

Year	Year 1 Design & Technology		
KS1 Objectives	Term 1 - Home	Term 2 - Gardens	Term 3 - School
Focus	Christmas card with pop-up or levers (See Det1a)	Wind chime & Fruit kebabs	Sew a simple flap and button pencil case (like an envelope)
Evaluate: explore and evaluate a range of existing products	To look at, discuss and compare different types of cards and their purpose	To look at, discuss and compare different wind chimes and the noises they make	To understand how the function of a pencil case influences its design
Technical knowledge: build structures, exploring how they can be made stronger, stiffer & more stable	To know that folding, layering or weaving paper and card makes it stiffer and stronger	To know how to knot, join and thread using string	To know how to do blanket stitch to sew two edges together and how to attach a button
Technical knowledge: explore & use mechanisms (e.g. levers, sliders, wheels & axels) in their products	To construct a range of moving examples - including flaps, spring, fanfold & sliders, split pins etc		
Design: To design purposeful, functional, appealing products for themselves or other uses based on design criteria	To design and label a moving Christmas card to give to a family member	To design and label a wind chime for the school garden and include a list of tools and equipment	To create own design criteria and use it to design a simple flap and button pencil case for themselves
Design: generate, develop, model & communicate their ideas through talking, drawing templates, making mock-ups, and where appropriate, using computer technology	To create a simple mock-up of their Christmas card design and check it meets the design criteria	To talk through and explain their design to a group, including details about how they will attached their chime items	To use the design criteria to draw a model of the pencil case and label how it will be joined and why
Make: select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining & finishing)	To select appropriate tools to complete their product e.g. scissors, glue, tape, colouring pencils or pens	To select appropriate tools to cut, measure, waterproof and attach the wind chime objects	To use a simple pattern template to draw the fabric size and cut carefully
Make: select from and use a wide range of materials and components, incl. construction materials, textiles & ingredients, according to their characteristics	To select appropriate materials from a selection of paper, card, tissue, corriflute etc.	To select appropriate materials for both the structure and sound of their wind chime	To select appropriate fabric for the pencil case, based on its properties and explain why they chose it
Evaluate : evaluate their ideas & products against the design criteria	To evaluate their finished Christmas card	To evaluate theirs and their partners wind chime against the design criteria	To evaluate the pencil case against their own criteria
Cooking & nutrition: use the basic principles of a healthy & varied diet to prepare dishes		To understand that fruit forms part of a healthy diet and how to cut and prepare them for a fruit salad (including the bridge technique for sharp knives)	
Cooking & Nutrition: to understand where food comes from		To know where some common fruits come from	

