



Design and Technology Subject Leader File

Intent

At Culgaith, we believe

Our curriculum map is structured through a sequence of units of work over two years, which link to our half termly topics, which allows and ensures there are opportunities to experience and develop a structured progression of skills and knowledge that builds upon children's prior learning and experiences. Each year, children will learn about a variety of engineers and architects.

Aims:

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Implementation

This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems)
- Well planned and resourced projects providing children with a hands-on and enriching experience
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the development of skills and engagement with topic.

Impact

The impact of our plans is that children at Culgaith School will develop a love of Design and Technology. From having a hands-on, enriching approach to this subject children in year 6 will have gained skills that will continue building and developing as life-long learners. The study of design and technology is evident and visual throughout the school; in children's books, displays and models they have made in class. Impact can also be measured through the progression children have made through the school.

Class 1

D.T ART	A 2023/2024	B 2024/2025	C 2021/2022	D 2022/2023
Autumn Nursery	All about me Toys in the past/ toys from around the world Collage • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Construction and mechanism – design and make a toy • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)	Polar Explorers extreme environments Collage • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Textiles • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (3-4)	Transport - journey around the world Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Construction and Mechanism – vehicles • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)	Ourselves/ Local Study Drawing – portraits - pencil • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Food and Nutrition • Make healthy choices about food and drink. (PSED) (3-4)
Autumn Recepti on	All about me Toys in the past/ toys from around the world Collage • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Polar Explorers extreme environments Collage • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Transport - journey around the world Sculpture / painting • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.	Ourselves/ Local Study Drawing – portraits - pencil • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

	Construction and mechanism – design and make a toy • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Textiles • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Construction and Mechanism – vehicles • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	Food and Nutrition • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)
Spring Nursery	Famous People / Famous explorers Drawing / printing – portraits / pop art – ICT software / chalk / pastels • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.(3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Textiles – making puppets of famous people • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (3-4)	The Great Fire of London / London Drawing / printing • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Construction Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)	People who help us (Florence Nightingale) Traditional Tales Collage / printing • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Food and Nutrition – What is a healthy diet? Linked to meals from traditional tales. • Make healthy choices about food and drink. (PSED) (3-4)	Space Around the world Painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) Construction • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)
Spring Reception	Famous People / Famous explorers Drawing / printing – portraits / pop art – ICT software / chalk / pastels • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build	The Great Fire of London / London Drawing / printing • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to	People who help us (Florence Nightingale) Traditional Tales Collage / printing • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous	Space Around the world Painting • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous

	on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Textiles – making puppets of famous people • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	represent them. • Create collaboratively, sharing ideas, resources and skills. Construction Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Food and Nutrition – What is a healthy diet? Linked to meals from traditional tales. • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)	learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Construction • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Summer Nursery	Great Britain Kings, Queens and Castles Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) Food and Nutrition – What is a healthy diet? • Make healthy choices about food and drink. (PSED) (3-4)	Dinosaurs - continents and oceans Sculpture / painting • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.(3-4) Food and Nutrition – Where does food come from? • Make healthy choices about food and drink. (PSED) (3-4)	Farming Victorians Drawing – ICT software/ charcoal/inks • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4) • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. (PD) Textiles and Construction – Victorian Toys Eg peg dolls • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4)	Seaside Collage • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Textiles – weaving / patterns • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (3-4)

Summer Reception	Great Britain Kings, Queens and Castles Sculpture / painting • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Food and Nutrition – What is a healthy diet? • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)	Dinosaurs - continents and oceans Sculpture / painting • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Food and Nutrition – Where does food come from? • Know and talk about the different factors that support their overall health and wellbeing: healthy eating. (PSED)	Farming Victorians Drawing – • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Textiles and Construction – Victorian Toys Eg peg dolls • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Seaside Collage • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Use one-handed tools and equipment, for example, making snips in paper with scissors. (PD) Textiles – weaving / patterns • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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Class 2 History Geography Art and Design	Year A 2024/2025	Year B 2025/2026	Year C 2026/2027
Autumn 1	How did we learn to fly? Structures - kites - The Wright Brothers	How was school different in the past? How have children's lives changed? Digital art linked with drawing - portraits - Frida Kahlo	Greeks Sculpture / architecture Monir Shahroudy Farmamfarmaian - mirror mosaic
Autumn 2	Who lives in Antarctica? Mixed media collage - Zaria Forman Painting and oil pastels	Why is our world wonderful? Construction - mechanical system - bird feeder	Where does our food come from? Fairtrade Food and Nutrition
Spring 1	Romans - why did the Romans settle in Britain? Mechanical system catapults or chariot Understand basic food groups and prepare simple healthy snacks - to be completed in science	What is a Monarch? Textiles- creating a royal cushion	Border Reivers Construction - mechanical systems - water wheels?
Spring 2	Are all settlements the same? Drawing - sketching - Claude Monet / Laura Carlin - The Promise. Local artist - William cooper	Hot and Cold places Sculpture - hook - ice sculpture	What are rivers and why are they used? Drawing / painting

Summer 1	Egyptians and Fairtrade Textiles - Egyptian Jewellery	Stone Age Iron Age Printing - cave art - using natural materials to make images	Were the vikings raiders, traders or something else? Design fit for purpose - textiles - dye tie or Batik & wax
Summer 2	Why are rainforests important? Painting - Flora and Fauna - access art	Volcanoes and Earthquakes Food and Nutrition Understand seasonal ingredients Prepare simple savoury dishes safely	What is it like to live by the coast? Drawing

Class 3 History Geography Art and Design	Year A 2024/2025	Year B 2025/2026
Autumn 1	World War 2 Drawing, colour and printing - Wartime wallpaper 1940s design - geometric patterns and include a designed symbol of peace and hope.- William Morris	Wainwright (MT - Remembrance) Digital media - landscapes
Autumn 2	Where does our energy come from? Electrical Structure - Steady hand game -Ralph Baer apply their understanding of computing to program, monitor and control their products	Mountains and independent fieldwork enquiry Electrical Structure- link to mountain rescue - creating a torch
Spring 1	Tudors Tudor Rose - shape, colour and collage - Henri Matisse	Normans Mechanism - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; - Norman castle drawbridge (miniature)
Spring 2	Greenwich meridian / time zones Textiles - create a world map using applique and embroidery - Sue Stone - designing and making a functional textile product	Why do oceans matter? Water cycle Printing - mono printing
Summer 1	Victorians / Census Local History Food and Nutrition Understand where food comes from (farm to fork) Prepare and cook a range of healthy dishes	Africa - The Benin Food and Nutrition Plan and prepare balanced meals - adapt recipes
Summer 2	Why does the population change? L S Lowry - painting, drawing and sketchbooks	Would you like to live in the desert? Sculpture -3D - architecture

EYFS: Expressive Arts and Designs

Effective teaching and learning are:

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Self Expression, main links to D&T:

- Exploring materials helps children to express themselves and communicate their thoughts, actions and ideas in many different ways.
- A good range of quality materials will help children develop their creativity.
- You can use found materials as well as more traditional bought art materials.
- Children’s interaction and exploration with materials supports their wider knowledge and understanding of the world around them.

Progression of skills in design and technology for EYFS, KS1 and KS2

National Curriculum Reference for KS1	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>
EYFS	-Begin to use the language of designing and making, e.g. join, build and shape. -Learning about planning and adapting initial ideas to make them better.	-To learn to construct with a purpose in mind. -Selects tools and techniques needed to shape, assemble and join materials.	-Begin to talk about changes made during the making process, e.g. making a decision to use a different joining method.	-To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters. -Learn how everyday objects work by dismantling things.	-To begin to understand some of the tools, techniques and processes involved in food preparation. -Children have basic hygiene awareness.
KS1	-Generate ideas by drawing on their own experiences. -Describe what their products are for. -Say how their products will work. -Use knowledge of existing products to come up with ideas. -Model ideas by exploring materials, components and construction kits.	-Start to choose their tools and equipment, explaining their choices. -Select from a range of materials according to characteristics. -Measure, mark-out, cut and shape materials. -Assemble, join and combine materials.	-Make simple judgements about their products and designs and suggest how their products could be improved. -Evaluate what they like and dislike about existing products. -Describe where (their) products might be used.	-Know about the movement of simple mechanisms, such as levers, sliders, wheels and axles. -How to make freestanding structures stronger, stiffer and more stable. -To know the correct technical vocabulary for the project they are working on.	-Know that all food comes from plants and animals. -Food has to be farmed, grown (elsewhere) or caught. -Know how to name and sort foods into 5 groups in The Eat Well plate. -How to prepare simple cold dishes safely and hygienically. -Use techniques such as, cutting, peeling and grating.

National Curriculum Reference for KS2	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical Knowledge</u>	<u>Cooking and Nutrition</u>
Lower KS2	-To describe the purpose of their products. -To indicate design features of their products and explain how particular part of their products work. -Develop own design criteria and use these to inform their ideas. -Model their ideas through: prototypes, sketches and CAD. -Develop realistic ideas with a clear purpose or person in mind.	-Select tools and equipment, explaining their choices for use. -Select materials and components suitable for task. -Explain their choice of materials and components according functional properties and aesthetic qualities. -Measure, mark-out, cut and shape materials with some accuracy. -Assemble, join and combine materials with some accuracy. -Start to apply finishing techniques.	-Refer to their design criteria as they design and make. -Use their design criteria to evaluate their completed products. -Evaluate existing designs looking at: how well it was made, why materials were chosen etc. -Whether products can be recycled and reused. -To know about key inventors and designers.	-How mechanical systems such as levers and linkages or pneumatic systems create movement. -How simple electrical circuits and components can be used to create functional products. -To learn how to program a computer to control their products. -How to make strong, stiff shell structures.	-That food is grown, reared and caught in the UK, Europe and the wider world. -How to prepare and cook a variety of savoury foods safely and hygienically including, where appropriate, the use of a heat source. -To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. -To know that a healthy diet is made up from a variety and balance of different food and drinks.
Upper KS2	-Carry out research, using surveys, interviews, questionnaires and web-based resources. -Identify the needs, wants, preferences and values of particular individuals and groups. -Develop a simple design specification to guide their thinking. -Generate innovative ideas, drawing on research. Make design decisions, taking account of constraints such as time, resources and cost.	-Produce appropriate lists of tools, equipment and materials that they need. -Formulate step-by-step plans as a guide to making. -Accurately measure, mark-out, cut and shape materials and components. -Accurately assemble, join and combine materials and components. -Accurately apply a range of finishing techniques. -Use techniques that involve a number of steps. -Demonstrate resourcefulness tackling practical problems.	-Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. -Evaluate their ideas and products against their original design specification. -Investigate and analyse how much products cost to make, how innovative products are, how sustainable the materials in products are and what impact the products have beyond their intended purpose. -To know more about key inventors, designers, engineers, chefs and manufacturers.	-How mechanical systems such as cams or pulleys or gears create movement. -How more complex electrical circuits and components can be used to create functional products. -How to program a computer to monitor changes in the environment and control their products. -How to reinforce and strengthen a 3D framework.	-That seasons may affect the food available. -How food is processed into ingredients that can be eaten or used in cooking. -To know that recipes can be adapted to change the appearance, taste, texture and aroma. To know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.

Curriculum Map

KS 1	All about me Great Britain	Famous people	Toys in the past	The Great Fire of London	Polar Explorers	Dinosaurs	Transport and travel	People who help us/Florence Nightingale	Farming/Victorians
design purposeful, functional, appealing products for themselves and other users based on design criteria			X		X		X		
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology			X		X		X		
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	X			X			X		X
select from and use a wide range of materials and components, including construction materials, according to their characteristics	X		X	X			X		X
select from and use a wide range of textiles according to their characteristics		X			X			X	
select from and use a wide range of ingredients, according to their characteristics	X					X			X
explore and evaluate a range of existing products	X	X	X	X	X	X	X	X	X
evaluate their ideas and products against design criteria	X	X	X	X	X	X	X	X	X
build structures, exploring how they can be made stronger, stiffer and more stable		X				X		X	
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			X	X			X		X

<u>KS 2</u>	<u>Egyptians/ Black History Month</u>	<u>Normans</u>	<u>Tudors</u>	<u>Stone age/Iron age</u>	<u>Romans</u>	<u>The Lake District/ Wainwright Fairtrade</u>	<u>Greeks</u>	<u>Africa</u>	<u>Vikings</u>	<u>Mayans</u>	<u>Anglo Saxons/ Celts</u>	<u>Border Reivers</u>
• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;	X			X	X		X					
• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	X	X	X	X	X	X	X	X	X	X	X	X
• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;	X			X	X		X		X	X		
• 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.		X				X		X				X
• investigate and analyse a range of existing products;	X	X	X	X	X	X	X	X	X	X	X	X
• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;	X	X	X	X	X	X	X	X	X	X	X	X
• understand how key events and individuals in design and technology have helped shape the world.		X		X	X		X		X	X	X	
• apply their understanding of how to strengthen, stiffen and reinforce more complex structures;			X	X					X		X	
• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];	X			X			X			X		
• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];			X	X				X			X	
• apply their understanding of computing to program, monitor and control their products.			X						X			
• understand and apply the principles of a healthy and varied diet;		X				X		X				X
• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;		X				X		X				X

[illegible]

Vocabulary Progression Map

DESIGN TECHNOLOGY: VOCABULARY MAP								
	Design and Develop		Making		Product		Evaluation	
EYFS	• Plan • Draw • Ideas • Design		• Make • Build • Combine • Join • Shape • Tools		• Complete • Product • Final		• Change • Like • Dislike • Next time • Better • Worse • Different • Instead	
DESIGN TECHNOLOGY: VOCABULARY MAP								
	Design		Technical Knowledge & Making		Cooking and Nutrition		Evaluate	
KS1	• Plan • Prepare • Design • Materials • Ideas • Use • Model • Development • Market Research • Survey • Template		• Fast • Slow • Faster • Slower • Up • Down • Turn • Wind up • Design • Draw • Sketch • Tools • Fix • Glue • Attach • Features • Brick • Wood • Stone • Cloth • Metal • Foam • Felt • Paper • Tissue • Newspaper • Cardboard • String • Wool • Clay • Scissors • Glue • Tape • Cut • Stick • Decorate		• Healthy • Unhealthy • Source • Fruit • Vegetables • Clean • Safe • Dirty • Unsafe • Amount • Ingredients • Recipe • Weight • Nutrients • Vegetarian • Dietary requirements		• Change • Improve • Prefer • Useful • Unsuccessful • Future • Progress • modify • Alter • Adapt • Original • Finished article • Evaluate • Graphics	
KS2	• Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate • Brief • Product • Consumer • Customer • Target audience • Purpose • Application • Constraints • Client		• Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable		• Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria		• Assess • Edit • Improve • Alter • Outcome • Develop • Test • Analyse • Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality	