

DT progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
U n i t		Textiles- Puppets	Textiles- Design and construct a flag using joining methods	Structure-Rain sticks	Cooking and nutrition- Greek Day Greek Salads and foods	Cooking and nutrition- Making chocolate	Mechanism- Anderson shelter
A u t u m n	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them. • Use drawing to represent ideas like movement or loud noises. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Disciplinary Knowledge: Children will research and evaluate existing product-considering materials used as well as the purpose of such products.</p> <p>Substantive Knowledge: Know what a puppet is and identify the joining techniques used, understand the historical changes of puppets, know how to thread a needle, know how to sew a running stitch, design and make a puppet, add finishing touches, evaluate product against design criteria.</p> <p>Vocabulary: Favourite, toys, before, after, differences, warm colours, sewing, material, cutting, shaping, joining, knotting, fraying, pulling thread, decorate, stitching</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Disciplinary Knowledge: Children will research and evaluate existing product-considering materials used as well as the purpose of such products.</p> <p>Substantive Knowledge: Know what a flag is and identify the joining techniques used, understand different uses of flags, know how to thread a needle, know how to sew a running stitch. Children to understand how the cost of materials can differ and affect choices made, design and make a family flag, add decoration, evaluate product against design criteria.</p> <p>Vocabulary: Knotting, fraying, twisting, joining, sewing, fabrics, texture, length, size, shape, threads, fabrics, fringing, pulling threads, twisting, plaiting</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Disciplinary Knowledge: Discuss the types of materials commonly used for musical instruments – why are these purposefully chosen? What are the origins of these materials? What are the costs? What choices need to be made when designing?.</p> <p>Substantive Knowledge: Understand materials used for instruments, Understand simple structures, and understand taught techniques to make structures more stable, design and make a model, evaluate product against design criteria.</p> <p>Technical knowledge: · apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Vocabulary: Rain stick, construct, fit for purpose, tone, design, function, aesthetic</p>	<ul style="list-style-type: none"> · 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. <p>Disciplinary Knowledge: discuss the benefits and disadvantages of importing food from around the world – consider ethics, economy of each country, the impact on the environment, select ingredients for products.</p> <p>Substantive Knowledge: understand where food comes from and locate this on a map, understand the principles of a varied diet, understand how to follow a recipe, to understand how to work hygienically and safely, know how to and use a variety of cutting and preparation methods, understand seasonality, plan and make a product.</p> <p>Vocabulary: Chop, cut, finely, chunky, mix, ingredients, produce, healthy</p>	<ul style="list-style-type: none"> · understand and apply the principles of a healthy and varied diet · Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Disciplinary Knowledge: discuss the benefits and disadvantages of importing food from around the world – consider ethics, economy of each country, the impact on the environment, food mile, fair trade.</p> <p>Substantive Knowledge: understand where food comes from and locate this on a map, understand the principles of a varied diet, understand how to follow a recipe, to understand how to work hygienically and safely, select ingredients for products, know how to and use a variety of cutting and preparation methods, understand seasonality, plan and make a product.</p> <p>Vocabulary: aroma, flavour, texture, appearance, rolling, mixing, heating, decorating, stirring, bright colour, appealing to the eye, folding, marketing</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Technical Knowledge: · apply their understanding of how to strengthen, stiffen and reinforce more complex structures]</p> <p>Disciplinary Knowledge: Discuss how the change in materials has impacted on the design on products,practise the use tools and techniques to join structure.</p> <p>Substantive Knowledge: understand the history and use on an Anderson shelter, understand the safety of the tools used, make shelter.</p> <p>Vocabulary: Strengthen, stiffen, reinforce, shape, build, construct, impact, materials</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit		Mechanism- Hot Air Balloons	Cooking and nutrition- Healthy lunch	Cooking and nutrition- Savoury cookies	Cooking and nutrition- Pizza Structure –Roman shield	Structure-3D model of a Viking longboat	Textiles -Notting Hill carnival headdress

<p>Spr g</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them. • Use drawing to represent ideas like movement or loud noises. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Technical Knowledge:</p> <ul style="list-style-type: none"> · explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Disciplinary Knowledge:</p> <p>Children will research and evaluate existing products, considering materials used as well as the purpose of such products,.</p> <p>Substantive Knowledge:</p> <p>Know what a mechanism is and what it can do, recognise different mechanisms ie lever, slider, pivot or hinge, design and make a moving picture, add finishing touches, evaluate product against design criteria.</p> <p>Vocabulary: Glue, paper mache, hot air balloon, paste, newspaper, strong, stable, shaping, joining, ripping, layering, materials.</p>	<ul style="list-style-type: none"> · use the basic principles of a healthy and varied diet to prepare dishes · understand where food comes from. <p>Disciplinary Knowledge:</p> <p>Begin to justify choices based on healthiness of product, select ingredients for products.</p> <p>Substantive Knowledge:</p> <p>understand where food comes from, understand the principles of a varied diet, understand how to follow a recipe, to understand how to work hygienically and safely, practise how to cut ingredients, evaluate products.</p> <p>Vocabulary: <i>chopping, cutting, slicing, hygiene, healthy diet, fruit, vegetable</i></p>	<ul style="list-style-type: none"> · 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. <p>Disciplinary Knowledge: discuss that farming makes food production easier, practise how to assembly ingredients, evaluate my tool, select ingredients for products, practise the use a variety of cutting and preparation methods, understand seasonality.</p> <p>Substantive Knowledge:</p> <p>understand what foods are grown reared or caught, understand how to follow a recipe, to understand how to work hygienically and safely, design and make a product.</p> <p>Vocabulary:</p> <p>savoury, cookies, mix, weigh, grind, bake, cook</p>	<p>Cooking and nutrition- Pizza</p> <ul style="list-style-type: none"> · 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. <p>Disciplinary Knowledge: discuss the benefits and disadvantages of importing food from around the world, select ingredients for products, practise how to knead and bake.</p> <p>Substantive Knowledge: understand where food comes from and locate this on a map, understand how to follow a recipe, know how to knead and bake.</p> <p>Vocabulary:</p> <p>kneading, cutting, grating, baking, melting, grilling, chopping,</p> <p>Structure –Roman shield</p> <p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Disciplinary Knowledge: Discuss the types of materials commonly used for boats – why are these purposefully chosen? What are the origins of these materials? What are the costs? What choices need to be made when designing a boat?, practise techniques.</p> <p>Substantive Knowledge:</p> <p>understand how to create simple structures, use taught techniques to make structures more stable, design and make a 3d boat, evaluate product against design criteria and make suggestions for improvements..</p> <p>Vocabulary:</p> <p>feature, purpose, annotate, available, resources, attached materials, texture, model, aesthetic, prototype, gears, levers, pulleys</p> <p>Disciplinary Knowledge: Discuss the types of materials commonly used for shields – why are these purposefully chosen?</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Disciplinary Knowledge: Discuss the types of materials commonly used for boats – why are these purposefully chosen? What are the origins of these materials? What are the costs? What choices need to be made when designing a boat?, practise techniques.</p> <p>Substantive Knowledge:</p> <p>understand how to create simple structures, use taught techniques to make structures more stable, design and make a 3d boat, evaluate product against design criteria and make suggestions for improvements..</p> <p>Vocabulary:</p> <p>feature, purpose, annotate, available, resources, attached materials, texture, model, aesthetic, prototype, gears, levers, pulleys</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Disciplinary Knowledge:</p> <p>Discuss the benefits of headdresses, debate the cost and sustainability of the materials used</p> <p>Substantive Knowledge:</p> <p>understand the purpose of clothing, understand the historical context of headdress, use a range of techniques, add finishing touches, evaluate product against design criteria</p> <p>Vocabulary:</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit of work		<u>Structures</u> -Recycled sculptures-castles	<u>Structure</u> and <u>Mechanism</u> - Marble run	<u>Mechanism</u> -Egyptian wheel toy	<u>Electricity</u> - Circuits	<u>Mechanism</u> -Catapult	<u>Cooking and nutrition</u> -Make free range/ vegan meal

<p>Su m m e r</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them. • Use drawing to represent ideas like movement or loud noises. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. 	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Technical knowledge :</p> <ul style="list-style-type: none"> · 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. <p>Disciplinary Knowledge: Research castles, discuss the types of materials commonly used for castle structures – why were these purposefully chosen?</p> <p>Substantive Knowledge: understand how to create simple structures, use taught techniques to make structures more stable, design and make a model castle, evaluate product against design criteria.</p> <p>Vocabulary: Strong, stiffer, stable, cutting, mock-ups, materials</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Technical knowledge :</p> <ul style="list-style-type: none"> · 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. <p>Disciplinary Knowledge: Research different games, discuss the types of materials commonly used for wheel structures – why were these purposefully chosen?</p> <p>Substantive Knowledge: understand how to create simple structures, use taught techniques to make structures more stable, design and make a model wheel, evaluate product against design criteria.</p> <p>Vocabulary: sliders, levers, materials, string, stiffer, cutting, shaping, joining, movement</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Technical Knowledge:</p> <ul style="list-style-type: none"> · 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] <p>Disciplinary Knowledge: Discuss the types of materials commonly used for wheel structures – why were these purposefully chosen?</p> <p>Substantive Knowledge: understand how to create simple structures, use taught techniques to make structures more stable, design and make a model wheel, evaluate product against design criteria.</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · explore and evaluate a range of existing products · evaluate their ideas and products against design criteria <p>Disciplinary Knowledge: experiment with different electrical items, look at a range of circuits.</p> <p>Substantive Knowledge: understand what is needed to make a full circuit, understand the different parts of a circuit, make own circuit.</p> <p>Vocabulary: shaping, joining, ripping, reinforce, bend, materials, layering, user, purpose, evaluate, design, stiffen, construct, strengthen, circuit, bulb, wire, conductor, magnify, insulator, switch.</p>	<p>Design:</p> <ul style="list-style-type: none"> · 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 <p>Make:</p> <ul style="list-style-type: none"> · 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 <p>Evaluate:</p> <ul style="list-style-type: none"> · 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 <p>Technical Knowledge:</p> <ul style="list-style-type: none"> · 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] DT Overview and Progression <p>Disciplinary Knowledge: Discuss how the change in materials and development of technology has impacted on the design on products. Consider how the cost of materials impacts production</p> <p>Substantive Knowledge: Understand context in which pneumatics are used, look at examples of pneumatics and discuss how each one works, understand the historical context of ‘crank toys,’ use tools and techniques to join box structure, use gears, levers and pulleys in a finished product.</p> <p>Vocabulary: functionality, purpose, design, specification, evaluate, annotate, criteria,</p>	<ul style="list-style-type: none"> · 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. <p>Substantive Knowledge: understand the principles of a varied diet, understand how to follow a recipe, to understand how to work hygienically and safely, select ingredients for products, know how to and use a variety of cutting and preparation methods, understand seasonality, plan and make a product</p> <p>Disciplinary Knowledge: discuss the benefits and disadvantages of free range and vegan</p> <p>Vocabulary: balanced diet, vegan, animal friendly, produce, peel, cut, grate, mix, mould, cook, ingredients, grown, reared, caught, milked, pressed.</p>
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Year 7**Design:**

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make:

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate:

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Technical knowledge:

- understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- understand how more advanced mechanical systems used in their products enable changes in movement and force
- understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

Cooking and nutrition:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.