knowledge/skills to inform their design; learning about real-life designers and how they contributed to their field.
	Children make their product.			
Children critically evaluate their work.				

	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>KNOWLEDGE</b>		<u>AUTUMN</u>	<u>AUTUMN</u>	<u>AUTUMN</u>	<u>AUTUMN</u>	<u>AUTUMN</u>	<u>AUTUMN</u>
	Why is it a good idea to draw a design before making something?	What is a moving picture?	Who was Isambard Kingdom Brunel and what did he design?	What is Japanese Kawaii style?	What is package design?	Who is Thomasina Miers and what does she do?	Who is Heston Blumenthal and what does he do?
<b>KEY QUESTIONS</b>	What different materials can we use to make things?	What is a mechanism?	What are the design features of boats?	What is embroidery?	What is graphic design?	What is Mexican street food?	What is an 'alternative' dish?
	What tools can we use to make things?	What is a lever/slider?	Which materials are buoyant and waterproof?	What are textile components?	What is meant by 'shelf-appeal' and why is it important?	What spices are used in Mexican cuisine?	What is cross-contamination in a kitchen?
	How can we cut things?	What is a pivot?		How is cross stitch different from running stitch?	How is a box net created?	What is the difference between frying and baking?	What are different cooking techniques and when are they used?
	How can we join things together?		<u>SPRING</u>	<u>SPRING</u>	<u>SPRING</u>	<u>SPRING</u>	<u>SPRING</u>
	How can we work safely?	What is a chef?	What is a textile designer?	Who was Jim Henson and what did he design?	Who is Clare Smyth and what does she do?	Who is Nicolas Grimshaw and what has he designed?	What is a mechanical engineer?
	What do you think about what you have made?	How does a chef chop/prepare food?	Who is Orla Kiely and what does she design?	What is the function of mechanisms in children's toys?	What is meant by 'locality' in terms of ingredients?	What is agriculture?	What is a mechanical system?
		How can we work safely?	What is applique?	What is a lever/linkage?	Which food products are grown/reared/produced in Yorkshire?	How has design changed agriculture and food production?	How does a pulley work?
		Why do we need to work hygienically?	What is a pattern piece?	What is a fixed/loose pivot?	What is kneading and why is it important?	How does a greenhouse work?	What is the load and how does it affect the pulley system?
			What is running stitch?				

		<u>SUMMER</u>	<u>SUMMER</u>	<u>SUMMER</u>	<u>SUMMER</u>	<u>SUMMER</u>	<u>SUMMER</u>
		<p>What is an engineer?</p> <p>Who was Isambard Kingdom Brunel and what did he design?</p> <p>What is a bridge?</p> <p>Why is it important for a bridge to be stable?</p>	<p>Who is Jamie Oliver and what does he do?</p> <p>Why did Jamie Oliver try to make changes to school dinners?</p> <p>What kind of foods are healthy and nutritious?</p> <p>How can we create a 'balanced' meal?</p>	<p>Who is Ken Hom and what does he do?</p> <p>What is Chinese cuisine?</p> <p>What is street food?</p> <p>What is the difference between slicing and dicing?</p> <p>What are kitchen utensils/ what different purposes are they used for?</p>	<p>What is an electrical engineer?</p> <p>Who was Nikola Tesla and what did he design?</p> <p>How is a simple circuit created?</p> <p>What is a switch and what is its purpose?</p>	<p>What is a frame structure?</p> <p>What is triangulation?</p> <p><u>SUMMER</u></p> <p>Which designers have designed products to make money for charity?</p> <p>What is meant by 'ethical' when talking about textile/fashion design?</p> <p>What is a seam allowance and why is it important?</p> <p>What is 'turning out' and how does it improve the look of a product?</p>	<p>Who was Ada Lovelace and what did she do?</p> <p>What is computer programming?</p> <p>How can computer programming be used to control a product?</p>
<b>RESEARCH SKILLS</b>	<ul style="list-style-type: none"> <li>Children might explore products such as toys or household items and think about their purpose/utility.</li> </ul> <p>What does it do?</p> <p>Who might use it?</p> <p>How does it move?</p> <p>What do you think it is made of?</p> <p>What do you like about it?</p>	<ul style="list-style-type: none"> <li>Explore a range of existing products, discussing how they are made and how they work.</li> <li>Discuss how these products could help them with their own design</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of existing products, discussing how they are made and how they work.</li> <li>Discuss how these products could help them with their own design</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> <li>Present their research in their own way.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about how key events and individuals in design and technology have helped shape the world.</li> <li>Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.</li> <li>Present their research in their own way.</li> </ul>
<b>DESIGN SKILLS</b>	<ul style="list-style-type: none"> <li>Talk about what they intend to make before they start.</li> <li>Draw a simple picture of their design before they make something.</li> <li>Say which materials they will use.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they want to make, in relation to the design brief and their research.</li> <li>Draw a simple picture of their product and add some words, e.g. its parts/materials.</li> <li>Choose the materials/ingredients/t</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they want to make, in relation to the design brief and their research.</li> <li>Draw a labelled picture of their product, which may include parts, components, materials.</li> <li>Choose the materials/ingredients/t</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop some of their own design criteria.</li> <li>Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>Indicate where a mechanism will go and</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop some of their own design criteria.</li> <li>Draw a fully labelled sketch/diagram of their product, including some measurements.</li> <li>Indicate where electrical components will go and briefly</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop their own design criteria.</li> <li>Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections.</li> </ul>	<ul style="list-style-type: none"> <li>Use their research to develop their own design criteria.</li> <li>Draw a fully labelled/annotated sketch/diagram of their product, including measurements and cross-sections.</li> </ul>

