



Design and Technology Progression Document



"Empowering Every Voice, Celebrating Every Difference: A Curriculum That Mirrors All."

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Actions for your subject: (This should link back to the mission and vision and our SDP)

1. Whole school focus on developing technical knowledge and vocabulary through evaluation of existing projects.
2. To continue to develop relationships with St. Cecillas and catering companies to access a wider variety of resources & equipment to support projects.
3. To continue to audit **resources** to ensure they support planning, checking for gaps to ensure that projects are not being limited by availability of equipment.

When designing and making, pupils should be taught to:		
EYFS	End of Key Stage One	End of Key Stage Two
PD Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. EAD Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used	Design: • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • Explore and evaluate a range of existing products	Design: • 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. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, Evaluate • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world Technical Knowledge

	- Evaluate their ideas and products against design criteria Technical Knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - Apply their understanding of computing to program, monitor and control their products.
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As part of their work with **food**, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

As part of their work with food pupils should be taught to:		
EYFS	End of Key Stage One	End of Key Stage Two
PSED Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	Cooking & Nutrition - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.	Cooking and Nutrition - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Whole School Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me Festivals	People who help us Transport	Traditional Tales Storytelling	Growing and Planting Food	Minibeasts Lifecycles	Animal Safari Around the World
Reception	Me and My Community	Starry Night	Build It Up!	Explorers	Sunshine and Flowers	Moving On
Year 1	Building Structures <i>To make a birdhouse for the school playground.</i>		Mechanisms <i>To make a card using a moving picture (mechanism/pivot & slider).</i>		Cooking & Nutrition <i>To make a healthy platter of food for the Nursery Ugly Bug Ball.</i>	
Year 2		Cooking & Nutrition <i>To make healthy sandwiches for our garden party (coronation).</i>		Building Structures (including mechanisms) <i>To make a windmill for School Summer Fair (axel)</i>		Textiles <i>To make puppets for Reception's puppet show.</i>
Year 3	Cooking & Nutrition <i>To make seasonal vegetable tarts for Year 6</i>		Pneumatic systems <i>To make a simple moving toy for children age 6-8</i>		Textiles <i>To make a fabric bookmark incorporating cross-stitch decoration</i>	
Year 4		Cooking & Nutrition <i>To design a seasonal sweet foldover pie</i>		Textiles <i>To create a sewn money pouch with drawstring or button closure</i>		Electrical Systems & Building Structures <i>To create a light up sign for a child's bedroom.</i>
Year 5	Textiles (3D) <i>To design a soft toy for a specific age group.</i>		Cooking & Nutrition <i>To design a pizza using vegetables that are currently in season in the UK.</i>		Building Structures / Mechanisms <i>To create a toy castle OR MARBLE RUN for... (pulley drawbridge) (glue gun)</i>	
Year 6		Mechanism (cams) <i>To create a pop up (3D) Christmas Toy incorporating a CAM mechanism.</i>		Cooking and nutrition <i>To create a healthy burger, using the original/ traditional features.</i>		Production / Prop & Set Design (for Year 6 Show) <i>Textiles -costumes/masks / Structures - set props.</i>

Progression Map

SKILLS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design <i>Develop, plan and communicate ideas</i>	Explain what they are making and which materials they are using. Select materials from a limited range that will meet a simple design criteria e.g. shiny. Select and name the tools needed to work the materials e.g. scissors for paper. Explore ideas by rearranging materials. Describe simple models or drawings of ideas and intentions. Discuss their work as it progresses.	Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: Explain what they are for, how they work, what materials have been used. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to develop their ideas through talk and simple drawings. Make templates and mockups of their ideas in card and paper or using ICT (if relevant) Communicate with others about how they want to construct their product	Start to generate ideas by drawing on their own and other people's experiences. Begin to develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mockups of their ideas in card and paper or using ICT (if relevant) Begin to explain why they chose a certain material Develop their own ideas from given starting points	With growing confidence generate ideas for an item, considering its purpose and the user/s. Start to order the main stages of making a product. Identify a purpose and establish criteria for a successful product. Understand how well products have been designed, made, what materials have been used and the construction technique. Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products. Start to understand whether products can be recycled or reused. Know to make drawings with labels when designing.	Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. Confidently make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning, consider the views of others (including intended users) to improve their work <i>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</i>	Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. With growing confidence apply a range of finishing techniques, including those from art and design Draw up a specification for their design- link with Mathematics and Science. Use results of investigations, information sources, including ICT when developing design ideas. With growing confidence select	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and CAD. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Accurately apply a range of finishing techniques, including those from art and design. Draw up a specification for their design- link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making it if the first attempts fail. Identify the strengths and areas for

				When planning, explain their choice of materials and components including function and aesthetics. Put together a step-by-step plan which shows the order and also what equipment and tools they need	When planning, explain their choice of materials and components according to function and aesthetic. Take account of the ideas of others when designing Produce a plan and explain it to others Consider how to present their product in an interesting way	appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Produce a range of ideas after collecting information Produce a detailed step-by step plan Suggest some alternative plans and say what the good points and drawbacks are about each Explain how their product will appeal to the audience	development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. Use market research to inform plans Follow and refine their initial plan if necessary Convincingly justify their plan to someone else Suggest ideas about how their product could be sold Work within a given budget
MAKE <i>Work with tools including equipment, materials and components to make quality products including food</i>	Begin to create their design using basic techniques. Start to build structures, joining components together. Use technical vocabulary when appropriate. Begin to use scissors to cut straight and curved edges and hole punches to punch holes.	Begin to make their design using appropriate techniques. With help measure, mark out, cut and shape a range of materials. Explore using tools e.g. scissors and a hole punch safely. Begin to assemble, join and combine materials and components together using a variety of	Begin to select tools and materials; use correct vocabulary to name and describe them. With help measure, cut and score with some accuracy. Learn to use hand tools safely and appropriately. Start to assemble, join and combine materials in order to make a product – e.g. a pop up card.	Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. Explain their choice of tools and equipment in relation to the skills and techniques they will be using.	Select a wider range of tools and techniques for making their product safely. Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways.	Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately. 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.	Confidently select appropriate tools, materials, components and techniques and use them. Use tools safely and accurately. Aim to make and to achieve a quality product. Demonstrate when to make modifications as they go along.

	Explore using/ holding basic tools such as a saw or hammer. Use adhesives to join material.	temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Select appropriate resources and tools for their building projects	Start to choose and use appropriate finishing techniques based on own ideas. Select the best tools and materials Be able to join things (materials/ components) together in different ways Measure materials to use in a model or structure Attach features to a vehicle (e.g. an axle and wheels).	Measure, mark out, cut, score and assemble components with more accuracy. Start to work safely and accurately with a range of simple tools. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. Make choices of material both for its appearance and qualities Select the most appropriate tools and techniques to use for a given task Try alternative ways of fixing something if the first attempt is not successful	Understand how to reinforce and strengthen a 3D framework. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Persevere with their product even though their original idea might not have worked. Work accurately to make cuts and holes – e.g. to measure and then use equipment to cut. Use a glue gun whilst supervised.	Begin to measure and mark out more accurately. Demonstrate how to use skills in using different tools and equipment safely and accurately With growing confidence cut and join with accuracy to ensure a good-quality finish to the product Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. Use a range of tools and equipment expertly Make up a prototype first	Construct products using permanent joining techniques. Know how to reinforce and strengthen a 3D framework. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT Use a craft knife, cutting mat and safety ruler with close supervision (one to one)
EVALUATE <i>Evaluation process and products</i>	Say what they like and do not like about items they have made and attempt to say why. Begin to talk about their designs as they develop and identify good and bad points. Start to talk about changes made during the making process.	Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). When looking at existing products explain what they like and dislike about the products and why. Begin to evaluate their products as they are developed,	Evaluate their work against their design criteria. Look at a range of existing products and explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying what went well and possible	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose Suggest some improvements and say what was good and not so good about their original design Begin to disassemble and evaluate familiar products and	Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests. Be able to disassemble and evaluate familiar products and consider the views of others to improve them.	Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment. Begin to seek evaluation from others.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels.

	Discuss how closely their finished products meet their design criteria.	identifying strengths and possible changes they might make next time..	changes they might make next time.	consider the views of others to improve them. Begin to evaluate how the key designs of individuals in design and technology have helped shape the world.	Evaluate how the key designs of individuals in design and technology have helped shape the world. Suggest some improvements and say what was good and not so good about their original design Begin to explain how they can improve their original designs Evaluate their product, thinking of both appearance and the way it works	Evaluate how the key designs of individuals in design and technology have helped shape the world. Evaluate appearance and function against original criteria	Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate how the key designs of individuals in design and technology have helped shape the world. Evaluate if their product meets all design criteria Justify why they selected specific materials.
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TECHNICAL KNOWLEDGE

For all projects it is important to ensure that children understand the correct technical vocabulary for the projects they are undertaking

TEXTILES	Use wool to thread or weave (e.g. pompoms, large outdoor weaving)) Print patterns independently (expressive arts and design)		MAKING PUPPETS	CROSS STITCH BOOKMARKS	SEWN MONEY PURSE	STUFFED TOY (3D)	SHOW COSTUMES
			Cut out shapes which have been created by drawing round a template onto the fabric. Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. (basic sewing techniques) Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. Colour fabrics using a range of techniques	Using binca, learning to use cross stitch - create a patterned bookmark Opportunities to extend = tassel/bead decoration and a felt backing sewn on with blanket or running stitch	To create a usable money holder with a button, toggle, popper or drawstring closure. Explore fastenings and recreate some (button hole). Sew on buttons and make loops (to close case). Use appropriate decoration technique (applique)s.	Create a 3D product using a range of materials and sewing techniques. Create 3D products using patterns pieces and seam allowance. Understand pattern layout & pin and tack fabric pieces together. Understand seam allowance. Join fabrics using over sewing, back stitch,	Create a 3D / lifesize product using a range of materials, pattern pieces and sewing techniques - make choices about which is appropriate for the specific project.. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion) Make quality products.

			e.g. fabric paints, printing, painting.			blanket stitch or machine stitching. Decorate textiles appropriately (often before joining components). Explore strengthening and stiffening of fabrics. Combine fabrics to create more useful properties (add texture to the ears /tummy of stuffed toy for example)	
STRUCTURES	Balance blocks to build a bridge. Show increasing control over an object in pushing, patting. Push and pull apart larger construction pieces, such as, Duplo. Begin to test out materials for building houses and castles. Explore which materials to use when building bridges/houses etc and structures that would help meet the criteria e.g. fit a billy goat on the bridge and a troll underneath.	BIRDHOUSES Begin to build structures, exploring how they can be made stronger, stiffer and more stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template.	WINDMILLS (incorporating a mechanism) Build structures, exploring how they can be made stronger, stiffer and more stable. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape.			CASTLES/MARBLE RUN Explain how the shape of a structure affects its stability. Create shell or frame structures. Strengthen frames with diagonal struts. Know that the weight of the structure needs to be evenly spread on the base to make it secure. Investigate ways of making a structure more stable.	PROPS FOR YEAR 6 SHOW Understand how to strengthen, stiffen and reinforce 3-D frameworks.
MECHANISMS		MOVING PICTURES / CARDS	WINDMILLS	MOVING MONSTER Pneumatic powered toy		CASTLES (as above) OR MARBLE RUN	MOVING TOY Understand how mechanical systems

		Make a product which moves. Begin to use pivot/ levers or slides. Begin to understand that different mechanisms produce different types of movement.	Make a product that moves. Use levers or slides Begin to understand how to use wheels and axles. Understand that different mechanisms produce different types of movement.			Know how mechanical systems such as cams or pulleys or gears create movement. Create and use simple gears, pulleys, cams, levers and linkages Use pulleys, levers and linkages in their product (drawbridge, portcullis etc.)	such as cams or pulleys or gears create movement. Understand that mechanical and electrical systems have an input, process and output. Make decisions and select the most appropriate mechanical system for a particular purpose
ELECTRICAL SYSTEMS				MOVING TOY - BOBBLER WOBBLER Use a simple circuit in a product. Build models incorporating circuits with buzzers and bulbs Learn about how to program a computer to control product. Link to Year 3 Computer Science	LIGHT UP SIGNAGE Understand how more complex electrical circuits and components can be used to create functional products Build a model which incorporates a number of components in a circuit. Links to Year 4 Science	Incorporate switches to turn on and off into models made. Confidently use number of components in circuit Links to Year 5 Computing Science	Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products. Think of ways in which adding a circuit would improve product Links to Year 6 Computing Science & Electricity
FOOD	Begin to develop a food vocabulary using taste, smell, texture and feel. Explore familiar food products e.g. fruit and vegetables.	Healthy platter for Nursery Bug Ball Begin to know that all food comes from plants or animals. Begin to explore common food	Sandwiches for party Understand that all food comes from plants or animals. Develop understanding of where different foods come from (e.g. foods which are farmed,	Seasonal Tarts for an Afternoon Tea Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as	Seasonal Soup & bread roll Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as	Pizza Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as	Burgers Explain how ingredients were grown, reared and caught. Understand that seasons may affect the food available.

	Stir, spread, knead and shape a range of food and ingredients. Begin to work safely and hygienically. Start to think about the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.	sources (e.g. from food or animals) Start to understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') Know that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source.	grown elsewhere (e.g. home) or caught) and also food from native to different countries. Understand how to name and sort foods into the five groups in (e.g. could use the 'The Eat well plate') Recognise the need for a variety of food in a diet (5 a day) Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating Make dishes from other countries (if relevant to learning theme)	fish) in the UK, Europe and the wider world. Understand how to prepare and cook a variety of dishes including experience of using a heat source. Know how a healthy diet is made up from a variety and balance of different food and drink Be able to identify foods which come from the UK and other countries in the world *grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	fish) in the UK, Europe and the wider world. Begin to understand that seasons may affect the food available. Understand how to prepare and cook a variety of predominantly savoury dishes including experience of using a heat source. Measure and weigh ingredients appropriately Explain why a healthy diet is important <i>Know that to be active and healthy, food and drink are needed to provide energy for the body and identify healthy high energy foods)</i> Understand what to do to be hygienic and safe Become familiar with some of the processes that foods go through to preserve them/make them more appealing *use some of the following techniques: peeling, chopping, slicing, grating,	fish) in the UK, Europe and the wider world. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes including the use of a heat source <i>Evaluate a meal and consider if they contribute towards a balanced diet</i> <i>Begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health</i> Describe what to do to be hygienic and safe Use appropriate tools and equipment, weighing and measuring with scales. * use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Explain how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source Know that different food and drink contain different substances (nutrients, water and fibre) that are needed for health. Use appropriate tools and equipment, weighing and measuring with scales. Plan a healthy and affordable diet *use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

					mixing, spreading, kneading and baking		
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Notes:

Progression in Design and Technology

We should identify progression in terms of:

- Children are exposed to a range of design briefs throughout EYFS/KS1 & KS2 and these are adapted based on need & context
- Key skills and techniques are revisited again and again with increasing complexity for example in 'textiles' progression from a 2D project, to 2D with a fastening through to a 3D project allowing for all skills to be used.
- Each project allows children the opportunity to:
 - **investigate and evaluate existing products**
 - develop **knowledge and skills** through focused tasks
 - use this knowledge to design, make and evaluate **a something, for someone for a particular purpose**
- A focus on **technical vocabulary** is maintained throughout all key stages and revisited and extended on in each project.
- Links are made within mathematics, computer science & science
- Technical knowledge for each of the strands is clearly set out

EDI a feature of intro to each project, please explore/refer to a relevant key designer/chef/maker to represent a diverse cross section of society. This will also inspire and inform about real life/career applications of learning DT.

Children will have a picture of the chosen person in their books and write notes or answer a short quiz about each personality.

SUGGESTIONS

Year 1

Birdhouse: <https://www.dezeen.com/2022/06/20/conceptual-birdhouses-at-brooklyn-botanic-garden/> choose one or two innovative designers

Moving picture book/card

<https://www.illustrationknowhow.com/moving-pictures/>

ILLUSTRATION KNOWHOW Moving pictures

6 Jun 2023 — **Eli Rose** is a non-binary illustrator, animator, and designer based in Edinburgh. They created Miles The Cat at the beginning of the lockdown to ...

Missing: famous | Show results with: **famous**

Food technology <https://www.nadiyahussain.com/>

Year 2

Food technology : healthy eating

[Ainsley Harriott - Official Website](https://www.ainsley-harriott.com) [ainsley-harriott.com](https://www.ainsley-harriott.com) <https://www.ainsley-harriott.com>

Windmill toy/decoration

<https://www.youtube.com/watch?v=snLloTQIPs0> Toy designer Kiphra Nichols

Stitched puppet/textiles

<https://www.thechineseembroidery.com.au/artist> Jenny Gao embroiderer

Year 3

Food technology

[Jamie Oliver | Official website for recipes, books, tv shows ...](#) dyslexic/ campaigner for healthy school meals

Jamie Oliver

<https://www.jamieoliver.com>

Moving monster

<https://silverstone-park.com/2024/03/07/hovercraft-racing-champion-with-a-passion-for-engineering/>

Rebecca Cooper hovercraft engineer

Cross stitch bookmark

[Jordan Nassar](#) American Palestinian embroiderer

Jordan Nassar

<https://www.jordannassar.com>

Year 4

Food technology

[Ken Hom | Ken Hom's official web site](#)

kenhom.com

<http://kenhom.com>

Sewing purses

<https://www.youtube.com/watch?v=-igV2XMuhyM> Hirra Babar Pakistani bag designer

Electric light box

<https://www.karimrashid.com/> Egyptian product designer

Year 5

Soft toy/textiles

[Margarete Steiff – The Voyage Kids](#) German female designer of teddy bears/paralysed

[UK German Connection](#)

<https://ukgermanconnection.org › kids › find-out-en>

Food tech/pizza

michaelcaines.com famous disabled chef with caribbean heritage

Structure/marble run

<https://thisisengineering.org.uk/people/michelle-hicks/> female rollercoaster engineer

Year 6

Mechanical toy

<https://cyberneticzoo.com/robots-in-art/1895-mechanical-toy-artist-caroline-spilsbury-pocock-british/> female designer

Food tech

Yotam Ottolenghi [LGBTQ chef/ Israeli British](#)

Ottolenghi

<https://ottolenghi.co.uk>

Props design

[Arjun Bhasin | Costume Designer](#)



Arjun Bhasin

<http://www.arjunbhasin.com>