| Educate Together | Skills progression | |
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| | **YEAR 1** | Design Technology |

In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Refer to EYFS documentation** |
| **Current learning** | **Unit 1 – recycling materials for toys / imaginative play** (sliders & simple levers)<br>**Unit 2 - Fruit salad**<br>**Unit 3 - Weaving** |
| **Future learning** | **Unit 1 – Wheels & axels** (transport design)<br>**Unit 2 – Sewing bags** (felt) to replace plastic bags<br>**Unit 3 - wraps** |
| | **NC Objective: To design purposeful, functional, appealing products for themselves and other users based on design criteria.** |
| | Identify the intended user (who would play with their toy / eat their fruit salad / purchase their woven design) |
| | Explore basic food hygiene and balanced diet as a design criterion (e.g., washed fruit, diversity on the plate) |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology** |
| | Draw models of their designs with labels (e.g., mechanisms, tools, ingredients). |
| | Communicate design intentions through verbal explanation and peer feedback, explaining key features and intended use. |
| | Explain their plans aloud for at least one of their designs (this could be recorded on an ipad using Dojo or Chatterpix). |
| | **NC Objective: To select from and use a range of tools and equipment to perform practical tasks.**<br><br>**NC Objective: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.** |
| | Deciding when to use a peeler and when to use a knife. |
| | Using a peeler safely and cutting with a knife under supervision. |
| | Use simple tools like scissors, glue, and fasteners to cut, shape, and join materials (like paper and card) to create their slider and lever mechanisms. |
| | Discuss the benefits and drawbacks of using recycled materials. |
| | Name different fruits and discuss their flavours (sweet, sour, tangy, tart, zesty). |
| | Identify when fruit is ripe and ready to use as an ingredient. |
| | Experiment with different materials like paper, fabric strips, or yarn, and begin to understand how their properties affect the weaving process. |
| | **NC Objective: To explore and evaluate a range of existing products.** |
| | Identify mechanisms within existing products (levers, sliders, woven materials). |
| | Discuss how the mechanisms are used within these products and if it's effective (assess against the class's criteria). |
| | **NC Objective: To evaluate their ideas and products against design criteria.**<br><br>**NC: To build structures, exploring how they can be made stronger, stiffer and more stable.** |
| | Create a class criterion for each design project. |
| | Mark their designs against the class criteria (as well as existing designs – see above). |
| | **NC: To explore and use mechanisms.** |
| | Explain that sliders move in a straight line (side-to-side or up-and-down) and levers pivot around a fixed point. |
| | Practice the fundamental weaving technique of interlacing the weft threads over and under the warp threads. |

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| | Create simple weaving patterns, such as over-under or variations of this basic structure. |
| | **NC Objective: To use the basic principles of a healthy and varied diet to prepare dishes.**<br>**NC Objective: To understand where food comes from.** |
| | Demonstrate thorough hand washing before preparing food. |
| | To explore the Eat Well Guide focusing on the need for diversity within our diets (exposed to food group vocabulary but emphasising the need for different types of food). |
| | To explain that fruit comes from plants. |
| | To differentiate between common fruits and vegetables. |
| **Key vocabulary** | **Slider:** A mechanism that moves in a straight line within a slotted guide.<br><br>**Lever:** A rigid bar that pivots around a fixed point to move objects.<br><br>**Pivot:** A fixed point around which a lever or other mechanism rotates.<br><br>**Slot:** A narrow opening that guides movement.<br><br>**Mechanism:** A system of parts working together to perform a specific function.<br><br>**Ingredients:** The components used to make a dish or product.<br><br>**Weave:** To interlace threads or materials to form a fabric or pattern.<br><br>**Interlace:** To cross or mix things together, such as threads in weaving. |

| Educate Together | Skills progression | |
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| | **YEAR 2** | Design Technology |

In addition to expectations from previous years, by the end of Year 2, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Unit 1 – recycling materials for toys / imaginative play** (sliders & simple levers)<br>**Unit 2 - Fruit salad**<br>**Unit 3 - Weaving** |
| **Current learning** | **Unit 1 – Wheels & axels** (transport design)<br>**Unit 2 – Sewing bags** (felt) to replace plastic bags<br>**Unit 3 - wraps** |
| **Future learning** | **Unit 1 - Bug hotel / bird's house**<br>**Unit 2 - Pirate ships with gears – single use plastic**<br>**Unit 3 – Foods from China** |
| | **NC Objective: To design purposeful, functional, appealing products for themselves and other users based on design criteria.** |
| | Identify and explain the intended user for each product (how is the product suited to this user – this informs the criteria). |
| | Adapt product designs based on the specific needs of different audiences (e.g., considering size, accessibility, or functionality). |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** |
| | Draw models from different perspectives (e.g., top, front, side) labelling resources required and any mechanisms. |
| | Make iterations of plans based on feedback from peers and self-evaluation against a criteria (e.g, plan in pencil then purple pen edit). |
| | Explain their plans aloud including how it fits the criterion (using IT – e.g, Class Dojo or Chatterpix). |

