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Hollinswood Primary School and  
Nursery

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Design and Technology Knowledge and  
Skills Progression Grid

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Design and Technology is an inspiring, hands-on and unique subject. Using your creativity and imagination, you can design and make the most innovative products for a variety of different purposes. Through Design and Technology, you can listen to and adopt the ideas of others and create something fantastic that could support your community.

## Nursery

I know the name of some materials. I can explore and manipulate different materials.	I know I can use different materials to build, I can use different materials to create something.	I can think of my own ideas and choose which materials to use.	I know how to use tape and glue to join materials. I can join different materials.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Technical Knowledge - Structures</b>	<p>I know how to join and fix materials. I can design and build models.</p> <p>I know what materials are weak and strong. I can say how I have made my model strong.</p> <p>I know what a structure is and can name different structures. I can design and build a structure using different materials and construction kits.</p>	<p><b><u>Simple Freestanding Structures</u></b></p> <ul style="list-style-type: none"> <li>• Basic beam bridge</li> <li>• Chair</li> <li>• Den</li> <li>• Towers</li> <li>• Flower Stems</li> <li>• Pop-Up cards</li> </ul> <p>I can understand how simple free-standing structures can be made stronger, stiffer and more stable. I know and can use correct technical vocabulary during my project.</p>		<p><b><u>Shell Structure</u></b> (Shell structures have no joins and are typically curved, light-weight structures)</p> <ul style="list-style-type: none"> <li>• Tunnels</li> <li>• Rooves</li> <li>• Helmet</li> <li>• Drink cans</li> <li>• Boats</li> </ul> <p>I can make strong, stiff, shell structures for a purpose. I can use my knowledge of nets, cubes and cuboids (and where appropriate, more complex 3D shapes) to help me design and develop my ideas. I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>		<p><b><u>More complex structures including joins</u></b></p> <ul style="list-style-type: none"> <li>• Other types of bridges than beam bridge</li> <li>• Spaghetti structures</li> <li>• Flood-proof houses/fences</li> <li>• Welding with chocolate</li> <li>• Catapults</li> </ul> <p>I can reinforce and strengthen a 3D framework. I know and can use correct technical vocabulary during my project. I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>	

<b>Key Vocabulary</b>	join, fix, weak, strong, materials, design, build, models, structure, construction	Cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	shell structure, three dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision	frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Technical Knowledge - Mechanisms</b></p>	<p>I know what a mechanism is. I know the names of some 2D and 3D shapes. I can design and build a model using a mechanism.</p>	<p><b><u>Sliders and Levers</u></b> I know what sliders and levers are. I can explore and use sliders and levers I know that different mechanisms produce different types of movement. I know and can use correct technical vocabulary during my project.</p>	<p><b><u>Wheels and Axles</u></b> I know what wheels and axles are. I can explore and use wheels, axles and axle holders. I know the difference between fixed and freely moving axles. I know and can use correct technical vocabulary during my project.</p>		<p><b><u>Levers and Linkages</u></b> <b><u>What is a mechanical linkage?</u></b> A mechanical linkage is a collection of parts joined together to change or help movement. <b><u>What is a mechanical lever?</u></b> A lever is a simple machine that will make lifting or moving an object easier.  I know what levers and linkages are. I can explore and use lever and linkage mechanisms. I know the differences between fixed and loose pivots. I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p><b><u>Pulleys, Gears or Cams</u></b> <b><u>What is a cam?</u></b> A cam is part in a mechanical linkage, it can rotate or slide. <b><u>What is a pulley system?</u></b> A pulley is a simple machine that makes it easier to lift or move a heavy object. It includes at least one wheel and a length of rope. <b><u>What is a gear?</u></b> A gear is a rotating part in a machine it has teeth cut around its circumference.  I know what pulleys, gears and/or cams are. I know that mechanical and electrical systems both have an input, process and an output. I understand how gears and pulleys can be used can be used to speed up, slow down or change the direction of movement. I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p><b><u>Pulleys, Gears or Cams</u></b> <b><u>What is a cam?</u></b> A cam is part in a mechanical linkage, it can rotate or slide. <b><u>What is a pulley system?</u></b> A pulley is a simple machine that makes it easier to lift or move a heavy object. It includes at least one wheel and a length of rope. <b><u>What is a gear?</u></b> A gear is a rotating part in a machine it has teeth cut around its circumference.  I know what pulleys, gears and/or cams are. I know that mechanical <b><u>and</u></b> electrical systems both have an input, process and an output. I understand how gears and pulleys can be used can be used to speed up, slow down or change the direction of movement. I can explore linking between gears and how this affects the speed and direction of movement. I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>

Key Vocabulary	Mechanism, shape, 2D, 3D, model, build, design.	Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper, fastener, join, pull, push, up, down, straight, curve, forwards, backwards, guide.	Vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used, dowel, body, cab	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating, appealing, innovative	pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, spindle  <u><b>YEAR 5/6 to decide which area of mechanisms they are teaching; however, these must be different</b></u>		
Technical Knowledge – Electrical Systems					<p>I know what an electrical system is. I can use my knowledge from Science circuits to apply my knowledge to a product. I can use and apply my knowledge from computing to control a product (Scratch coding). I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p>I know what an electrical system is. I can use my knowledge from Science circuits to apply my knowledge to a product. I can apply my knowledge of computing to program, monitor and control my product (Crumble equipment). I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>	<p>I know what an electrical system is. I can use my knowledge from Science circuits to apply my knowledge to a product. I can apply my knowledge of computing to program, monitor and control my product (Crumble equipment). I know and can use correct technical vocabulary during my project. I can recognise several inventors, designers, manufacturers and engineers, who have been influential in the design and technology industries.</p>

Key vocabulary					<p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, control box</p> <p><i><u>Refer to Science progression grid during this topic</u></i></p>	<p>reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit, sparkle, motherboard.</p> <p><b><i><u>Please combine your mechanisms and electronic systems together to create a product.</u></i></b></p> <p><b><i><u>Refer to Computing progression grid during this topic</u></i></b></p>
	Technical Knowledge – Textiles			<p>I know how simple 3D textile products are made.</p> <p>I can use a template to create two identical shapes.</p> <p>I know how to join fabric using different techniques including running stitch, glue, over stitch and stapling.</p> <p>I can explore different finishing techniques.</p> <p>I know and can use correct technical vocabulary during my project.</p>	<p>I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>I know how to securely join fabrics together.</p> <p>I know the need for patterns and seam allowances.</p> <p>I know and can use correct technical vocabulary during my project.</p> <p>I can recognise several designers and manufacturers who have been influential in the design and technology industries.</p> <p><u>Seam allowance is the extra space you add around the edge of a pattern piece so that it can be sewn together.</u></p>	

Key vocabulary		<p>Joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish, running stitch, needle, fabric, quality, suitable, features</p>	<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance, knit, bond, pin, embroidery, blanket, cross stitch</p>			<p>seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, tacking, applique, pinking shears, clasp, hem, tie dye, renewable, authentic, chain stitch</p>
		<p><u><i>Refer to Art progression grid during this topic</i></u></p>				<p><u><i>Refer to Art progression grid during this topic</i></u></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Food and Nutrition</b></p>	<p>I know what hygiene means. I know how to keep my teeth healthy I can explain how to keep my teeth healthy using good oral hygiene.</p> <p>I know what nutrition means. I know what foods are healthy. I can design a healthy meal.</p>	<p>I know where a range of fruits and vegetables come from (e.g. farmed or grown at home). I am beginning to know which foods are healthy and unhealthy. I know that fruits and vegetables are important to a healthy and varied diet. I can use my knowledge of having a healthy and varied diet to prepare dishes that include fruits and vegetables. I know and can use correct technical vocabulary during my project.</p>	<p>I know where food comes from; meat comes from animals and fruits and vegetables are grown. I know which foods are healthy and unhealthy. I can prepare a simple dish safely and hygienically without using a heat source. I am beginning to know that a healthy diet is made up of a variety and balance of different foods and drinks. I know that food is needed to provide energy for my body. I know and can use correct technical vocabulary during my project.</p>	<p>I am beginning to know how to use appropriate equipment and utensils to prepare and combine food. I can cook using a heat source. I know the difference between fresh and processed foods. I know that not all processed foods are unhealthy. I can use a mixture of fresh and processed foods in my product. I am beginning to understand The Eatwell plate and what it means to have a balanced and varied diet. I know and can use correct technical vocabulary during my project. I can recognise several chefs who have been influential in the design and technology industries.</p>	<p>I know how to use appropriate equipment and utensils to prepare and combine food. I can cook using a heat source. I know the difference between grown, reared and caught foods. I can confidently discuss the differences between fresh and processed foods. I know that not all processed foods are unhealthy for me. I can begin to use a mixture of ingredients in my product relating to what I have learned. I understand The Eatwell plate and what it means to have a balanced and varied diet. I know and can use correct technical vocabulary during my project. I can recognise several chefs who have been influential in the design and technology industries.</p>	<p>I am beginning to use a variety of utensils and equipment to prepare and combine food. I can use a variety of heat sources within my product (this can be done through more than a one course meal). I am beginning to understand the seasonality of different foods. I am beginning to know where different foods come from (nationally or internationally/imported) I am beginning to understand how the location of where the food comes from will affect the sustainability of a product. I know and can use correct technical vocabulary during my project. I can recognise several chefs who have been influential in the design and technology industries.</p>	<p>I can use a variety of utensils and equipment to prepare and combine food. I can use a variety of heat sources within my product (this can be done through more than a one course meal). I understand the seasonality of different foods and where they come from (nationally or internationally/imported). I understand how the location of where the food comes from will affect the sustainability of a product. I know and can use correct technical vocabulary during my project. I can recognise several chefs who have been influential in the design and technology industries.</p>
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Key vocabulary	Hygiene, healthy, nutrition, design, make, eat.		Healthy, unhealthy, Fruit and vegetable names, names of equipment and utensils, sensory vocabulary (e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard), flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, tasting		Names of products, names of equipment, utensils, techniques and ingredients, texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, harvested healthy/varied diet		Ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble, sustainability					
	Design	<p>I can taste, explore and evaluate a range of products to determine the user's preferences for a product.</p> <p>I can use my own experiences to help generate ideas.</p> <p>I can suggest ideas and explain what I am going to do.</p> <p>I can explain who I will design and make a product for.</p> <p>I can communicate my ideas through talking, drawings and mock ups (where appropriate).</p> <p>I can begin to model my ideas.</p> <p>I can begin to use</p>		<p>I can use a simple design criteria, my own experiences and my knowledge of existing products to generate ideas.</p> <p>I can explore a range of existing products relating to my design criteria.</p> <p>I know that my ideas should be realistic and focus on what the user wants.</p> <p>I can describe who my product is for and what it will do.</p> <p>I can communicate my ideas through talking, drawings and mock ups.</p> <p>I can model my ideas.</p>		<p>I can gather information about what the user wants from my product.</p> <p>I can make my own design criteria using what I have found out.</p> <p>I can investigate a range of 3-D textile products and ingredients relevant to my project.</p> <p>I can generate innovative ideas for products using what I have found out.</p> <p>I can confidently discuss my ideas.</p> <p>I can use annotated sketches, diagrams to communicate my ideas.</p> <p>Before making, I can plan my main stages of making.</p>		<p>I can research information about what the user/s want from my product.</p> <p>I can make my own design criteria using the wants and needs of my user/s.</p> <p>I can investigate a range of 3-D products, ingredients and lever and linkage products relevant to my project.</p> <p>I can generate innovative ideas using my research.</p> <p>I can describe in depth the purpose of my product and what design features will meet the wants and needs of the intended user/s.</p> <p>I can use annotated sketches, cross-sectional drawings and labelled diagrams to communicate my ideas.</p> <p>Before starting, I can order my main stages of making.</p>		<p>I can research information about what the user/s want from my product through the use of surveys, interviews, questionnaires and discussion with peers.</p> <p>I can begin to develop my own detailed design criteria using the wants and needs of my user/s and use this to inform my ideas.</p> <p>I can investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used.</p> <p>I can generate innovative ideas using my research.</p> <p>I can use cross-sectional drawings, exploded diagrams and begin to use some computer aided design programmes to communicate my ideas.</p> <p>I can begin to make design decisions based on time, cost and resources constraints.</p> <p>Before making, I can produce a detailed list of equipment and materials</p>		<p>I can research information about what the user/s want from my product through the use of surveys, interviews, questionnaires and web-based resources.</p> <p>I can develop my own detailed design criteria using the wants and needs of my user/s and use this to inform my ideas.</p> <p>I can investigate and analyse products linked to my final product.</p> <p>I can generate innovative ideas using my research.</p> <p>I can begin to identify and solve my own design problems.</p> <p>I can use cross-sectional drawings, exploded diagrams and some computer aided design programmes to communicate my ideas.</p> <p>I can make design decisions based on time, cost and resources constraints.</p> <p>Before making, I can create a step-by-step plan including a list of tools,</p>

						I will need for my product. Before making, I can begin to make a step-by-step plan including a list of resources I will need.	materials and components I will need.
<b>Key vocabulary</b>		planning, investigating, design, user, purpose, ideas, product	investigating, planning, design, user, purpose, ideas, design criteria, product, function	user, purpose, design, model, annotated sketch, innovative, investigate, label, drawing, function, planning, design criteria, appealing	design brief, design criteria, innovative, user, purpose, function, appealing, planning, annotated sketch, cross-section, diagrams	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, design criteria, annotate	function, innovative, design specification, design brief, user, purpose design brief, design specification, annotated sketch, purpose, user, innovation, research, functional
<b>Make</b>		I can select and use simple tools, utensils and equipment to perform a job including peel, cut, slice, squeeze grate and chop safely; marking out, cutting, joining and finishing; cut shape and join paper and card. I can select from a range of suitable ingredients and materials to create a chosen product. I can explain my choices. I can follow safety and hygiene rules.	While making, I can suggest what I will do next. I can follow my plan. I can select and use appropriate tools, utensils and equipment to perform practical tasks. I can choose suitable skills and techniques to perform a practical task. I can select from a range of new materials, components, reclaimed materials (junk modelling equipment) and simple construction kits to build and create my product. I can confidently explain my choices.	I can use and select from a range of tools, utensils and equipment with some accuracy related to my product. I can begin to make logical changes to my plan as I am making. I can confidently select from a range of new materials, components, reclaimed materials (junk modelling equipment) and simple construction kits to build and create my product. I am beginning to choose some suitable finishing techniques for my product. I can follow safety and hygiene rules.	I can select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy. I can explain why I have chosen particular materials for my product, thinking about how they compliment the look and functional properties. I can use and appropriately select from a range of materials and components including ingredients, construction and electrical equipment based on how they will work well with my product.	I can select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources. I can begin to use finishing and decorative techniques suitable for the product I am designing and making. I can follow safety and hygiene rules.	I can competently select and use a range of appropriate tools to accurately measure, mark cut and assemble materials, and securely connect electrical components to produce reliable, functional products. I can use finishing and decorative techniques suitable for the product I am designing and making. I can follow safety and hygiene rules.

			I can follow safety and hygiene rules.		I can choose suitable finishing techniques for my product. I can follow safety and hygiene rules.		
Key vocabulary		make, user, purpose, product	make, user, purpose, ideas, design criteria, product, function	user, purpose, model, prototype, functional, innovative, function, design criteria, appealing	user, purpose, model, prototype, functional, innovative, function, design criteria, appealing	design decisions, functionality, authentic, user, purpose, design brief, innovative, design criteria, mock-up, prototype	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up
				<p><b>Finishing techniques include:</b></p> <ul style="list-style-type: none"> <li>• <i>Digital graphics could be combined into the final posters as the background or on the moving parts.</i></li> <li>• <i>A picture can be drawn/printed on and cut out from another piece of card and glued on to the levers.</i></li> <li>• <i>Windows can be cut out of the backing sheet or extra pieces added so that the picture on the output lever is hidden and then revealed.</i></li> <li>• <i>The backing sheet can be cut and shaped to suit the picture.</i></li> <li>• <i>Guides can be made using strips of card fixed with masking tape or sticky pads to add height.</i></li> <li>• <i>Pieces of information text about recycling can be written/typed, cut out and added onto the poster.</i></li> <li>• <i>Materials can be cut out of plastic, newspaper or fabric and glued onto levers.</i></li> </ul>			
Evaluate		I can evaluate my ideas throughout the whole process. I can evaluate my finished product against a design criteria including the intended user and purpose.	I can evaluate my product by discussing how well it works in relation to its purpose, the user and whether it meets the design criteria.	I can test my product against the original design criteria and with the intended user. I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	I can test and evaluate my own products against design criteria and the intended user and purpose. I can evaluate my ideas and products against my own design criteria and identify the strengths and areas for improvement in my work.	I can compare the final product to the original design specification and record the evaluations. I can test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. I can consider the views of others to improve my work	I can continually evaluate and modify the working features of my product to match my initial design specification. I can critically evaluate my products against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. I can test the system to demonstrate its effectiveness for the intended user and purpose

Key vocabulary		evaluate, user, purpose, product, like, dislike, who, how, why	evaluate, user, purpose, ideas, product, function, recycle, like, dislike, who, how, why	user, purpose, evaluate, functional, innovative, appealing, product, recycle, sustainable, who, how, why, what, method, construct, analyse	evaluating, design brief, design criteria, innovative, prototype, user, purpose, function, appealing, sensory evaluations, recycle, sustainable, who, how, why, what, method, construct, analyse	functionality, authenticity, user, purpose, design specification, design brief, innovative, evaluate, annotate, sustainability, who, how, why, what, method, construct, analyse, positive, negative	Evaluate, function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, sustainability, who, how, why, what, method, influence, positive, negative
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D&T Information Sheet			
	People	Places	Resources
<b>Structures</b>	<ul style="list-style-type: none"> <li>• <b>Abraham Darby III/ Thomas Farnolls Pritchard</b> - The Ironbridge</li> <li>• <b>Frank Gehry</b></li> <li>• <b>Frank Lloyd Wright</b></li> <li>• <b>leoh Ming Pei</b></li> <li>• <b>Zaha Hadid</b></li> <li>• <b>Lady Elizabeth Wilbraham</b></li> <li>• <b>Marion Mahony Griffin</b> – first employee of Frank Lloyd Wright</li> <li>• <b>Elisabeth Scott</b> – first female architect in the UK to win an international architectural competition with her design for the Shakespeare Memorial Theatre in Stratford-upon-Avon.</li> <li>• <b>Robert Robinson Taylor</b></li> <li>• <b>Julian Abele</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Colosseum</b> – Rome, Italy</li> <li>• <b>Leaning Tower of Pisa</b> – Italy</li> <li>• <b>Taj Mahal</b> – India</li> <li>• <b>Eiffel Tower</b> – Paris, France</li> <li>• <b>Sydney Opera House</b> – Australia</li> <li>• <b>Chrysler Building</b> – New York, USA</li> <li>• <b>Empire State Building</b> – New York, USA</li> <li>• <b>Burj Khalifa</b> – Dubai, United Arab Emirates</li> <li>• <b>Space Needle</b> – Seattle, USA</li> <li>• <b>The Ironbridge</b> – Ironbridge, UK</li> <li>• <b>Telford’s Train Station Foot Bridge</b> – Telford, UK</li> </ul>	<p><a href="https://www.mymove.com/home-inspiration/decoration-design-ideas/iconic-legends-the-greatest-modern-architects-of-our-time/">https://www.mymove.com/home-inspiration/decoration-design-ideas/iconic-legends-the-greatest-modern-architects-of-our-time/</a></p> <p>Women - <a href="https://www.womeninconstructionsummit.com/blog/8-female-architects-who-made-history">https://www.womeninconstructionsummit.com/blog/8-female-architects-who-made-history</a></p> <p>Black Architects - <a href="https://architizer.com/blog/inspiration/stories/black-architects/">https://architizer.com/blog/inspiration/stories/black-architects/</a></p>
<b>Textiles</b>	<p><u>Textile Artists</u></p> <ul style="list-style-type: none"> <li>• <b>Judith Scott</b> – an American Fibre Sculptor with Downs Syndrome</li> <li>• <b>Gunta Stölzl</b></li> <li>• <b>Ana Teresa Barboza</b></li> <li>• <b>Joanna Kinnersly-Taylor</b></li> </ul> <p><u>Textile Designers</u></p> <ul style="list-style-type: none"> <li>• <b>Lucienne Day</b></li> <li>• <b>Cath Kidston</b></li> <li>• <b>William Morris</b></li> </ul>		<p><a href="https://www.garmentprinting.co.uk/blog/top-10-famous-textile-artists/">https://www.garmentprinting.co.uk/blog/top-10-famous-textile-artists/</a></p> <p><a href="https://www.findcourses.co.uk/inspiration/hobby-fun-leisure-articles/7-textile-designers-who-changed-the-world-17402">https://www.findcourses.co.uk/inspiration/hobby-fun-leisure-articles/7-textile-designers-who-changed-the-world-17402</a></p> <p><a href="https://www.laurenlesley.com/blog/famous-textile-designers">https://www.laurenlesley.com/blog/famous-textile-designers</a></p>

	<ul style="list-style-type: none"> <li>• Mary White</li> <li>• Laura Ashley</li> </ul>		
<b>Mechanical Systems</b>	<p><b><u>Mechanical Engineers</u></b></p> <ul style="list-style-type: none"> <li>• Nikola Tesla</li> <li>• Kitaw Ejugu</li> <li>• James Watt</li> <li>• George Stephenson</li> <li>• Aurel Stdola</li> <li>• Kate Gleason</li> <li>• Ludwig Prandtl</li> </ul> <p><b><u>Mechanical Designers</u></b></p> <ul style="list-style-type: none"> <li>• Fazlur Rahman Khan</li> <li>• Burt Rutan</li> <li>• Ada Lovelace</li> <li>• Elon Musk</li> <li>• Alice H Parker</li> <li>• Ellen Ochoa</li> <li>• George Stephenson</li> <li>• Emily Warren Roebling</li> <li>• Isambard Kingdom Brunel</li> <li>• Leonardo da Vinci</li> </ul>		<p><a href="https://news.fit.edu/academics-research/mechanical-engineering-degree-contributions/">https://news.fit.edu/academics-research/mechanical-engineering-degree-contributions/</a></p> <p><a href="https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/top-ten-greatest-engineers">https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/top-ten-greatest-engineers</a></p>
<b>Electrical Systems</b>	<ul style="list-style-type: none"> <li>• Nikola Tesla</li> <li>• John Bardeen</li> <li>• George Westinghouse</li> <li>• Thomas Edison</li> <li>• Edith Clarke</li> <li>• Hertha Ayrton</li> </ul>		<p><a href="https://www.tradeskills4u.co.uk/posts/famous-electricians">https://www.tradeskills4u.co.uk/posts/famous-electricians</a></p> <p><a href="https://sparksquad.co.uk/blog/famous-electricians">https://sparksquad.co.uk/blog/famous-electricians</a></p> <p><a href="https://electrical estimates.co.uk/blog/5-famous-electrical-engineers/">https://electrical estimates.co.uk/blog/5-famous-electrical-engineers/</a></p>
<b>Food</b>	<ul style="list-style-type: none"> <li>• Gordon Ramsey</li> <li>• Jamie Oliver</li> <li>• Nigella Lawson</li> <li>• Rachael Ray</li> <li>• Ree Drummond</li> <li>• Nadia Ahmed</li> <li>• Nadiya Hussain</li> <li>• Gino D'Acampo</li> <li>• Fred Sirieix</li> </ul>		<p><a href="https://www.bbc.co.uk/food/chefs">https://www.bbc.co.uk/food/chefs</a></p> <p><a href="https://www.squaremeal.co.uk/restaurants/interviews-and-profiles/the-best-female-chefs-in-london_8413">https://www.squaremeal.co.uk/restaurants/interviews-and-profiles/the-best-female-chefs-in-london_8413</a></p>