

# Subject progression map

## Subject: Art

	Skills	Knowledge	Key Vocabulary
EYFS	<p><b>0-3 Years</b></p> <ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</li> <li>• Learn how everyday objects work by dismantling things.</li> <li>• Begin to understand some of the tools, techniques and processes involved in food preparation.</li> <li>• Describe the taste and textures of some foods.</li> <li>• Suggest some foods that are healthy.</li> <li>• Have basic hygiene awareness.</li> </ul>	<p>draw, ideas</p> <p>build, make</p> <p>bead, button, fabric, felt, scissors, sew</p> <p>materials, cello tape, glue stick, masking tape, paper clip, plasticine, ruler, straw</p> <p>like, don't like</p> <p>Apron, chop, cut, equipment, fork, knife, mix, spoon</p>

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	<p><b>Reception</b></p> <ul style="list-style-type: none"><li>• Explore, use and refine a variety of effects to express their feelings and ideas</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Develop techniques for joining materials – eg glue, adhesive tape</li><li>• Children to use a range of tools with care and precision</li></ul>		
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## Subject: Art

<p><b>Year 1</b></p>	<p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• have own ideas</li> <li>• explain what I want to do</li> <li>• explain what my product is for, and how it will work</li> <li>• use pictures and words to plan, begin to use models</li> <li>• design a product for myself following design criteria</li> <li>• research similar existing products</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• explain what I'm making and why</li> <li>• consider what I need to do next</li> <li>• select tools/equipment to cut, shape, join, finish and explain choices</li> <li>• measure, mark out, cut and shape, with support</li> <li>• choose suitable materials and explain choices</li> <li>• try to use finishing techniques to make product look good</li> <li>• work in a safe and hygienic manner</li> </ul> <p><b><u>Evaluate:</u></b></p> <ul style="list-style-type: none"> <li>• talk about my work, linking it to what I was asked to do</li> </ul>	<p><b><u>Mechanisms</u></b></p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Textiles:</u></b></p> <ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes.</li> <li>• Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.</li> <li>• Explore different finishing techniques</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Food and Nutrition:</u></b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<p>planning, investigating design, evaluate, make, user, purpose, ideas, product</p> <p>joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards</p> <p>joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>
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# Subject progression map

## Subject: Art

	<ul style="list-style-type: none"> <li>• talk about existing products considering: use, materials, how they work,</li> <li>• audience, where they might be used</li> <li>• talk about existing products, and say what is and isn't good</li> <li>• talk about things that other people have made</li> <li>• begin to talk about what could make product better</li> </ul> <p><b>Food and Nutrition:</b></p> <ul style="list-style-type: none"> <li>• wash hands &amp; clean surfaces</li> <li>• describe textures (tasting)</li> <li>• think of interesting ways to decorate food</li> <li>• say where some foods come from, (i.e. plant or animal)</li> <li>• describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>• discuss how fruit and vegetables are healthy</li> <li>• cut, peel and grate safely, with support</li> </ul>		
Year 2	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• have own ideas and plan what to do next</li> </ul>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>• Explore and use wheels, axles and axle holders.</li> </ul>	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function

## Subject progression map

### Subject: Art

	<ul style="list-style-type: none"> <li>• explain what I want to do and describe how I may do it</li> <li>• explain purpose of product, how it will work and how it will be suitable for the user</li> <li>• describe design using pictures, words, models, diagrams, begin to use ICT</li> <li>• design products for myself and others following design criteria</li> <li>• choose best tools and materials, and explain choices</li> <li>• use knowledge of existing products to produce ideas</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• explain what I am making and why it fits the purpose</li> <li>• make suggestions as to what I need to do next.</li> <li>• join materials/components together in different ways</li> <li>• measure, mark out, cut and shape materials and components, with support.</li> <li>• describe which tools I'm using and why</li> <li>• choose suitable materials and explain choices depending on characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between fixed and freely moving axles.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Structure:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Food and Nutrition:</u></b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	<p>vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used</p> <p>cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients</p>
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# Subject progression map

## Subject: Art

- use finishing techniques to make product look good
- work safely and hygienically

### Evaluate:

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work,
- audience, where they might be used; express personal opinion
- evaluate how good existing products are
- talk about what I would do differently if I were to do it again and why

### Food and Nutrition:

- explain hygiene and keep a hygienic kitchen
- describe properties of ingredients and importance of varied diet
- say where food comes from (animal, underground etc.)
- describe how food is farmed, home-grown, caught
- draw eat well plate; explain there are groups of food
- describe “five a day”