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| | **NC Objective: To select from and use a range of tools and equipment to perform practical tasks.**<br><br>**NC Objective: To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.** |
| | Select materials (like straws, cardboard, dowels, felt, thread) suitable for their design. |
| | Be mindful of safety when using tools and materials (e.g., safe handling of scissors and needles, graters, knives). |
| | Choose suitable tools to peel, grate, cut (bridge method), wrap. |
| | Discuss where ingredients come from (links to Mexico and Mexican ingredients). |
| | Consider the combinations of ingredients (flavours and textures). |
| | **NC Objective: To explore and evaluate a range of existing products.** |
| | Identify mechanisms within existing products (levers, sliders, woven materials) |
| | Discuss how the mechanisms are used within these products and if it's effective (assess against their criterion) |
| | Evaluate how products meet the needs of their end user. |
| | **NC Objective: To evaluate their ideas and products against design criteria.**<br><br>**NC: To build structures, exploring how they can be made stronger, stiffer and more stable.** |
| | Create a criterion for each design project (this can be done in pairs). |
| | Mark their designs against their own criterion (as well as existing designs – see above). |
| | **NC: To explore and use mechanisms.** |
| | Articulate that a wheel rotates around an axle, making it easier to move objects, and explore how these mechanisms reduce friction. |
| | Assemble a basic structure (like a car) and attach wheels to axles that allow it to move. |
| | Use a running stitch or over stitch to join felt pieces together. |
| | **NC Objective: To use the basic principles of a healthy and varied diet to prepare dishes.**<br>**NC Objective: To understand where food comes from.** |
| | Explain the importance of clean hands, surfaces and tools for food preparation. |
| | Explain appropriate storage methods for different ingredients (e.g., refrigeration, dry storage) to maintain food safety and quality. |
| | Explain that there are different food groups and each provides different nutrients – confidently naming 2 groups. |
| | Identify a range of vegetables and state which part of the plant is eaten. |
| | Compare vegetables grown in England to vegetables grown in Mexico. |
| | Combine different food groups in one meal (a wrap). |
| **Key vocabulary** | **Wheels:** Circular objects that rotate around a central point.<br><br>**Axels:** Rods or spindles on which wheels rotate.<br><br>**Running stitch:** A simple sewing stitch using parallel lines.<br><br>**Nutrients:** Substances in food essential for growth and health.<br><br>**Balance:** A healthy diet that includes the correct proportions of different food groups.<br><br>**Evaluate:** To assess the quality or success of a design against criteria.<br><br>**Criteria:** Standards or rules used to evaluate a design. |

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| Educate Together | Skills progression | |
| | **YEAR 3** | Design Technology |