Year	Year 2 Design & Technology		
KS1 Objectives	Term 1 - Toys	Term 2 - Industry	Term 3 - Wider environment
Focus	Make a car with axles (See Det2a)	Loom	cooking skills and meal planning
Evaluate: explore and evaluate a range of existing products	To explore a range of mechanisms that make toys move.	To understand the role of looms and their impact throughout history and worldwide. To look at the structure of different looms and the effects they create	To understand what makes a healthy balanced meal and (in simple terms) how it changes for different people. To explore a variety of snacks and evaluate their nutritional content.
Technical knowledge: build structures, exploring how they can be made stronger, stiffer & more stable	To look at a range of designs and discuss stability and strength of the structures. To know how to saw safely and attach axles and wheels	To understand the purpose of adding cardboard corners to a wooden frame to strengthen it	To explore a variety of food textures and consider the importance of presentation
Technical knowledge: explore & use mechanisms (e.g. levers, sliders, wheels & axels) in their products	To know that axles can be used to make wheels move and how they interconnect to allow movement.		
Design: To design purposeful, functional, appealing products for themselves or other uses based on design criteria	To draw and label own wheeled vehicle including a list of tools and materials with reasons for choices	To design both a loom and colours for their fabric to represent a chosen topic or common design including a list of tools and materials with reasons for choices	To design an appealing snack using knowledge about existing products
Design: generate, develop, model & communicate their ideas through talking, drawing templates, making mock-ups, and where appropriate, using computer technology	To share design ideas by presenting them to a small group and explaining their reasons for their choices	To create a loom and fabric with given materials	To draw and label the snack and its packaging using Purple Mash to create an advert to communicate their ideas
Make: select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining & finishing)	To safely use a saw to cut axles to the correct length and choose an appropriate method of joining axles to chassis	To use a saw safely to cut lengths of square dowel and fix using staples and cardboard triangles. Use a saw to cut notches for the string	To select appropriate tools for making the snack and demonstrate safe use
Make: select from and use a wide range of materials and components, incl. construction materials, textiles & ingredients, according to their characteristics	To choose an appropriate material from a selection, to create their vehicle chassis and wheels	To explain their fabric choices	To choose appropriate ingredients, considering both flavour and nutritional value
Evaluate : evaluate their ideas & products against the design criteria	To explain ways in which their vehicle is successful and future improvements	To evaluate their loom and fabric against the design criteria and explain how it is similar and different to looms used in the past or today	To compare own snack and packaging to the nutritional content of one of the ones first looked at.
Cooking & nutrition: use the basic principles of a healthy & varied diet to prepare dishes			To show an awareness of the importance of healthy eating when designing own snack
Cooking & Nutrition: to understand where food comes from			To describe the origins of the ingredients use in creating their snack and explain why they chose each ingredient

Year	Year 3 Design & Technology		
KS2 Objectives	Term 1 - Home	Term 2 - School	Term 3 - Wider Environment
Focus	Cushion. (See Det2d)	Seasonal packed lunch. (See Det3b)	Building - Cranes (winding mechanism or winch) See Det2c)
Evaluate: investigate and analyse a range of existing products	To investigate a range of cushions and define the function of a cushion	To explore a variety of packed lunch options and evaluate their nutritional content.	To explore a range of toys and vehicles with winding mechanisms and identify key features and uses
Evaluate: understand how key events and individuals in design and technology have helped shape the world	To analyse Laura Ashley prints and designs from 1970's and repetitive patterns and identify common features	Explore the difference in 'packed lunch' around the world, including tiffin boxes in Mumbai, matpakke in Norway, brown bag in USA etc.	To understand the historical origin of winding mechanisms (see Archimedes) and how they were then used throughout the ancient world and today in cranes and trucks
Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	To look at different fillings for cushions e.g. kapok, straw, cotton, wool, feathers, paper and identify pro's and con's of each		To understand the need for a stable structure to support the mechanism
Technical knowledge: understand and use mechanical systems in their products. (e.g. gears, pulleys, cams, levers & linkages)			To understand that a winding mechanism has an axle that turns and a handle
Technical knowledge: understand and use electrical systems in their products. (e.g. series circuits, incorporating switches, bulbs, buzzers & motors)			To investigate the use of a motor to enhance the speed of the winding mechanism
Technical knowledge: apply their understanding of computing to program, monitor and control their products			
Design: To use research & develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups	To design a cushion for a family member linking it to their interests and create clear design criteria		To identify suitable design criteria to inform the design of a crane model with a working winch - think about the stability and need for ballast at the base
Design: To use research & design criteria to inform the design of innovative, functional, appealing products	To use your personal design criteria to inform a design influenced by Laura Ashley's prints	To use design criteria to design an appealing packed lunch suitable for a named season using knowledge about existing products and clients	To use the design criteria to design new crane with a working winch that would be useful on a building site or in a quarry. Which parts need to move? How will you make it look appealing to prospective buyers?
Design: to generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces & computer-aided design	To draw and annotate their design on paper squares and create a printed prototype and pattern	To create a detailed sketch of their packed lunch, including labels, list of tools and ingredients and an explanation for why you have selected each one and how it fits the brief	To independently create a detailed and labelled sketch of your design, including an exploded diagram to show the winch mechanism in detail
Make: select from and use a wider range of tools and equipment to perform practical and everyday tasks accurately. (e.g. cutting, shaping, joining, and finishing)	To know how to use and select suitable tools and equipment such as printing blocks, needle and thread etc.	To learn to safely use cooking techniques and tools to prepare a healthy packed lunch	To know how to use and select suitable tools and equipment such as scissors, snips, hole punch, bradawl, hacksaw, bench hook etc.
Make: 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	To select appropriate fabric and materials to enable you to meet your design criteria	To choose appropriate ingredients, considering both flavour and nutritional value.	To know how to use and select suitable materials and components such as card, boxes, dowel, string, cotton reels, lolly sticks, etc.
Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To evaluate your finished product against the design criteria and also compare it to a Laura Ashley design	To describe the origins of the ingredients use in creating their packed lunch and explain why they chose each ingredient. To compare own packed lunch to the nutritional content of one of the ones first looked at.	To evaluate your finished product against the design criteria and also compare it to one studied, giving specific feedback to others that relates to the design criteria

