



YEAR THREE / FOUR KNOWLEDGE ORGANISER DESIGN TECHNOLOGY: Food – Eating Seasonally



DESIGN

- Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish

MAKE

- 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

EVALUATE

- 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

TECHNICAL KNOWLEDGE

To know that not all fruits and vegetables can be grown in the UK

- 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

KEY VOCABULARY

climate
diet
imported
ingredients
natural
processed
reared
recipe
seasonal
seasons
sugar

SUBJECT SPECIFIC SKILLS

Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.

Knowing how to prepare themselves and a workspace to cook safely in, learning the basic rules to avoid food contamination.

Following the instructions within a recipe.

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.

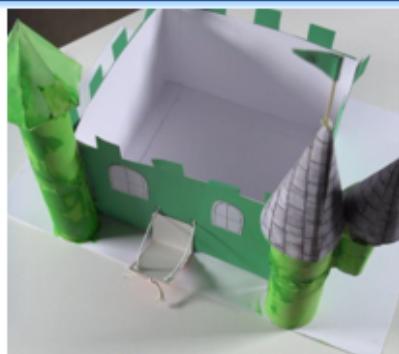
PRIOR KNOWLEDGE

This unit builds upon the 'Balanced diet' unit covered in year 2. In Year 5/6 the children build on this knowledge by investigating healthier alternatives in recipes.





YEAR THREE / FOUR KNOWLEDGE ORGANISER DESIGN TECHNOLOGY: Structure – Building a castle



TECHNICAL KNOWLEDGE

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.

To know that a **facade** 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.

KEY VOCABULARY

- 2D
- 3D
- Castle
- Design
- Key Features
- Net
- Scoring
- Shape
- Stable
- Stiff
- Strong
- Structure
- tab

DESIGN

- 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
- Designing and/or decorating a castle tower on CAD software

MAKE

- Constructing a range of 3D geometric shapes using nets
- Creating special features for individual designs
- Making facades from a range of recycled materials

EVALUATE

- 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

SUBJECT SPECIFIC SKILLS

Designing a castle/rampart with key features to appeal purpose.

Drawing and labelling a castle design using 2D shapes.

Designing and/or decorating a castle tower on CAD software.

Constructing a range of 3D geometric shapes using nets.

Creating special features for individual designs.

Making facades from a range of recycled materials.

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.

Prior Learning Links:

This unit builds on the work in Year 2 where children learned:

To understand that axles are used in structures and mechanisms to make parts turn in a circle and that different structures are used for different purposes.





YEAR THREE / FOUR KNOWLEDGE ORGANISER DESIGN TECHNOLOGY: Textiles – Egyptian Collars

IMAGES



DESIGN

- Investigate and practice different stitches and joining techniques
- Research the purpose and design of Egyptian collars in ancient history using a range of secondary resources.
- Design an Egyptian collar which includes applique, cross stitch and running stitch.

MAKE

- Children make their own collar following design steps and design criteria

EVALUATE

- Evaluate the success of their design against their original design and design criteria
- Suggest strengths and weaknesses and areas for development.

TECHNICAL KNOWLEDGE

-To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric

•To know that when two edges of fabric have been joined together it is called a seam

•To know that it is important to leave space on the fabric for the seam

KEY VOCABULARY

Applique

- Cross-stitch
- Collar
- Decorate
- Detail
- Fabric
- Patch
- Running-stitch
- Seam
- Stencil
- Stuffing
- Target audience
- Target customer
- Template

SUBJECT SPECIFIC SKILLS

Designing and making a template for an Egyptian collar and applying individual design criteria.

Following design criteria to create a collar.

Selecting and cutting fabrics with ease using fabric scissors.

Threading needles with greater independence.

Tying knots with greater independence.

PRIOR KNOWLEDGE

Having learnt the basics of sewing and decorating fabric in key stage one, this unit builds on the children's repertoire by introducing two new skills: cross-stitch and appliqué.

