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DESIGN						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	Design purposeful, functional, appealing products for themselves and others based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT.		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.			
Skills	Create a design to meet simple design criteria. Use design software to create a simple plan for a design.	Generate and communicate their ideas through a range of methods. Use design software to create a simple labelled design or plan.	Develop design criteria to inform a design.	Use annotated sketches and exploded diagrams to test and communicate their ideas.	Use pattern pieces and computer aided design packages to design a product.	Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.
Knowledge	Design criteria are the explicit goals that a project must achieve. Computer aided design has advantages over paper design – it will show how finished products will look; different colours and textures can also be trialled.	Communicate ideas in a variety of ways: drawings, diagrams, written work, modelling, speaking and using ICT. Computer aided design helps to identify and solve problems before the product is made. Labels can be added for clarity.	Design criteria are the exact goals a project must achieve to be successful. These criteria might include use, appearance, cost and target user.	Annotated sketches and exploded diagrams show specific parts of a design, highlight sections or show functions. They communicate ideas in a visual, detailed way.	A pattern piece is a drawing or shape used to guide how to make something. There are many different computer aided design packages for designing products.	Design criteria should cover the intended use of the product, age range targeted and final appearance. Ideas can be communicated in a range of ways, including through discussion, annotated sketches, cross-sectional and exploded diagrams,

DT

						prototypes, pattern pieces and computer-aided design
ILP	Paws, Claws and Whiskers (Design and make a label for tiger food tin on the computer /make an enclosure for a zoo animal).	Muck, Mess and Mixtures (Design and set up an outdoor kitchen for messy fun). Towers, Tunnels and Turrets (Design a tower, bridge, castle and/or tunnel on the computer). Wriggle and Crawl (Design a 3D minibeast)	Gods and Mortals (Wings for Icarus) Gods and Mortals (Wheel-based vessel, made of wood) Tribal Tales (Monument – innovate task) Tremors (Volcano) Scrumdiddlyumptious (Smoothie and packaging)	Potions (Bath Bomb) Traders and Raiders (Anglo-Saxon Home) Traders and Raiders (Jewellery) Road Trip USA (Totem Pole)	Peasants, Princes and Pestilence (Printing Blocks) Stargazers (Moon Surface – textiles) Stargazers (Rocket – Innovate task) Alchemy Island (Boardgame) Scream Machine (Fairground Ride)	Tomorrow's world. (Designing an assistive technology robot for a specific function)

MAKE						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	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.		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, textiles and ingredients, according to their functional properties and aesthetic qualities.			
Skills	Select the appropriate tool for a simple practical task. Select and use a range of materials, beginning to explain their choices.	Select the appropriate tool for a task and explain their choice. Choose appropriate components and materials and suggest ways of manipulating them to achieve the	Use tools safely for cutting and joining materials and components. Plan which materials will be needed for a task and explain why.	Select, name and use tools with adult supervision. Choose from a range of materials showing their understanding of their characteristics.	Name and select increasingly appropriate tools for a task and use them safely. Select and combine materials with precision.	Choose the best materials for a task, showing an understanding of their working characteristics. Select appropriate

DT

		desired effect. Create an operational, simple series circuit.				tools for a task and use them safely and precisely.
Knowledge	<p>Specific tools are used for particular purposes e.g. scissors are for cutting and glue is for sticking.</p> <p>Different materials are suitable for different purposes, depending on their specific properties e.g. glass is transparent so is suitable to be used for windows.</p>	<p>Different tools have characteristics that make them suitable for specific purposes e.g. scissors are used for cutting because they have sharp little blades.</p> <p>Properties of components and materials determine how they can and cannot be used e.g. plastic is strong and shiny but can be difficult to paint.</p> <p>A series circuit is made up of an energy source such as a battery or cell, wires and a bulb. It must be complete for electricity to flow.</p>	<p>Specific tools can be used for cutting e.g. saws. Wood can be joined using glue, nails or staples. Safety rules must be followed to prevent injury. These include using a bench hook to keep the wood still, using a junior hacksaw with a pistol grip and working under adult supervision.</p> <p>Materials for a specific task must be selected on the basis of their properties, these include physical properties as well as availability and cost.</p>	<p>Useful tools for cutting include, scissors, craft knives, junior hacksaw with pistol grip and bench hooks. Useful tools for joining include glue guns – tools should be used with adults supervision. It is important to select the correct material or component for the specific purpose, depending on the design criteria e.g. recipe ingredients have different tastes and appearances.</p>	<p>There are many rules for using tools safely and these vary depending on the tools. E.g. A chisel should be used with the cutting edge pointing away from their body – for the printing blocks in Peasants, Princes and Pestilence. All tools should be cleaned and out away after use and should not be used if they are loose or cracked.</p> <p>Materials should be cut and combined with precision, e.g pieces of fabric could be cut with sharp scissors and sewn together using a variety of stitching techniques.</p>	<p>Precision is important in producing a polished, finished product. Correct selection of tools and careful measurement can ensure the parts fit together correctly.</p> <p>It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability</p>
ILP	Dinosaur Planet (Create their own 'Sockosaurus Rex'. Host their own dinosaur party). Paws, Claws and	Beach Combers (Make finger puppets). Land Ahoy (Make a lighthouse – including circuit, make toy boat	Gods and Mortals (Wings for Icarus) Gods and Mortals (Wheel-based vessel, made of wood)	Potions (Bath Bomb) Traders and Raiders (Anglo-Saxon Home, glue guns) Traders and Raiders	Peasants, Princes and Pestilence (Printing Blocks) Stargazers (Moon Surface – textiles)	A child's War (Anderson Shelter model) Gallery Rebels

DT

Whiskers (Make an enclosure for an animal).	with a moving mechanism). Tunnels, Towers and Turrets (Make a tower, bridge, castle and/or tunnel) Wriggle and Crawl (Make a 3D minibeast)	Tribal Tales (Monument – innovate task) Tremors (Volcano) Scrumdiddlyumptious (Smoothie and packaging)	(Jewellery, made of clay, use knives) Road Trip USA (Totem Pole)	Stargazers (Rocket – Innovate task) Alchemy Island (Boardgame) Scream Machine (Fairground Ride)	(Junk sculpture project) Hola Mexico (Making a piñata)
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EVALUATE						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	Explore and evaluate a range of existing products. Evaluate their ideas and products against a design criteria.		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.			
Skills	Describe the similarities and differences between two products. Name and explore a range of everyday products and describe how they are used. Identify products that use electricity to make them work and describe how to switch them on and off. Describe why a product is important. (Science/DT week - Toothbrushes) Talk about their own and each other's work,	Compare different brands of the same product and explain their similarities and differences. Explain how an everyday product could be improved. (Science/DT Week – Uniform) Explain why a designer or inventor is important. Explain how closely their finished products meet their design criteria and say what they could do better in	Explain how an existing product benefits the user. (Science/DT Week – parachute) Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account. Explain the similarities and difference between two designers. Describe how and why key events in design and technology have shaped the world. (Science/ST	Create and complete a comparison table to compare two or more products. (compare bath bombs, fragrance textures, colour, fizz etc). Investigate and identify the design features of a familiar product. (Design features of jewellery) Identify what has worked well and what aspects of their produces could be improved, acting on their own suggestions	Explain how the design of a product has been influenced by the culture or society in which it was designed or made. Test and evaluate products against a detailed design specification and make adaptations as they develop the product. Survey users in a range of focus groups and compare results. Describe the social influence of a significant designer or	Analyse how an invention or product has significantly changed or improved people's lives Demonstrate modifications made to a product as a result of ongoing evaluation by themselves and to others. Present a detailed account of the significance of a favourite designer or

DT

	identifying strengths or weaknesses, with support.	the future.	Week – Parachute)	and those of others when making improvements.	inventor - Charles Babbage. Science/DT Week – Design a web page.	inventor
Knowledge	<p>Two products can be compared by looking at a set of criteria and scoring both products against them. Everyday products are objects that are used routinely at home and school, such as a toothbrush. All products are designed for a specific purpose. Electricity is a form of energy; many household appliances use it. They can be switched on and off by breaking the circuit. This can be a switch on the appliance or a wall socket switch. The importance of a product may be that it fulfils its goals and performs a useful purpose. A strength is a good quality of a piece of work and a weakness is</p>	<p>Products can be compared by looking at the particular characteristics of each and deciding which is better suited to the purpose. Products can be improved in different ways such as making them easier to use, more hardwearing or more attractive. (Science/DT week – Uniform) Many key individuals have helped to shape the world (Brunel). Finish products can be compared with design criteria to see how closely they match, improvements can then be planned.</p>	<p>Particular products have been designed for specific tasks such as nail clippers, the spinning top and the cool box. (Science/ST Week – Parachute) Asking questions can help others to evaluate their product such as asking them whether the selected materials achieve the purpose of the model. Work from different designers can be compared by assessing specific criteria, such as their visual impact, fitness for purpose and target market. (Science/ST Week – Parachute, compare designs Leonardo Da Vinci and Andre-Jacques Garnerin with modern day designs.)</p>	<p>A comparison table can be used to compare products by listing specific criteria on which each product can be judged or scored. Design features are the aspects of a products design that the designer would like to emphasise such as, the use of a particular material or feature that makes the product easier to use or more durable. Evaluation can be done by considering whether a product does what it was designed to do, whether it has an attractive appearance, what changes were made during the making process and why the changes were made. Evaluation also includes suggesting improvements and</p>	<p>Culture is the language, inventions, ideas and art of a group of people. A society is all the people in the community or group. Culture affects the design of some products e.g. knives and forks are used in the western world, whereas chopsticks are mainly used in China or Japan. A focus group is a small group of people whose reactions and opinions about a product are taken and studied. Evaluations can be made by asking product users a selection of questions to obtain data on how the product has met its design criteria. Science/DT Week – Design a web page. Testing a product</p>	<p>People's lives have been improved in countless ways due to new inventions and designs. For example, the Morrison shelter, designed by John Baker in 1941, was an indoor air-raid shelter used in over half a million homes during the Second World War. It saved the lives of many people caught in bombing raids. Design is an iterative process, meaning alterations and improvements are made continually throughout the manufacturing process. Evaluating a product while it's being manufactured, and</p>

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	<p>an area that can be improved. (Science/DT Week – Toothbrushes)</p>			<p>explaining why they should be made. Significant designers and inventors include Thomas Edison who invented the lightbulb. (Science/DT Week – Toy with moving part and electrical circuit with light.)</p>	<p>against a design criteria will highlight anything that need improvement or redesign. Changes are often made to a design during manufacture. Key inventions in design and technology have changed the way we live, such as the first mechanical computer by Charles Babbage and Tim Berners-Lee (a significant designer) who invented the World Wide Web. Many new designs and inventions influence society, e.g., labour saving devices in the home reduce the amount of housework which was traditionally done by women, this enabled them to have jobs. Science/DT Week – Design a web page.</p>	<p>explaining these evaluations to others, can help to refine it. The significance of a designer or inventor can be measured in various ways. Their work may benefit society in health, transport, communication, education, the built environment or technology. It may enhance culture in different areas, such as fashion, ceramics or computer games</p>
ILP	Science Week – Toothbrushes (Design and make a toothbrush,	Towers, Tunnels and Turrets (Brunel – making a tower, bridge	Gods and Mortals (Wings for Icarus) Gods and Mortals	Potions (Bath Bomb) Traders and Raiders (Anglo-Saxon Home,	Peasants, Princes and Pestilence (Printing Blocks)	Tomorrow’s World (Researching significant actors in

DT

	<p>use a variety to compare to e.g. novelty, children's, electric).</p>	<p>and/or tunnel, castle and evaluate this). Land Ahoy (Evaluate lighthouse (self-made) and toy boats with mechanisms).</p>	<p>(Wheel-based vessel, made of wood) Tribal Tales (Monument – innovate task) Tremors (Volcano) Scrumdiddlyumptious (Smoothie and packaging)</p>	<p>glue guns) Traders and Raiders (Jewellery, made of clay, use knives) You do not need to evaluate the totem pole.</p>	<p>Stargazers (Moon Surface – textiles) Stargazers (Rocket – Innovate task) Alchemy Island (Boardgame) Scream Machine (Fairground Ride) Science/DT Week – Design and create a web page for the children of Fairfields to be part of the school website. Research and use surveys/focus groups to find out what needs to be included. Introduce using key designers and inventors specified above.</p>	<p>the development of modern digital technology, assistive technology robot, product website)</p>
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TECHNICAL KNOWLEDGE						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, for example levers, sliders, wheels and axels.		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products, e.g 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.			
Skills	Construct simple structures, models or	Explore how a structure can be made	Create shell or framed structures, using	Prototype shell and frame structures show	Build a framework using a range of	Write a program to control a physical

DT

	<p>other products using a range of materials. Use wheels and axels to make a simple moving model – Bright Lights Big City.</p>	<p>stronger, stiffer and more stable. Use a range of mechanisms, levers, sliders, wheels and axels.</p>	<p>diagonal struts to strengthen them. Explore and use a range of mechanisms (levels, sliders, axels, wheels and cams) in models or products. Incorporate a simple series circuit into a model. Write a program to make something move on a tablet or computer screen. (Computing)</p>	<p>an awareness of how to strengthen, stiffen and reinforce them. Explore and use a range of mechanisms (levers, axels, cams, levers and pulleys) in models or products. Incorporate circuits that use a variety of components into models or products. (Science/DT Week – Moving toy with light switch)</p>	<p>materials to support mechanisms – Fairground Ride Scream Machine. Use mechanical systems in their products such as pneumatics and hydraulics. Use electrical circuits of increasing complexity in their models or products, showing understanding of control. Link a physical device to a computer or tablet so that it can be controlled by program.</p>	<p>device, such as a light, speaker or buzzer. Select the most appropriate materials and frameworks for different structures, explaining what makes them strong. Explain and use mechanical systems in their products to meet a design brief. Understand and use electrical circuits that incorporate a variety of components (switches, lamps, buzzers and motors) and use programming to control their products. Use a sensor to monitor an environmental variable, such as temperature, sound or light</p>
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<p>Knowledge</p>	<p>Different materials can be used for different purposes, depending on their properties e.g cardboard is a stronger material than paper.</p> <p>An axle is a rod or spindle that passes through a centre of a wheel to connect two wheels. – Bright Lights Big City</p>	<p>Structures can be made stronger, stiffer and more stable by using cardboard rather than paper and triangular shapes rather than squares, a broader base will also make a structure more stable.</p> <p>A mechanism is a device that takes one type of motion or force and produces a different one. It makes a job easier to do.</p>	<p>Shell structures are hollow, 3D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure.</p> <p>Levers consist of a rigid bar that rotates around a fixed point – called a fulcrum. They reduce the amount of work needed to lift a heavy object. Sliders move from side to side or up and down and are often used to make moving parts in books. Axles are shafts on which wheels can rotate to make a moving vehicle. Cams are devices that can convert circular motion into up and down motion.</p> <p>An electric circuit can be used in a model such as a lighthouse. It can be</p>	<p>A prototype is a mock-up of a design that will look like the finished product but may not be full size or made of the same materials. Shell and frame structures can be strengthened by gluing several layers of card together using triangular shapes rather than squares, adding diagonal support struts and using jinks corners.</p> <p>Mechanisms can be used to add functionality to a model, for example sliders or levers can be used in moving pictures, story books or simple puppets.</p> <p>Linkages in moving vehicles or puppets, gears in motorised vehicles or spinning toys, pulleys in cable cars or transport systems and cams in 3D moving toys or pictures.</p> <p>Components can be</p>	<p>Various methods can be used to support a framework, these include cross braces, guy ropes and diagonal struts – Scream Machine.</p> <p>Pneumatic systems use energy that is stored in compressed air to do work. Hydraulic systems work in a similar way, but instead of air the system is filled with liquid. – make your rocket fly, Star Gazers.</p> <p>Electrical circuits can be controlled by an on/off switch or by a variable resistor that can adjust the size of the current in the circuit. Real life examples are a dimmer switch or a volume control.</p> <p>Equipment and devices can be controlled by pressing buttons on a control panel such as on a washing machine or microwave.</p>	<p>Remote control is controlling a machine or activity from a distance. Computers can be used to remotely control a device, such as a light, speaker or buzzer.</p> <p>Strength can be added to a framework by using multiple layers. For example, corrugated cardboard can be placed with corrugations running alternately vertically and horizontally. Triangular shapes can be used instead of square shapes because they are more rigid.</p> <p>Frameworks can be further strengthened by adding an outer cover.</p> <p>Computer programs can control electrical circuits that include a variety of components, such as</p>
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			<p>controlled using a switch. A program is a set of instructions written to perform a specified task on a computer. (Computing)</p>	<p>added to circuits to achieve a particular goal e.g. bulbs for lighthouses and torches, buzzers for burglar alarms, motors for fairground rides, and switches for burglar alarms and games. (Science/DT Week – Moving toy with light bulb).</p>		<p>switches, lamps, buzzers and motors</p> <p>Mechanical systems can include sliders, levers, linkages, gears, pulleys and cams. Other mechanisms include pneumatics and hydraulics</p> <p>Computer monitoring uses sensors as a scientific tool to record information about environmental changes over time. Computer monitoring can also log data from sensors and record the resulting information in a table or graph</p>
ILP	Make a car – Bright Lights, Big City	Land Ahoy (making a moving toy boat – axel).	<p>Gods and Mortals (Wings for Icarus) Gods and Mortals (Wheel-based vessel, made of wood) Tribal Tales (Monument – innovate task) Tremors (Volcano) Scrumdiddlyumptious</p>	<p>Prototype??? Science/DT Week – Moving Toy (Lever, pulley or cams with light bulb).</p>	<p>Stargazers (Rocket – Innovate task) Alchemy Island (Boardgame) Scream Machine (Fairground Ride) Alchemy Island (Make a lamp/torch, this does not need to be</p>	<p>A Child’s War (creating an Anderson shelter model)</p> <p>Frozen Kingdom</p> <p>Hola Mexico</p> <p>Gallery Rebels</p>

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			(Smoothie and packaging)		designed, only made and investigated).	(Damian Hurst rotating painting machine) Tomorrow's World
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COOKING AND NUTRITION						
Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Aims	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		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.			
Skills	<p>Measure and weigh food items, using non-standard measures such as spoons and cups.</p> <p>Select healthy ingredients for a fruit or vegetable salad.</p> <p>Sort foods into groups by whether they are from an animal or plant source. – Paws, Claws and Whiskers (Science)</p>	<p>Prepare ingredients by peeling, grating, chopping or slicing.</p> <p>Describe the types of food needed for a healthy and varied diet, and apply the principles to make a simple healthy meal. (Fairtrade week – bananas)</p> <p>Identify the origin of some common foods.</p>	<p>Identify the main food groups (carbs, protein, dairy, fruit and vegetables, fats and sugars).</p> <p>Design a healthy snack or packed lunch and explain why it is healthy. (Scrumdiddlyumptious)</p> <p>Prepare and cook a simple savoury dish.</p> <p>Identify and name foods that are produced in different places including the UK and beyond.</p>	<p>Identify and use a range of cooking techniques to prepare a simple meal.</p>	<p>Evaluate meals and consider if they contribute to a balanced diet. Discuss Crumble – part of a balanced diet or not?</p> <p>Use an increasing range of cooking techniques to cook a sweet or savoury dish.</p> <p>Describe what seasonality means and explain some of the reasons why it is beneficial.</p>	<p>Plan a healthy weekly diet, justifying why each meal contributes towards a balanced diet.</p> <p>Follow a recipe that requires a variety of techniques and source the necessary ingredients independently.</p> <p>Explain how organic produce is grown. (Cover this during Hola Mexico!)</p>

Knowledge	<p>Using non-standard measures is a way of measuring that does not involve reading a scales.</p> <p>Fruit and vegetables are an important part of a healthy meal (it is recommended to have 5 portions of fruit and vegetables a day).</p> <p>Some foods come from animals such as meat, fish and dairy, other foods come from plants, such a fruits, vegetables, grains, beans and nuts. – Paws, Claws and Whiskers (Science)</p>	<p>Some ingredients need to be prepared before they can be cooked or eaten.</p> <p>A healthy diet should include meat or fish, starchy foods, some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p> <p>Food comes from two main sources; animals and plants e.g. cows provide beef.</p>	<p>There are five main food groups that should be eaten regularly as part of a balanced diet. Fruit and vegetables, carbs (potatoes, bread, rice and pasta), proteins (beans, pulses, fish, eggs and meat), dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally.</p> <p>Heathy snacks include; fresh or dried fruit and vegetables, nuts and seeds etc. A healthy packed lunch might include a brown or whole meal sandwich, a piece of fresh fruit, a low sugar yoghurt and a drink such as water or semi skimmed milk. (Scrumdiddlyumptious)</p> <p>Preparation techniques include peeling, chopping, deseeding,</p>	<p>Cooking techniques include baking, boiling, frying, grilling and roasting.</p>	<p>A balanced diet gives your body all the nutrients it needs to function correctly. (PE)</p> <p>Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour, rather than a sweet one.</p> <p>Seasonality is the time of year when the harvest or flavour of a type of food is at its best. Buying seasonal food is beneficial for many reasons. The food tastes better, it is fresher because it hasn't travelled as far, the nutritional value is higher, the carbon footprint is lower, it supports local growers and is usually cheaper.</p>	<p>Eating a balanced diet is a positive lifestyle choice that should be sustained over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a balanced diet.</p> <p>Ingredients can usually be bought at supermarkets, but specialist shops may stock different items. Greengrocers sell fruit and vegetables, butchers sell meat, fishmongers sell fresh fish and delicatessens usually sell some unusual prepared foods, as well as cold meats and cheeses.</p> <p>Organic produce is food that has been grown without the use of man-made fertilisers, pesticides,</p>

DT

			<p>slicing, dicing, grating, mixing and skinning.</p> <p>The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type e.g. potatoes and sugar beet are grown in the south-east of England, wheat barley and vegetables grow in the east of England.</p> <p>Particular areas of the world have conditions suited to growing certain crops such as coffee in Peru and citrus fruits in California. (Fairtrade Week – Chocolate Love Hearts)</p>			<p>growth regulators or animal feed additives. Organic farmers use crop rotation, animal and plant manures, hand-weeding and biological pest control.</p>
ILP	<p>Bright Lights, Big City (Bake wholegrain bread rolls)</p> <p>Dinosaur Planet (Make dinosaur sandwich and biscuits)</p>	<p>Muck, Mess and Mixtures (Make rice crispy cakes and/or flapjacks)</p>	<p>Scrumdiddlyumptious (Healthy packed lunch, savoury snack [scone], sweet snack/dessert [butterfly cake]).</p>	<p>Road Trip USA (Nebraska hand-held 'meat' pie, with quorn mince and Chicken Pot Pie, made with quorn chicken).</p>	<p>Peasants, Princes and Pestilence (Jam Tarts)</p> <p>Allotment (Crumble using locally sourced berries/fruit)</p>	<p>Hola Mexico! (Agua fresca making, Day of the dead celebration cooking – chilli, planning a healthy Maya diet, Maya hot chocolate)</p> <p>A Child's War (Planning a ration)</p>

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						diet, making an eggless sponge cake for VE day party)
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