	<ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	<p>ools they will use, from a limited selection.</p> <ul style="list-style-type: none"> <li>Write down some of the materials/ ingredients/tools they will need, using a word bank to help them.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Understand the basic principles of a healthy and varied diet and that they are designing a healthy dish.</li> <li>Create a basic recipe, using drawings.</li> </ul>	<p>ools they will use, from a selection.</p> <ul style="list-style-type: none"> <li>Write a list of the materials/ ingredients/tools they will need.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Understand that the basic principles of a healthy and varied diet feature within their design.</li> <li>Create a basic recipe, using drawings and labels.</li> </ul>	<p>briefly explain how it will function.</p> <ul style="list-style-type: none"> <li>Choose the materials/ingredients/tools they will use, based on their suitability for the task.</li> <li>List the materials/ ingredients/tools they will need.</li> <li>Order the main stages of making.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Use the principles of a healthy and varied diet to help inform their design decisions.</li> <li>Create/adapt a recipe, including some weight/volume measurements.</li> </ul>	<p>explain how they will function.</p> <ul style="list-style-type: none"> <li>Choose the materials/ingredients/tools they will use, based on their suitability for the task.</li> <li>List the materials/ ingredients/tools they will need.</li> <li>Order the main stages of making.</li> <li>Use computer-aided design.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Use the principles of a healthy and varied diet to help inform their design decisions.</li> <li>Understand seasonality and locality of food and use this knowledge when designing their product.</li> <li>Create/adapt a recipe, including some weight/volume measurements and cooking method.</li> </ul>	<ul style="list-style-type: none"> <li>Create a cross-sectional design.</li> <li>Indicate where/how materials will be joined in order to create a stable structure.</li> <li>Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</li> <li>List the materials/ ingredients/tools they will need.</li> <li>Write (brief) instructions for how they intend to make their product.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Independently apply the principles of a healthy and varied diet to inform their design decisions.</li> <li>Apply their knowledge of seasonality and locality of food to inform their design decisions.</li> <li>Create/adapt a recipe, including weight/volume measurements and cooking method/times.</li> <li>Plan how the food will be presented/served to others.</li> </ul>	<ul style="list-style-type: none"> <li>Create an exploded diagram.</li> <li>Indicate where/how materials will be joined in order to create a stable structure.</li> <li>Indicate where electrical components will go and explain how they will function.</li> <li>Explain how computer programming will control the product.</li> <li>Indicate where mechanisms will go and explain how they will function</li> <li>Choose the materials/ingredients/tools they will use, based on their suitability for the task, including sourcing their own materials where appropriate.</li> <li>List the materials/ ingredients/tools they will need.</li> <li>Write (brief) instructions for how they intend to make their product.</li> </ul> <p><b>Food and cookery</b></p> <ul style="list-style-type: none"> <li>Independently apply the principles of a healthy and varied diet to inform their design decisions.</li> <li>Apply their knowledge of seasonality and locality of food to inform their design decisions.</li> <li>Create/adapt a recipe, including weight/volume measurements and cooking method/times.</li> </ul>

							<ul style="list-style-type: none"> <li>Plan how the food will be presented/served to others.</li> </ul>
<p><b>MAKING SKILLS</b></p> <p><b>CONSTRUCTION</b></p>	<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Try to follow their design when making something.</li> <li>Represent their own ideas, thoughts and feelings through design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Mark materials before cutting.</li> <li>Cut paper and other materials safely and with some accuracy.</li> <li>Join paper and other materials using a variety of basic methods such as gluing, taping, clipping, tying.</li> <li>Use simple components, such as split pins.</li> <li>Create a basic mechanism (lever/slider).</li> <li>Test their product as they work.</li> <li>Experiment with ways to make a structure stiffer/more stable as they work.</li> </ul>	<ul style="list-style-type: none"> <li>Mark materials before cutting and sometimes measure.</li> <li>Cut paper and other materials safely and with increasing accuracy.</li> <li>Begin to choose the most effective joining methods for the task/materials.</li> <li>Use simple components, such as split pins.</li> <li>Test their product as they work, to see if it meets the requirements of the intended user.</li> <li>Apply their knowledge of materials to make a structure stiffer/ more stable as they work.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and mark materials before cutting.</li> <li>Cut materials accurately, using appropriate tools.</li> <li>Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>Create a working mechanism (levers and linkages) and incorporate it into their product.</li> <li>Pay attention to the finishing of their product.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and mark materials before cutting.</li> <li>Cut materials accurately, using appropriate tools.</li> <li>Score and fold paper/card accurately.</li> <li>Join a range of materials using a variety of methods, usually choosing the method most suited to the task.</li> <li>Test their product as they work, making informed adjustments to ensure their product meets the design criteria.</li> <li>Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>Create a basic electrical circuit and incorporate it into their product.</li> <li>Pay attention to the finishing of their product.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and mark materials with increased accuracy, before cutting.</li> <li>Cut materials accurately, using appropriate tools.</li> <li>Join a range of materials using a variety of suitable methods.</li> <li>Test their product as they work, making informed adjustments and sometimes anticipating problems.</li> <li>Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>Create a polished and well-finished product.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and mark materials with increased accuracy, before cutting.</li> <li>Cut materials accurately, using appropriate tools.</li> <li>Join a range of materials using a variety of suitable methods.</li> <li>Test their product as they work, making informed adjustments and striving to address any anticipated problems.</li> <li>Apply their prior knowledge and understanding to make structures stiffer/ more stable as they work.</li> <li>Create a working mechanism (pulleys and gears) and incorporate it into their product.</li> <li>Create a basic electrical circuit and incorporate it into their product.</li> <li>Programme a computer to control their product.</li> <li>Create a polished and well-finished product.</li> </ul>

<p><b>MAKING SKILLS</b></p> <p><b>TEXTILES</b></p>	<p>Not covered.</p>	<p>Not covered.</p>	<ul style="list-style-type: none"> <li>• Making/using simple paper pattern pieces.</li> <li>• Cutting fabric carefully.</li> <li>• Learning sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing using running stitch, attempting to produce neat, equal stitches</li> <li>• Creating a design on fabric using applique.</li> <li>• Creating a design on fabric using pens/paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Making/using a paper pattern (front and back pieces).</li> <li>• Cutting fabric with increasing accuracy.</li> <li>• Sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing using running stitch and cross stitch.</li> <li>• Creating a design on fabric using applique.</li> <li>• Sewing on simple components – buttons/sequins/ribbon</li> <li>• Using stuffing</li> </ul>	<p>Not covered.</p>	<ul style="list-style-type: none"> <li>• Making/using a paper pattern (front and back pieces).</li> <li>• Including a seam allowance.</li> <li>• Cutting fabric accurately.</li> <li>• Sewing basics – threading a needle, knotting your thread, finishing off.</li> <li>• Sewing neatly using running stitch/back stitch.</li> <li>• Turning out so stitching is hidden.</li> <li>• Creating designs on fabric using applique/pens/ paint.</li> <li>• Incorporating a fastening component – button/zip/press stud.</li> </ul>	<p>Not covered.</p>
<p><b>MAKING SKILLS</b></p> <p><b>FOOD</b></p>	<ul style="list-style-type: none"> <li>• Learn about which foods are healthy.</li> <li>• Learn about what a recipe is.</li> <li>• Watch an adult/take part in basic food preparation.</li> <li>• Learn about basic food hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food.</li> <li>• Peel fruit where necessary.</li> <li>• Use a knife and chopping board safely.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures with support – washing hands; washing fruit/veg; keeping meat separate; cleaning surfaces before and after preparing food.</li> <li>• Use a knife and chopping board to neatly chop ingredients.</li> <li>• Use a spoon to add condiments.</li> <li>• Carefully roll up their wrap.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Make a simple sauce.</li> <li>• Cook the product in the oven, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Knead and roll out dough.</li> <li>• Cook the product in the oven, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Cook food in the oven and/or on a stove top, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross-contamination when preparing raw meat; cleaning surfaces before and after preparing food.</li> <li>• Use appropriate tools to peel, chop, slice, grate and mix ingredients.</li> <li>• Cook food in the oven and/or on a stove top, ensuring it is fully cooked.</li> <li>• Serve food in an appealing way.</li> <li>• Clean/wash up after themselves</li> </ul>
<p><b>EVALUATION SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Talk about what they have made.</li> <li>• Say what they like about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what went well and which aspects of their product they are pleased with.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what went well and which aspects of their product they are pleased with.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the strengths of their product.</li> </ul>

	<ul style="list-style-type: none"> <li>Think of ways they could make it even better.</li> </ul>	<ul style="list-style-type: none"> <li>Describe anything that didn't work as well and any changes they had to make.</li> <li>Discuss whether they think their intended user will like/did like the product and why.</li> </ul> <p>(Can be done verbally or written).</p>	<ul style="list-style-type: none"> <li>Describe anything that didn't work as well and any changes they had to make.</li> <li>Discuss what the intended user might think about the product.</li> <li>Suggest how their product could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any areas for development/improvements that could be made.</li> <li>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any areas for development/improvements that could be made.</li> <li>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any areas for development/improvements that could be made.</li> <li>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Identify any areas for development/improvements that could be made.</li> <li>Discuss whether the product meets the requirements of the brief/the needs of the user – is it fit for purpose?</li> <li>Take part in peer evaluation, giving and receiving feedback from fellow pupils.</li> </ul>
<b>Subject Specific Vocabulary</b>  <b>KEY WORDS</b>	<p>Please note these definitions of key words which need to be understood in the specific context of primary Design and Technology, across all year groups.</p> <p><b>design</b> 1. plan to do something with a <u>specific purpose in mind</u> 2. do a drawing of something before making it</p> <p><b>designer</b> 1. a person who creates a plan for something they want to make 2. also focus on 'designer' as a job title/career, e.g. 'fashion designer'</p> <p><b>technology</b> using what we know about Science to help us make useful things</p> <p><b>product</b> an outcome piece <u>with a function</u>/that does something - <u>not necessarily a thing which can be sold</u></p> <p><b>brief</b> the initial instructions that tell us what we need to do in our project</p> <p><b>user</b> the person who we are designing our product for, whose needs/wants must be taken into account</p>						
<b>Subject Specific Vocabulary by Year Group</b> Use with all units across the year.	<b>UFS</b>  design designer	<b>Year 1</b>  design designer brief product user	<b>Year 2</b>  design designer brief product user	<b>Year 3</b>  design designer brief product user technology	<b>Year 4</b>  design designer brief product user technology	<b>Year 5</b>  design designer brief product user technology	<b>Year 6</b>  design designer brief product user technology
<b>Topic Specific Vocabulary</b>	<u>Construction</u> make cut join strong tools materials	<u>Autumn CONSTRUCTION</u>  moving part mechanism lever slider pivot	<u>Autumn CONSTRUCTION</u>  float buoyant (Science) water-proof (Science) stable	<u>Autumn TEXTILES</u>  pattern piece cross stitch applique embroidery component	<u>Autumn CONSTRUCTION</u>  net score tab graphic design shelf-appeal	<u>Autumn FOOD</u>  bake fry spices texture Mexican cuisine	<u>Autumn FOOD</u>  cross-contamination local produce alternative dish cooking technique seasonality

	<b>Food</b> <b>ingredients</b> <b>healthy</b> <b>cook</b> <b>taste</b>		<b>technology</b> (link to using scientific knowledge to make things work)				
	<u>Spring</u> <b>FOOD</b>  ingredients healthy chop hygiene chef	<u>Spring</u> <b>TEXTILES</b>  needle thread pin pattern piece applique	<u>Spring</u> <b>CONSTRUCTION</b>  mechanism lever linkage fixed pivot loose pivot	<u>Spring</u> <b>FOOD</b>  grown reared local produce dough knead	<u>Spring</u> <b>CONSTRUCTION</b>  greenhouse frame structure triangulation reinforce agricultural engineering	<u>Spring</u> <b>CONSTRUCTION</b>  mechanical system pulley load transport mechanical engineer	
	<u>Summer</u> <b>CONSTRUCTION</b>  construct structure support stable engineer	<u>Summer</u> <b>FOOD</b>  ingredients hygiene balanced nutritious world foods	<u>Summer</u> <b>FOOD</b>  utensils slice dice recipe street food	<u>Summer</u> <b>CONSTRUCTION</b>  battery circuit switch bulb electrical engineer	<u>Summer</u> <b>TEXTILES</b>  back stitch seam allowance turn out fashion designer ethical product	<u>Summer</u> <b>CONSTRUCTION</b>  circuit monitor control program electrical engineer	