In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Unit 1 – Wheels & axels** (transport design)<br>**Unit 2 – Sewing bags** (felt) to replace plastic bags<br>**Unit 3 - wraps** |
| **Current learning** | **Unit 1 - Bug hotel / bird's house**<br>**Unit 2 - Pirate ships with gears – single use plastic**<br>**Unit 3 – Foods from China** (e.g, stir fry) |
| **Future learning** | **Unit 1 – Electrical systems**<br>**Unit 2 – Pulleys and levers (shadufs linked to Ancient Egyptians)**<br>**Unit 3 – Somalian food** |
| | **NC Objective: To 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.** |
| | Research the needs of specific insects/birds to develop criteria (e.g., size of holes, type of materials for insulation/shelter) for their bug hotel or bird's house. |
| | Research the features of pirate ships and consider criteria for functionality (e.g., flotation, stability) and appeal, aiming for a specific "crew" (target group). |
| | Research traditional Chinese dishes, ingredients, and cultural significance to develop criteria for taste, appearance, and authenticity, aiming to create appealing dishes for a particular audience. |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** |
| | Plan through annotated sketches and simple mock-ups. |
| | Introduce cross-sectional views for projects like the bug hotel or birdhouse to show internal structure and features. |
| | **NC Objective: To select from and use a wider range of tools and equipment to perform practical tasks accurately.**<br><br>**NC Objective: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**<br><br>**NC Objective: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** |
| | Use basic tools for cutting shaping, and joining natural and construction materials (ruler, tape measure, sandpaper, wood glue …). |
| | Select natural materials (e.g., hollow stems, wood, leaves) and construction materials (e.g., wood, mesh) based on their properties for their product. |
| | Use a range of kitchen tools and equipment (e.g., knives, chopping boards) to perform practical food preparation tasks accurately (bridge hold revisited and claw grip, and spiralising taught). |
| | Select from a range of Chinese ingredients (e.g., noodles, specific vegetables, sauces) according to their functional properties (e.g., texture, flavour) and aesthetic qualities. |
| | **NC Objective: To investigate and analyse a range of existing products.**<br>**NC Objective: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.** |
| | Investigate existing products, analysing them against their own success criteria. |
| | Document improvements made to their designs based on self-evaluation and peer feedback. |
| | **NC Objective: To understand how key events and individuals in design and technology have helped shape the world.** |
| | Make links back to Isambard Kingdom Brunel when ship building (retrieval from year 2). Then discuss Bristol Docks (William Jessop's floating harbour). |
| | **NC: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**<br>**NC: To understand and use mechanical systems in their products.** |
| | Explain and apply principles of structural integrity to ensure stable shelters and rigid hulls. |
| | Explore gears as a mechanical system to transmit motion. |

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| | **NC Objective: To understand and apply the principles of a healthy and varied diet.**<br>**NC Objective: understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.** |
| | Identify all five food groups and describe at least one nutritional benefit of each. |
| | Explore how one Chinese stir fry ingredient grows, where it comes from, and when it is harvested. E.g., pak choi or beansprouts. |
| **Key vocabulary** | **Functional:** A product that performs its intended purpose effectively.<br><br>**Cuisine:** A style of cooking associated with a specific culture or region.<br><br>**Hygiene:** Practices to maintain health and prevent illness, especially in food preparation.<br><br>**Flotation:** The ability of an object to float in water.<br><br>**Stability:** The ability of a structure to resist tipping or falling over.<br><br>**Gears:** Toothed wheels that transmit motion.<br><br>**Transmit:** To transfer motion or force from one part of a mechanism to another.<br><br>**Prototype:** A preliminary model of a product used for testing.<br><br>**Structure:** The way a product is organized and constructed to support weight.<br><br>**Reinforce:** To strengthen or support a structure. |

| Educate Together | Skills progression | |
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| | **YEAR 4** | Design Technology |

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Unit 1 - Bug hotel / bird's house**<br>**Unit 2 - Pirate ships with gears – single use plastic**<br>**Unit 3 – Foods from China** (e.g, stir fry) |
| **Current learning** | **Unit 1 – Electrical systems**<br>**Unit 2 – Pulleys and levers (shadufs linked to Ancient Egyptians)**<br>**Unit 3 – Somalian food** |
| **Future learning** | **Unit 1 – Sewing**<br>**Unit 2 – Pneumatics (rockets)**<br>**Unit 3 – Religious dishes** |
| | **NC Objective: To 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.** |
| | Research existing electrical products and define criteria for a new product's function, safety, and appeal (e.g., a simple alarm or light). |
| | Research the historical context of shadufs to understand their purpose, then develop criteria for their own lifting system's efficiency and stability. |
| | Research traditional Somalian savoury dishes, ingredients, and cultural significance to develop criteria for taste, appearance, and authenticity, aiming to create appealing dishes for a particular audience |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** |
| | Utilise online circuit simulation tools to design and test electrical systems before physically building them. |

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| | Produce detailed, annotated drawings that include measurements and material specifications. |
| | **NC Objective: To select from and use a wider range of tools and equipment to perform practical tasks accurately.**<br><br>**NC Objective: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**<br><br>**NC Objective: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** |
| | Select electrical components (wires, batteries, bulbs, switches) based on their functional properties. |
| | Select from a range of Somalian ingredients according to their functional properties (e.g., texture, flavour) and aesthetic qualities. |
| | Select materials for their pulley and lever systems based on strength, rigidity, and ease of manipulation |
| | Progress to more precise cutting techniques, such as dicing and slicing, using appropriate tools. |
| | **NC Objective: To investigate and analyse a range of existing products.**<br>**NC Objective: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.** |
| | Investigate existing products, analysing them against their own success criteria, discussing how they meet the needs of the end user. |
| | Document improvements made to their designs based on self-evaluation and peer feedback. |
| | **NC Objective: To understand how key events and individuals in design and technology have helped shape the world.** |
| | Discuss inventors like Michael Faraday and Lewis Howard Latimer, who were instrumental in shaping electrical technology. |
| | **NC: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**<br>**NC: To understand and use mechanical systems in their products.**<br>**NC: To understand and use electrical systems in their products.** |
| | Applying knowledge to ensure the frame for the pulley/lever system is strong and stable under load. |
| | Build simple series circuits with switches, bulbs, buzzers, and/or motors. |
| | **NC Objective: To apply their understanding of computing to program, monitor and control their products.** |
| | Opportunity for GDs - use simple block-based coding (e.g., Scratch) to program a switch to control a light or buzzer, monitoring its output. This could link to creating a simple "Viking longhouse alarm". |
| | **NC Objective: To understand and apply the principles of a healthy and varied diet.**<br>**NC Objective: understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.** |
| | Explore the recommended portioning for the 5 food groups. |
| | Name 4 different vitamins / minerals and rich sources of these. |
| | Explore how two Somalian ingredient grows, where they come from, and when they are harvested. |

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| **Key vocabulary** | **Research and development (R&D):** The process of investigating and experimenting to create new products.<br><br>**Technique:** A specific method or skill used to perform a task.<br><br>**Pulleys:** Simple machines using wheels and ropes to lift heavy objects.<br><br>**Levers:** (See Year 1 definition.)<br><br>**Circuit:** A complete path for electricity to flow.<br><br>**Portion:** A specific amount of food.<br><br>**Function:** The specific task or purpose a product is designed to perform.<br><br>**Efficiency:** The ability to perform a task with minimal waste.<br><br>**Authenticity:** The quality of being genuine or true to its origin (e.g., in food). |

| Educate Together | Skills progression | |
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| | **YEAR 5** | Design Technology |

In addition to expectations from previous years, by the end of Year 5, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Unit 1 – Electrical systems**<br>**Unit 2 – Pulleys and levers (shadufs linked to Ancient Egyptians)**<br>**Unit 3 – Somalian food** |
| **Current learning** | **Unit 1 – Sewing**<br>**Unit 2 – Pneumatics (rockets)**<br>**Unit 3 – Religious dishes** |
| **Future learning** | **Unit 1 – cam mechanisms**<br>**Unit 2 – 3D modelling**<br>**Unit 3 – local and home grown food** |
| | **NC Objective: To 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.** |
| | Research sustainable practices and material properties to develop design criteria for a textile product, focusing on environmental impact and durability. |
| | Research rocket design principles (e.g., aerodynamics, stability) to inform criteria for their pneumatic rocket, considering factors like launch height and trajectory. |
| | Research specific religious guidelines and example recipes. |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** |
| | Create mood boards involving iterations of sketches (for textiles unit). |
| | Produce detailed, annotated drawings that include measurements and material specifications. |
| | **NC Objective: To select from and use a wider range of tools and equipment to perform practical tasks accurately.**<br><br>**NC Objective: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**<br><br>**NC Objective: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** |

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| | Use range of sewing tools (needles, pins, scissors) and learn various stitching and finishing techniques accurately. |
| | Explore how to look after knives to keep them sharp. |
| | Refine their cutting skills, exploring techniques like julienning or chiffonade for specific ingredients. |
| | Select from a wider range of textiles, considering properties like weave, stretch, and sustainability, as well as aesthetic qualities. |
| | **NC Objective: To investigate and analyse a range of existing products.**<br>**NC Objective: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.** |
| | Investigate existing products, analysing them against their own success criteria, discussing how they meet the needs of the end user. |
| | **NC Objective: To understand how key events and individuals in design and technology have helped shape the world.** |
| | To explore how key individuals and events in the history of flight and rocket design — such as the Wright brothers, Wernher von Braun, or the Apollo missions — have influenced modern technologies like pneumatics and space exploration. |
| | **NC: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**<br>**NC: To understand and use mechanical systems in their products.** |
| | Investigate pneumatics as a system for transmitting and amplifying force, understanding how pressurised air is used in products. |
| | **NC Objective: To apply their understanding of computing to program, monitor and control their products.** |
| | GDs - Use simple sensors (e.g., light, sound) and microcontrollers (e.g., Micro:bit) to monitor conditions (e.g., launch detection) or control a simple launch sequence (e.g., a timed-release mechanism, or a light indicator that changes when pressure is reached).<br>https://makecode.microbit.org/courses/ucp-science/rocket-acceleration<br>https://makecode.microbit.org/<br>https://makecode.microbit.org/ |
| | **NC Objective: To understand and apply the principles of a healthy and varied diet.**<br>**NC Objective: understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.** |
| | Investigate how religious dietary requirements (e.g., Halal) influence food choices and the preparation of balanced meals. |
| | Explore Halal rules for meat and the process which it goes through. |
| **Key vocabulary** | **Textiles:** Fabrics or materials made by weaving, knitting, or sewing.<br><br>**Mood board:** A collection of images used to inspire and communicate a design concept.<br><br>**Julienning / chiffonade:** Cutting techniques for food (Julienning: thin strips; Chiffonade: thin ribbons).<br><br>**Aesthetic quality:** The visual attractiveness of a product.<br><br>**Pneumatics:** A system that uses compressed air or gas to transmit force.<br><br>**Force transmission:** Transferring force from one part of a mechanism to another.<br><br>**Halal:** Food prepared according to Islamic law.<br><br>**Kosher:** Food prepared according to Jewish dietary laws. |

| Educate Together | Skills progression | |
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| | **YEAR 6** | Design Technology |

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

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| **Previous learning** | **Unit 1 – Sewing**<br>**Unit 2 – Pneumatics (rockets)**<br>**Unit 3 – Religious dishes** |
| **Current learning** | **Unit 1 – cam mechanisms**<br>**Unit 2 – 3D modelling**<br>**Unit 3 – local and home grown food (inc dough making)** |
| | **NC Objective: To 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.** |
| | Research existing cam-driven products and use this to inform design criteria for a new product that utilizes a cam mechanism for specific movement. |
| | Develop comprehensive design criteria for a product to be digitally modelled, considering its function, aesthetics, and the constraints of 3D printing. |
| | Research food grown locally and consider which ingredients are challenging to source. |
| | **NC Objective: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.** |
| | use annotated sketches and cross-sectional/exploded diagrams to clearly communicate the design and function of their cam mechanism. |
| | Use TinkerCad to generate, develop, model and communicate their ideas. |
| | **NC Objective: To select from and use a wider range of tools and equipment to perform practical tasks accurately.**<br><br>**NC Objective: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.**<br><br>**NC Objective: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.** |
| | use more precise tools for cutting, shaping, and joining components to create intricate cam mechanisms. |
| | Use CAD resources and potentially a 3D printer (City Academy links) or 3D pens. |
| | Use dough making tools and techniques (e.g., kneading, proving, shaping). |
| | **NC Objective: To investigate and analyse a range of existing products.**<br>**NC Objective: To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.** |
| | Investigate existing products, analysing them against their own success criteria with an ethical perspective (an awareness of sustainability and carbon footprint). |
| | **NC Objective: To understand how key events and individuals in design and technology have helped shape the world.** |
| | Explore rationing in WW2 and the impact it had (inc. Dig for Victory campaign). |
| | **NC: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**<br>**NC: To understand and use mechanical systems in their products.** |
| | Ensure the housing and supports for the cam mechanism are robust and prevent flexing. |
| | Design structures digitally with an understanding of how to add strength and rigidity for real-world realisation. |
| | **NC Objective: To apply their understanding of computing to program, monitor and control their products.** |
| | Use computer-aided design software and potential control (e.g., sending to a 3D printer). |
| | **NC Objective: To understand and apply the principles of a healthy and varied diet.**<br>**NC Objective: understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.** |
| | Name the five food groups and give examples of foods from each, along with their main nutritional benefits. |
| | Design and prepare a balanced two-dish meal, justifying ingredient choices based on nutritional benefits and local sourcing. |
| | Discuss seasonality of plant-based foods in relation to rationing in WW2. |

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| **Key vocabulary** | **Cam mechanisms:** A rotating piece in a mechanical linkage that transmits motion.<br><br>**3D modelling:** Creating a three-dimensional digital representation of an object using software.<br><br>**Robust:** Strong, durable, and resistant to wear and tear.<br><br>**Flexing:** Bending or stretching, indicating a lack of rigidity.<br><br>**CAD (Computer-Aided Design):** Using computer systems to assist in design.<br><br>**Locally sourced:** Ingredients or materials obtained from a nearby area.<br><br>**Kneading:** Working dough with hands to develop texture.<br><br>**Proving:** The final rising stage of dough before baking.<br><br>**Ethical perspective:** A viewpoint that considers moral principles, such as sustainability. |