



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count



Headteacher: Mrs Jeni Houghton

Design and Technology Knowledge Organiser | Year 6

Range of Tools		Main Processes		Food Technology Assessment of skills By the end of the year children will be able to:
Slow cooker 		<u>1. Investigate, observe and record</u> Discuss and explain *how well existing products have been made *why certain materials have been used *what construction methods have been used	<u>2. Generate Ideas</u> Share and clarify ideas through wider discussion Use exploded diagrams to explore ideas Use CAD if available Generate realistic ideas for end user. Make design decisions that take into consideration the environmental impact. Carry out research using surveys and interviews. Produce lists of equipment and resources needed.	Understand the seasonality of food available To understand how food is processed into ingredients (wheat into flour) Prepare and cook a savoury dish that may need a heat source Understand that a recipe can be adapted for appearance and taste. Peel into ribbons (carrots/courgettes) Measure accurately using scales Grate using greater control (lemon for zest/nutmeg for flavour) Thread firmer foods onto skewers (onions) Cut firm ingredients using a range of grips for safety To know there are a vast range of ingredients used around the world Lemon grass, papaya , bean spouts, lentils, coconut, spices
Ribbon Peeler 		*how well product meets needs of user *the sustainability of product *the impract on the environment		
Cams and gears 		<u>3. Design</u> Work confidently within a range of contexts Explain how different parts of the product work Identify the design features that appeal to wider audience Develop design brief Explain choices/practical features of materials	<u>4. Make</u> Select and explain choice of tools and materials Create and follow step by step plans Follow all health and safety rules Use a wider range of components Measure, mark out, cut and shape materials accurately Use techniques that involve a number of steps Demonstrate resourcefulness when confronted by problems Show accuracy within all processes.	Technical Knowledge Assessment of Skills By the end of the year children will be able to:
Exploded diagram 				Research inventors, designers, chefs and manufacturers who have developed ground breaking products. Discuss and investigate how to use learning from science and maths to help design products that work. (Measuring and forces) Investigate the functional and aesthetic qualities of products Investigate cams, pulleys and gears and how they can be used within a product To understand how the components in a complex electrical system work and how they can be used in products Form a 3D textile product from a combination of fabric shapes Use precise technical vocabulary. Temperature, slow cooker, broil Backstitch, press stud, seam allowance Wire strippers, screws, nails, screw driver, dowel, Crocodile clip, file, pulley,
Press stud 		<u>5. Evaluate</u> Identify strengths and areas for development Consider the views of others including the end user to improve work. Critically evaluate quality of design and the fitness of purpose. Evaluate against original design plan.		
Crocodile clip 				