# Subject progression map

## Subject: Art

	<ul style="list-style-type: none"> <li>cut, peel and grate with increasing confidence and independence</li> </ul>		
<p><b>Year 3</b></p>	<p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>begin to research others' needs</li> <li>show design meets a range of requirements</li> <li>describe purpose of product</li> <li>follow a given design criteria</li> <li>have at least one idea about how to create product</li> <li>create a plan which shows order, equipment and tools</li> <li>describe design using an accurately labelled sketch and words</li> <li>make design decisions</li> <li>explain how product will work</li> <li>make a prototype</li> <li>begin to use computers to show design</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>select suitable tools/equipment, explain choices; begin to use them accurately</li> <li>select appropriate materials, fit for purpose.</li> <li>work through plan in order</li> <li>consider how good product will be</li> </ul>	<p><b><u>Textiles:</u></b></p> <ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Mechanisms:</u></b></p> <ul style="list-style-type: none"> <li>Understand and use lever and linkage mechanisms.</li> <li>Distinguish between fixed and loose pivots.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Food and Nutrition:</u></b></p> <ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> </ul>	<p>user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing</p> <p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p> <p>mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>

## Subject progression map

### Subject: Art

- begin to measure, mark out, cut and shape
- materials/components with some accuracy
- begin to assemble, join and combine materials and components with some accuracy
- begin to apply a range of finishing techniques with some accuracy

#### Evaluate:

- look at design criteria while designing and making
- use design criteria to evaluate finished product
- say what I would change to make design better
- begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
- begin to understand by whom, when and where products were designed
- learn about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products

#### Food and nutrition:

- Know and use relevant technical and sensory vocabulary appropriately.



## Subject progression map

### Subject: Art

	<ul style="list-style-type: none"> <li>carefully select ingredients</li> <li>use equipment safely</li> <li>make product look attractive</li> <li>think about how to grow plants to use in cooking</li> <li>begin to understand food comes from UK and wider world</li> <li>describe how healthy diet= variety/balance of food/drinks</li> <li>explain how food and drink are needed for active/healthy bodies.</li> <li>prepare and cook some dishes safely and hygienically</li> <li>grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading</li> </ul>		
<p><b>Year 4</b></p>	<p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>use research for design ideas</li> <li>show design meets a range of requirements and is fit for purpose</li> <li>begin to create own design criteria</li> <li>have at least one idea about how to create product and suggest improvements for design.</li> <li>produce a plan and explain it to others</li> <li>say how realistic plan is</li> <li>include an annotated sketch</li> </ul>	<p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Electrical Systems:</u></b></p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products linked to science coverage.</li> </ul>	<p>shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision</p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip,</p>

## Subject progression map

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	<ul style="list-style-type: none"> <li>• make and explain design decisions considering availability of resources</li> <li>• explain how product will work</li> <li>• make a prototype</li> <li>• begin to use computers to show design.</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• select suitable tools and equipment, explain choices in relation to required techniques and use accurately</li> <li>• select appropriate materials, fit for purpose; explain choices</li> <li>• work through plan in order to realise if product is going to be good quality</li> <li>• measure, mark out, cut and shape materials/components with some accuracy</li> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques with some accuracy</li> </ul> <p><b><u>Evaluate:</u></b></p> <ul style="list-style-type: none"> <li>• refer to design criteria while designing and making</li> <li>• use criteria to evaluate product</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their understanding of computing to program and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Food and Nutrition:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>	<p>control, program, system, input device, output device</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
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# Subject progression map

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	<ul style="list-style-type: none"><li>• begin to explain how I could improve original design</li><li>• evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li><li>• discuss by whom, when and where products were designed</li><li>• research whether products can be recycled or reused</li><li>• know about some inventors/designers/engineers/chefs/manufacturers of ground-breaking products</li></ul> <p><b><u>Food and nutrition:</u></b></p> <ul style="list-style-type: none"><li>• explain how to be safe/hygienic</li><li>• think about presenting product in interesting/ attractive ways</li><li>• understand ingredients can be fresh, pre-cooked or processed</li><li>• begin to understand about food being grown, reared or caught in the UK or wider world</li><li>• describe eat well plate and how a healthy diet=variety / balance of food and drinks</li></ul>		
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## Subject progression map

### Subject: Art

	<ul style="list-style-type: none"> <li>• explain importance of food and drink for active, healthy bodies</li> <li>• prepare and cook some dishes safely and hygienically</li> <li>• use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul>		
<p><b>Year 5</b></p>	<p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• use internet and questionnaires for research and design ideas</li> <li>• take a user's view into account when designing</li> <li>• begin to consider needs/wants of individuals/groups when designing and ensure product is fit for purpose</li> <li>• create own design criteria</li> <li>• have a range of ideas</li> <li>• produce a logical, realistic plan and explain it to others.</li> <li>• use cross-sectional planning and annotated sketches</li> <li>• make design decisions considering time and resources.</li> <li>• clearly explain how parts of product will work.</li> </ul>	<p><b><u>Mechanisms:</u></b></p> <ul style="list-style-type: none"> <li>• To 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.</li> <li>• To understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages).</li> </ul> <p><b><u>Electrical Systems:</u></b></p> <ul style="list-style-type: none"> <li>• To understand how a simple circuit is made.</li> <li>• To understand how series and parallel circuits are made.</li> <li>• To understand and use electrical systems in their products (series circuits, incorporating switches, bulbs, buzzers and motors)</li> </ul>	<p>design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock up, prototype</p> <p>Transference, forces, mechanisms, levers, winding, pulley, gear, rotary, linear, cams, innovative, cams, linkages, levers</p> <p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output</p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury,</p>

## Subject progression map

### Subject: Art

- model and refine design ideas by making prototypes and using pattern pieces.
- use computer-aided designs

#### Make:

- use selected tools/equipment with good level of precision
- produce suitable lists of tools, equipment/materials needed
- select appropriate materials, fit for purpose; explain choices, considering functionality
- create and follow detailed step by-step plan
- explain how product will appeal to an audience
- mainly accurately measure, mark out, cut and shape materials/components
- mainly accurately assemble, join and combine materials/components
- mainly accurately apply a range of finishing techniques
- use techniques that involve a small number of steps
- begin to be resourceful with practical problems

#### Evaluate:

#### Food and Nutrition:

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary

source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

# Subject progression map

## Subject: Art

	<ul style="list-style-type: none"><li>• evaluate quality of design while designing and making</li><li>• evaluate ideas and finished product against specification, considering purpose and appearance.</li><li>• test and evaluate final product</li><li>• evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose</li><li>• begin to evaluate how much products cost to make and how innovative they are</li><li>• research how sustainable materials are</li><li>• talk about some key inventors/designers/engineers/chefs/manufacturers</li></ul> <p><b><u>Food and nutrition:</u></b></p> <ul style="list-style-type: none"><li>• explain how to be safe / hygienic and follow own guidelines</li><li>• present product well - interesting, attractive, fit for purpose</li><li>• begin to understand seasonality of foods</li></ul>		
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## Subject progression map

### Subject: Art

	<ul style="list-style-type: none"> <li>• understand food can be grown, reared or caught in the UK and the wider world</li> <li>• describe how recipes can be adapted to change appearance, taste, texture, aroma</li> <li>• explain how there are different substances in food / drink needed for health</li> <li>• prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source</li> <li>• use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> </ul>		
<p><b>Year 6</b></p>	<p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>• draw on market research to inform design</li> <li>• use research of user’s individual needs, wants, requirements for design</li> <li>• identify features of design that will appeal to the intended user</li> <li>• create own design criteria and specification</li> <li>• come up with innovative design ideas</li> </ul>	<p><b><u>Textiles:</u></b></p> <ul style="list-style-type: none"> <li>• Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Electrical Systems:</u></b></p>	<p>function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype</p> <p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,</p>

# Subject progression map

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	<ul style="list-style-type: none"> <li>• follow and refine a logical plan.</li> <li>• use annotated sketches, cross sectional planning and exploded diagrams</li> <li>• make design decisions, considering, resources and cost</li> <li>• clearly explain how parts of design will work, and how they are fit for purpose</li> <li>• independently model and refine design ideas by making prototypes and using pattern pieces</li> <li>• use computer-aided designs</li> </ul> <p><b><u>Make:</u></b></p> <ul style="list-style-type: none"> <li>• use selected tools and equipment precisely</li> <li>• produce suitable lists of tools, equipment, materials needed, considering constraints</li> <li>• select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics</li> <li>• create, follow, and adapt detailed step-by-step plans</li> <li>• explain how product will appeal to audience; make changes to improve quality</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use electrical systems in their products linked to science coverage (series circuits, incorporating switches, bulbs, buzzers and motors)</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul> <p><b><u>Food and Nutrition:</u></b></p> <ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary</li> </ul>	<p>pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output</p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
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## Subject progression map

### Subject: Art

- accurately measure, mark out, cut and shape materials/components
- accurately assemble, join and combine materials/component
- accurately apply a range of finishing techniques
- use techniques that involve a number of steps
- be resourceful with practical problems

#### Evaluate:

- evaluate quality of design while designing and making; is it fit for purpose?
- keep checking design is best it can be.
- evaluate ideas and finished product against specification, stating if it's fit for purpose
- test and evaluate final product; explain what would improve it and the effect different resources may have had do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose
- evaluate how much products cost to make and how innovative they are
- research and discuss how sustainable materials are

## Subject progression map

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	<ul style="list-style-type: none"><li>• consider the impact of products beyond their intended purpose</li><li>• discuss some key inventors/designers/engineers/</li><li>• chefs/manufacturers of ground-breaking products</li></ul> <p><b><u>Food and nutrition:</u></b></p> <ul style="list-style-type: none"><li>• understand a recipe can be adapted by adding / substituting ingredients</li><li>• explain seasonality of foods</li><li>• learn about food processing methods</li><li>• name some types of food that are grown, reared or caught in the UK or wider world</li><li>• adapt recipes to change appearance, taste, texture or aroma.</li><li>• describe some of the different substances in food and drink, and how they can affect health</li><li>• prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</li><li>• use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing.</li></ul>		
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