Year	Year 3 Design & Technology		
KS2 Objectives	Term 1 - Home	Term 2 - School	Term 3 - Wider Environment
Focus	Cushion (See Det2d)	Seasonal packed lunch (See Det3b)	Building - Cranes (winding mechanism or winch) See Det2c)
Cooking and nutrition: understand and apply the principles of a healthy and varied diet		To understand what makes a healthy balanced meal. (Teach the meal trick - fist sized carbs, palm sized protein, 2 fist sized portions of veg and a thumb sized portion of fats)	
Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		To use more than one cooking technique to prepare and create the healthy, seasonal packed lunch	
Cooking and nutrition: understand seasonality and know where and how a variety of ingredients are grown, reared, caught & processed		To explore a variety of food textures and consider the importance of presentation	

Year	Year 4 Design & Technology		
KS2 Objectives	Term 1 - Leisure	Term 2 - Industry	Term 3 - Culture
Focus	Musical Instruments (See Det5a)	Moving Toys (Cams - See Det5c)	South American Cuisine (with a focus on culture)
Evaluate: investigate and analyse a range of existing products	To evaluate a range of examples of musical instruments and identify the materials and construction methods used to make them fit for purpose.	To explore and research the purpose of toys and how movement can be controlled using a cam mechanism as part of a simple toy	To explore traditional food eaten in South American countries
Evaluate: understand how key events and individuals in design and technology have helped shape the world	To find out about the construction of a range of musical instruments from different times and cultures. To recognise that music has shaped the world for thousands of years.	To explore the inventors who led the way for creating moving toys and how they have changed over history	To explore the influences of South American climate and culture on food and drink.
Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	To explore and experiment with a range of materials (temporary joins using masking tape) that could make sounds, including the strengths of different materials and how or where they could be strengthened	To explore the use of techniques to strengthen and stiffen cardboard to create a box structure to house the cam mechanism for the toy	
Technical knowledge: understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers & linkages)		To understand how cam mechanisms work and explain how it changes movement	
Technical knowledge: understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers & motors)			
Technical knowledge: apply their understanding of computing to program, monitor and control their products			
Design: To use research & develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups	To research musical instruments and identify clear design criteria that will support the production of a working musical instrument for a purpose e.g. a group concert	To create design criteria to construct a moving toy with a cam mechanism for a particular person, considering appearance and function	To research what foods and vegetables are usually available and create design criteria for a typical South American dish
Design: To use research & design criteria to inform the design of innovative, functional, appealing products	To use their research design criteria to design and make a quality musical instrument that will produce a series of controllable sounds	To use the design criteria to inform the design of a functioning moving toy with a cam mechanism	To use design criteria to design an appealing and innovative South American dish using knowledge about existing food preferences
Design: to generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces & computer-aided design	To create annotated diagrams showing step by step instructions to how their instrument will be made and list the tools and materials needed	To brainstorm and sketch an effective design for a moving toy for a particular person, developing a clear storyboard sequence of how the materials and tools should be used to make the toy	
Make: select from and use a wider range of tools and equipment to perform practical and everyday tasks accurately (e.g. cutting, shaping, joining and finishing)	To safely use a range of basic tools for cutting and shaping paper, card and wood and suggesting alternative methods if the first attempts fail	To learn how to safely use a bench hook, G-cramp and measure; mark out and drill a hole off-centre in the wooden wheel and attach	To learn to use cooking techniques and tools safely to prepare a South American dish
Make: 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	To choose a combination of suitable materials to create your instrument e.g. margarine tubs, plastic bottle with ridges, rice, sand, gravel, paper, coloured card, string, rubber bands, dowel etc.	To select from a range of given materials and components, including card, foamboard, corrugated plastic, prepared cams, wooden wheels, doweling, cardboard boxes or wooden frames, PVA glue and masking tape etc.	To use appropriate ingredients, considering both flavour and nutritional value
Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To show understanding of how their choice of materials and the accuracy of their build affects the quality of the finished product and have identified opportunities for improvement	To evaluate their finished produce against their design criteria and seek evaluations from others.	To describe the origins of the ingredients used in creating their South American dish. To compare own dish to a traditional South American dish

Year	Year 4 Design & Technology		
KS2 Objectives	Term 1 - <i>Leisure</i>	Term 2 - <i>Industry</i>	Term 3 - <i>Culture</i>
Focus	<i>Musical Instruments (See Det5a)</i>	<i>Moving Toys (Cars - See Det5c)</i>	<i>South American Cuisine</i>
Cooking and nutrition: understand and apply the principles of a healthy and varied diet			To understand what makes a healthy, balanced meal in South America
Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			To use several simple cooking techniques to prepare and create a healthy South American dish
Cooking and nutrition: understand seasonality and know where and how a variety of ingredients are grown, reared, caught & processed			To consider the importance of presentation and style and how South American culture influences this

Year	Year 5 Design & Technology		
KS2 Objectives	Term 1 - Home	Term 2 - Wider Environment	Term 3 - Industry
Focus	Christmas Lunch (Roast)	Bags - Fashion or Function? (See Det6b)	Electrical circuit lighthouse (See Det6a)
Evaluate: investigate and analyse a range of existing products	To explore a variety of Christmas or roast dinner options and evaluate their nutritional content.	To explore and compare clothing, pre-Chanel, during Chanel's time and currently.	To investigate and analyse a collection of books/pictures showing different types of tower, including those from other times and cultures. Include examples constructed in different ways e.g. with framework inside/outside, shell structures etc. and identify the materials used, technical terms and how they are strengthened.
Evaluate: understand how key events and individuals in design and technology have helped shape the world	To explore the difference in 'Christmas dinners' or roast dinners around the world, including thanksgiving in USA, Christmas BBQ's in Australia etc.	To explain the impact of Chanel on the world of fashion and society today. Talk about how fashion and clothing media influences how we buy fashion today. E.g. sponsors, advertising and Instagram making it desirable	To understand the function and importance of lighthouses, including who invented them and how they have changed over time. To know how the flashing light effect is created and that different lighthouses have flashes of different durations to help sailors navigate
Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures		To know how to sew stronger stitches and reinforce joins and straps. To investigate how to sew a quilting pattern.	To explore methods of strengthening paper and card using straws, tubes, diagonals and triangles and different techniques used to join different materials effectively
Technical knowledge: understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers & linkages)			
Technical knowledge: understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers & motors)			To explore how to use electrical circuits and switches to create a working light in the lighthouse
Technical knowledge: apply their understanding of computing to program, monitor and control their products			
Design: To use research & develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups		To research and create design criteria by interviewing a target audience (e.g. choose 3 people - mid 20's male, female, professional etc.)	To create a design brief focusing on the purpose of a lighthouse with the intent to build a lighthouse with a working light
Design: To use research & design criteria to inform the design of innovative, functional, appealing products	To use design criteria to design an appealing and innovative Christmas dinner using knowledge about existing products and clients	To use design criteria and Chanel's influence to inform the design of the bag ensuring it meets most if not all aspects	To use the design criteria to create a new design for an innovative but functioning model of a lighthouse
Design: to generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces & computer-aided design	To create a detailed plan (sketch, instructions) of their Christmas dinner, including labels, list of tools and ingredients and an explanation for why you have selected each one and how it fits the brief	To create a highly detailed and annotated sketch of the final design, explaining how it meets the criteria and which stitching will be used for each part	To create a rough sketch of their lighthouse design, including a more detailed exploded diagram of the electrical circuit.

Year	Year 5 Design & Technology		
KS2 Objectives	Term 1 - Home	Term 2 - Wider Environment	Term 3 - Leisure
Focus	Christmas Lunch (Roast)	Bags - Fashion or Function? (See Det6b)	Electrical circuit lighthouse (See Det6a)
Make: select from and use a wider range of tools and equipment to perform practical and everyday tasks accurately (e.g. cutting, shaping, joining and finishing)	To learn to safely use cooking techniques and tools to prepare a Christmas dinner, including peelers, graters, roasting and baking	To choose appropriate tools e.g. pinking shears, to cut and finish materials. To choose the correct needle and thread for the fabric type	To experiment and use a wide range of available tools, including snips, scissors, saws, bench hooks and clamps, etc.
Make: 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	To choose appropriate ingredients, considering both flavour and nutritional value.	To choose appropriate materials that meet their functional and aesthetic design	To experiment and use a wide range of available materials, including paper straws, square section wood, wooden dowel, pipe cleaners, masking tape, plastic tube, stiff card, paper, electrical equipment etc.
Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To describe the origins of the ingredients use in creating their Christmas dinner and explain why they chose each ingredient. To compare own design to the nutritional content of one of the ones first looked at.	To evaluate ideas and final products and compare to design criteria and Chanel designs. To seek views of the target audience and consider how work could be improved.	To identify what is and isn't working on their designs and modify their design as they go along, and then evaluate the final products against the design brief
Cooking and nutrition: understand and apply the principles of a healthy and varied diet	To understand what makes a healthy balanced roast dinner. (Recap the meal trick, recap nutritional content of food and why our body needs protein etc.)		
Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	To use several cooking techniques to prepare and create the healthy, seasonal Christmas dinner		
Cooking and nutrition: understand seasonality and know where and how a variety of ingredients are grown, reared, caught & processed	To explore a variety of food textures and consider the importance of presentation and style		

Year	Year 6 Design & Technology		
KS2 Objectives	Term 3 - Leisure	Term 2 - School	Term 3 - Culture
Focus	Marble Run	Controllable Vehicles (See Det6d) - e.g. carnival float	Food and nutrition
Evaluate: investigate and analyse a range of existing products	Watch videos of marble runs with different features (levers, different materials etc.) and analyse them for their effectiveness	To investigate and analyse some examples of controllable toy vehicles (e.g. models made from construction kits & computer software) and identify how they work, the component parts and their functions, recording their findings in detailed, labelled drawings from different viewpoints and exploded diagrams.	To explore a variety of dietary requirements in today's society and evaluate their nutritional needs (allergies/vegan/religious etc)
Evaluate: understand how key events and individuals in design and technology have helped shape the world	Evaluate Bruce Gray's work 'The Rotling Ball Machine' and its place in the world	To discuss the impact the invention of batteries had on toy making across the world	Explore the difference in diets around the world, including North and South America, Japan and Europe
Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	To understand what materials create a rigid structure and how to reinforce them	To independently apply their knowledge of how to strengthen and reinforce structures to their vehicle design	
Technical knowledge: understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers & linkages)	To explore how levers/pulleys work and how they can be utilised in a marble run	To use construction kits to explore making models of vehicles using motors and identify how to control the speed and direction of movement using pulleys and/or gears	
Technical knowledge: understand and use electrical systems in their products (e.g. series circuits, incorporating switches, bulbs, buzzers & motors)		To know how electrical circuits with switches can be used to achieve functional results (i.e. to control the speed and direction of a motor)	
Technical knowledge: apply their understanding of computing to program, monitor and control their products			To explore how computer programming can be used to monitor or control products (discrete lesson not linked to this topic)
Design: To use research & develop design criteria to inform the design of products that are fit for purpose and aimed at particular individuals or groups	To create, in teams, a marble run that uses a range of different materials and either a pulley or a lever system	To create a clear design brief focusing on the purpose of the type of vehicle you are building	To research by interviewing a selection of adults at the school to find out their dietary needs and create design criteria to match their specific requirements
Design: To use research & design criteria to inform the design of innovative, functional, appealing products	To design a functional and aesthetically pleasing marble run	To use the design brief and the exploration sketches to inform the design of a vehicle with a purpose (e.g. a carnival float)	To use design criteria to design an appealing and innovative hot lunch using knowledge about existing products and clients
Design: to generate, develop, model & communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces & computer-aided design	To create prototypes of small sections of their marble run to check that they function correctly.	To create a clear, labelled drawing to show how they will construct their vehicle, including the electrical components that will be incorporated, listing everything needed	To create a detailed sketch of their hot lunch, including labels, list of tools and ingredients and an explanation for why you have selected each one and how it fits the brief. Present it to your client and check that it fits their requirements

Year	Year 6 Design & Technology		
KS2 Objectives	Term 3 - Leisure	Term 2 - School	Term 3 - Culture
Focus	Marble Run	Controllable Vehicles (See Det6d) - e.g. carnival float	Food and nutrition
Make: select from and use a wider range of tools and equipment to perform practical and everyday tasks accurately (e.g. cutting, shaping, joining and finishing)	To use tools and other equipment to make a functional and aesthetically pleasing marble run	To use tools and a range of electrical equipment etc. and use tools to make a wooden frame from square section wood joined with card triangles and how to add wheels and axles. To know how to cut wood at an angle	To learn to use a range of cooking techniques and tools safely to prepare a suitable meal, including peelers, graters, roasting and baking etc.
Make: 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	To select and use a variety of appropriate materials, including woods, paper, cardboard and plastic)	To select and use a variety of appropriate materials, including wood, dowelling, wheels, card triangles, glue, thick and thin card, & materials for finishing	To choose appropriate ingredients, considering both flavour and nutritional value.
Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	To evaluate their own and each others' finished models against their design criteria and to suggest detailed improvements	To evaluate their finished models against their design criteria and to suggest detailed improvements	To describe the origins of the ingredients use in creating their client's hot lunch and explain why they chose each ingredient. To compare own design to the nutritional content of one of the ones first looked at.
Cooking and nutrition: understand and apply the principles of a healthy and varied diet			To understand what makes a healthy balanced meal. (Teach the meal trick - fist sized carbs, palm sized protein, 2 fist sized portions of veg and a thumb sized portion of fats)
Cooking and nutrition: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			To use several cooking techniques to prepare and create the healthy, seasonal hot lunch for their client
Cooking and nutrition: understand seasonality and know where and how a variety of ingredients are grown, reared, caught & processed			To explore a variety of food textures and creative techniques and consider the importance of presentation and style

Remember	Recall facts and basic concepts	Define, duplicate, list, memorise, repeat, state
Understand	Explain ideas or concepts	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate
Apply	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Analyse	Draw connections among ideas	Differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test
Evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value, critique, weigh
Create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate