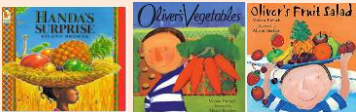
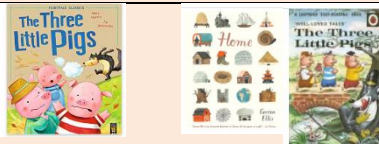
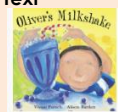


Clifford Road Primary School Long Term Design and Technology

Year 1

Term 1: Cooking and nutrition What does a healthy meal look like? Pleasing pasta and Fabulous fruit salad.		Term 2: Structures A House for the 3 Little Pigs		Term 3: Mechanisms Recycle and Reuse: Puppets	
Making to use their own experiences when developing ideas - to explain ideas clearly and in detail. - to clarify their ideas through discussion - to make suggestions as to how to proceed	Making - use and innovate a step-by-step simple recipe (no cooking) - Select and use utensils and equipment - Carefully combine appropriate ingredients, with consideration given to measure and proportion. - Make and present the food product attractively	Designing - to use their own experiences when developing ideas - to explain ideas clearly and in detail. - to clarify their ideas through discussion - to make suggestions as to how to proceed	Making - to assemble, join and combine 2D and 3D materials into a model - to make simple hinges so that windows and door can open - to use basic tools safely	Designing - to use their own experiences when developing ideas - to explain ideas clearly and in detail. - to clarify their ideas through discussion - to make suggestions as to how to proceed	Making - follow and innovate simple instructions - Select from and use a wide range of materials and components according to their characteristics - to use basic tools safely
Evaluation - Carry out sensory evaluations of a range of ingredients. Record the evaluations in terms of likes and dislikes - Evaluate the final product with reference back to the design brief and design specification	Technical Knowledge - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from	Evaluation - to evaluate products they have made, commenting on the main features - evaluate the properties of different materials in terms of suitability and strength	Technical Knowledge - basic joining techniques for 3D modelling using glues and masking tape - to make simple hinges - how to make structures more stable - to use construction kits to aid modelling - the names of different buildings and the main features - recognise and name basic mathematical shapes in the context of houses and homes - that we live in many different types of homes	Evaluation - to evaluate products they have made, commenting on the main features - compare different mechanisms in the context of puppets - evaluate the properties of different materials in terms of suitability and strength	Technical Knowledge - Classify materials flexible and rigid - Suggest which materials would best suit a particular use
Learning questions Where does our food come from? Why do we need a healthy diet? Can you explain what a healthy meal looks like?		Learning questions Can you name the different types of homes? Can you name the different materials you used to make your structure? Explain why these materials were effective? Think about their properties.		Learning questions What materials did you use and why? Can you describe how your puppet works? What mechanisms can you see in the classroom? Can you draw and label the main parts of your puppet?	
Text 		Text 		Text 	
Retrieval Some children may have experience with cooking and preparing meals at home. They also may have some pre-existing knowledge regarding health eating and healthy foods.		Retrieval In reception the children have had experience using a range of tools such as scissors and paint brushes. They would have been taught how to use these tools safely and different techniques to create their end product. They would have experience using a range of colour, design and texture and shared their creations that are linked to characters in narratives and stories. All children would have used construction equipment in reception and have ideas around structure and making connections using knex, lego and stickle bricks.		Retrieval In reception the children have had experience using a range of tools such as scissors and paint brushes. They would have been taught how to use these tools safely and different techniques to create their end product. They would have experience using a range of colour, design and texture and shared their creations that are linked to characters in narratives and stories. Some children have experience with pop up puppets and hand puppets at home. In reception the children have access to hand puppets that are linked to characters in narratives and stories.	
Key People and Places Farms, Africa		Key People and Places Homes around the world		Key People and Places	

Clifford Road Primary School Long Term Design and Technology

Year 2					
Term 1: Textiles Bunting		Term 2: Mechanisms and structures Vehicles		Term 3: Cooking and Nutrition Are you eating your 5 a day? Super Smoothies and Incredible Crudités	
Designing - design purposeful, functional, appealing products for themselves and other users based on design criteria - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.	Making - Select from and use a wide range of materials and components, including textiles, according to their characteristics - Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric. - Select from and use a wide range of tools and equipment to perform practical tasks (for example joining and finishing)	Designing - design purposeful, functional, appealing products for themselves and other users based on design criteria - to develop their design ideas through - discussion, observation and drawing	Making - to measure and cut accurately - to assemble, join and combine materials in order to make a vehicle - to apply rules which will control risk when using materials, tools and equipment - to use hand tools safely and appropriately to choose and use appropriate finishing techniques	Designing design purposeful, functional, appealing products for themselves and other users based on design criteria	Making - use and innovate a step-by-step simple recipe (no cooking) - Select and use utensils and equipment - Carefully combine appropriate ingredients, with consideration given to measure and proportion. - Make and present the food product attractively
Evaluation - Explore and evaluate a range of existing products in the context of evaluating bunting designs. - evaluate their ideas and products against design criteria	Technical Knowledge - Understand the need for patterns/templates - Know how to use simple stitches, i.e. running stitch - Know and use technical vocabulary relevant to the project.	Evaluation to evaluate against their design criteria	Technical Knowledge To use wheels and axles, understanding that wheels and axles can be assembled in two different ways: - either the wheel is attached tightly to the axle and the axle is free to rotate, or the axle is fixed with the wheel free to rotate around	Evaluation - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	Technical Knowledge - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from - Understand what is meant by <i>The Eatwell Plate</i>.
Learning questions What stitch did you use to sew your design onto your bunting? Why did you choose this design? Explain why you used these colours?		Learning questions Explain the rules for using the equipment? What happens when you put the car on a slightly inclined surface? What uses could wheels and axles have in real life? Where do you see wheels and axles in the world around you?		Learning questions What is the difference between healthy and unhealthy foods? Where does our food come from? What are the effects on your body if you eat unhealthily? What are the main food groups from the eat well plate? What do these foods provide us with?	
Text		Text		Text 	
Retrieval In Year 1 the children have had the opportunity to select from a number of different materials and textures to create their moving puppet.		Retrieval In Year 1 the children have had the opportunity to design and make a moving puppet using a specific criteria. They have explored a range of materials and investigated how to perfect their 3 little pig house by making it stronger and more robust.		Retrieval Some children may have experience with cooking and preparing meals at home. In Year 1 the children have learnt how to create a healthy meal using the eat well plate. They will have an understanding of healthy and unhealthy foods and where their food comes from.	
Key People and Places		Key People and Places Carl Benz		Key People and Places Caribbean	

Clifford Road Primary School Long Term Design and Technology

Year 3					
Term 1: Mechanisms Cams Movements Automata Animals		Term 2: Textiles Textile money containers Wallets, purses or pouches		Term 3: Cooking and Nutrition Celebrating Culture and Seasonality Vegetable Soup	
Designing • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Making • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • select from and use a wider range of materials and components according to their functional properties and aesthetic qualities	Designing • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.	Making • Produce detailed lists of equipment and fabrics relevant to their tasks. • Innovate step-by-step plans • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.	Designing • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.	Making • use and innovate a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluation • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.	Technical Knowledge • understand and use mechanical systems in their products • Know and use technical vocabulary relevant to the project. • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Evaluation • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.	Technical Knowledge • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	Evaluation • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/ graphs/ charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how the Romans introduced new foods and flavours.	Technical Knowledge • Know and understand about food hygiene, nutrition, healthy eating and a varied diet. Understand what is meant by <i>The Eatwell Plate</i>. • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.
Learning questions What type of energy does your cam toy require? Using the technological language, you have learnt, explain how your cam toy works. Can you tell me what effects the different shaped cams have on the movement?		Learning questions Can you tell me the different type of stitches you have tried? Why did you design your purse in that way? What other purse designs could you have chosen?		Learning questions Why is it important to eat healthy foods? What vegetables are in season at the moment? Can you identify the vegetables ready to eat in other seasons? How have you adapted your soup to make it tasty?	
Text		Text		Text	
Retrieval In Year 2 the children have make their own vehicle and explored different types of axles.		Retrieval In Year 2 the children have designed and created their own bunting. They have used a design brief to cut and sew intricate piece of material to their bunting.		Retrieval In Year 2 have investigated healthy eating and created a variety of healthy snacks using the Eat Well Plate. Some children may have experience with cooking and preparing meals at home.	
Key People and Places		Key People and Places		Key People and Places Anglo Saxons	

Clifford Road Primary School Long Term Design and Technology

Year 4					
Term 1: Mechanisms Focus: Circuits and Switches 'Lighting it up!'		Term 2: Structures and mechanisms Focus: Pneumatics Moving Monsters		Term 3: Cooking and Nutrition Focus: Flatbreads and fillings	
Designing - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Making - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities	Designing - discuss how products have been made, and how models replicate real-life features - Develop a simple design specification to guide thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Making - construct effective pneumatic systems - work safely and accurately with a range of simple hand tools - investigate ways of using their pneumatic systems with other materials to control movement - Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.	Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.	Making - use and innovate a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluation - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work.	Technical Knowledge - understand and use electrical systems in their products - Know and use technical vocabulary relevant to the project.	Evaluation - Understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work.	Technical Knowledge - Understand how air is used to help some mechanisms move - Explain how the mechanism moves, by describing the flow/direction of air - Know and use technical vocabulary relevant to the project. - know of techniques for fixing components	Evaluation - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/ graphs/ charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how the Romans introduced new foods and flavours.	Technical Knowledge - Know and understand about food hygiene, nutrition, healthy eating and a varied diet. Understand what is meant by <i>The Eatwell Plate</i>. - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary.
Learning questions How did your prototype help you with your design? Explain how you ensured that your structure was strong, stiff and stable. What was your design criteria?		Learning questions Explain how your monster moves. What is pneumatics? Can you name key events and individuals in design and technology have helped shape the world?		Learning questions What filling did you use and why? What seasonal foods were in your flatbread? How did your flatbread compare to supermarket flatbread/sandwiches? How did you flavour your flatbread? Spices, herbs and dressings.	
Text		Text		Text	
Retrieval In Year 1 the children have explored a range of materials and investigated how to perfect their 3 little pig house by making it stronger and more robust. Some children would have used construction equipment within school and at home which would have developed their ideas around structure and making connections using knex, lego and stickle bricks. In year 3 the children have created a cam toy that had to follow a design brief. They have had to opportunity to develop an understanding of design using sketches and diagrams.		Retrieval In Year 3 the children have investigated mechanical systems when they created their cam toy. They have had experience using a range of hand tools in year 2. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work: Throughout the Design and Technology planning over the years, the children have been given the opportunity to analyse their work, as well as analysing others'.		Retrieval Whenever food technology is taught, the children have learnt about a healthy diet and the Eat Well Plate. In Year's 1 and 3, the children have made healthy, savoury dishes using a range of techniques. In Year 3 the children have learnt about seasonal foods. Some children may have experience with cooking and preparing meals at home.	
Key People and Places		Key People and Places Heron of Alexandria		Key People and Places Egypt-Where the flatbread originated from	

Clifford Road Primary School Long Term Design and Technology

Year 5					
Term 1: Cooking and Nutrition Focus: Celebrating Culture and Seasonality (vegetables) 'Curry and Kebabs'		Term 2: Mechanisms Focus: Mars Rover 'STEAM' project		Term 3: Structures Focus: Building bridges	
Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.	Making - use and innovate a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose.	Designing - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views	Making - Produce detailed lists of tools, equipment and materials. - Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.	Designing - Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification to guide thinking. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.	Making - Produce detailed lists of tools, equipment and materials. - Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
Evaluation - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/ graphs/ charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating	Technical Knowledge - Know and understand about food hygiene, nutrition, healthy eating and a varied diet. Understand what is meant by <i>The Eatwell Plate</i>. - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary.	Evaluation - Understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work.	Technical Knowledge - Understand how Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers & linkages.] - Know and use technical vocabulary relevant to the project.	Evaluation - Understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Compare the final product to the original design specification. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work.	Technical Knowledge - Know and use technical vocabulary relevant to the project. - Know and use the language associated with bridges: compression, tension and deflection; truss, suspension, pressure, force, load etc.
Learning questions Can you name any celebration foods and when they are eaten? Why are 'feast days' not always healthy? Which recipe was most successful and why? Why is it good to source local and seasonal food products? (think of the impact on the planet and the impact on nutrition)		Learning questions Which of the 3 designs for the Rover works best? Explain How did your Rover meet the design criteria? How did you ensure that your rover would be able to move on uneven ground? How did you make your automata visually appealing?		Learning questions Can you name the different types of bridges? How did you strengthen your bridge to prevent sagging? Can you name the three types of truss? Which one twists the least? Why do some bridges have suspension cables?	
Text		Text 		Text	
Retrieval Some children may have experience with cooking and preparing meals at home. Whenever food technology is taught, the children have learnt about a healthy diet and the Eat Well Plate. In year 4 the children had experience innovating their own flatbread ingredients using seasonally sourced savoury food.		Retrieval In Year 2 the children made a moving vehicles using a wider range of tools and equipment. Throughout the Design and Technology planning over the years, the children have been given the opportunity to innovate their work and think about their product appeal. In Year 4 the children had the opportunity to make a cam toy that aided their understanding of mechanical systems.		Retrieval In Year 4 the children had experience building a lantern, this involved building a structure. The children worked hard to ensure that their structures were stable and durable. Throughout the Design and Technology planning over the years, the children have been given the opportunity to improve their work to ensure their product meets the design brief.	
Key People and Places Naydiya Hussain Turkey-Kebab		Key People and Places Washington NASA: https://mars.nasa.gov/msl/home/		Key People and Places Gateshead Millennium Bridge, England Slauerhoff Bridge, Netherlands Magdeburg Water Bridge, Germany Ponte Vecchio, Italy	

Clifford Road Primary School Long Term Design and Technology

Year 6					
Term 1: Cooking and Nutrition Focus: Cooking for a Restricted Diet		Term 2: Mechanisms Focus: Buzzer Games		Term 3: Structures Focus: Shelters	
Designing - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and ICT as appropriate to develop and communicate ideas.	Making - use and innovate a step-by-step recipe, including a list of ingredients, equipment and utensils so that it meets the requirements of a restricted diet - Select and use utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose.	Designing - use recognised symbols when representing a simple circuit in a diagram - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and ICT as appropriate to develop and communicate ideas	Making - understand and use electrical systems in their products - select from and use a wider range of tools and equipment to perform practical tasks accurately - select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities	Designing - explore, develop, plan and communicate aspects of their design in a variety of ways. - develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail.	Making - Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. - Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.
Evaluation - carry out evaluation of a range of restricted diets and examine the impact, if any, on nutrition - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g., tables/ graphs/ charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how events, intolerance, and the practice of abstaining have influenced eating	Technical Knowledge - Know and understand about food hygiene, nutrition, healthy eating and a varied diet. - Understand what is meant by <i>The Eatwell Plate</i> - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand what is meant by a restricted diet by choice, e.g., lactose free, vegan, no nuts, - Know and use relevant technical and sensory vocabulary.	Evaluation - evaluate existing products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Compare the final product to the original design specification.	Technical Knowledge - Know the symbols associated with circuits - Know and use technical vocabulary relevant to the project.	Evaluation - compare different materials using a variety of different tests. - evaluate the material and to consider ways of reinforcement. - evaluate existing products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Compare the final product to the original design specification.	Technical Knowledge - Know and use technical vocabulary relevant to the project, e.g., durability, water resistance, flexible, rigid, truss... - To relate the way things work to their intended purpose.
Learning questions Explain some food choices that people might have? Can you identify any reasons why someone would be required to eat particular foods? How did you innovate the potato and carrot pancake recipe to meet the design criteria? Which of the 4 groups (see design criteria) is your recipe suitable for? How will it count towards your 5-a-day? What are the five areas of the Eatwell Plate?		Learning questions Explain how the circuit will work. How is your game appealing? Explain how you could cause a short circuit, and what is likely to happen as a result. Which tools did you use to make your game, and what did you use them for?		Learning questions Describe a Morrison shelter? Where would you find one and what is it made of? Describe an Anderson shelter? Where would you find one and what is it made of? How well do you think it would work and why? What features have you included on your shelter and what do they do? Which weathers the can your shelter withstand; sun, wind, rain, snow and cold? What materials have been used? Why?	
Text		Text		Text	
Retrieval Some children may have experience with cooking and preparing meals at home. Whenever food technology is taught, the children have learnt about a healthy diet and the Eat Well Plate. In Year 5 the children learnt about seasonal foods and why it is important to eat food which are in season. They can apply knowledge to create a restricted diet dish.		Retrieval In Year 5 the children had the opportunity to build a moving mechanism. The experience of adapting the mechanism to meet the criteria and reinforcing it's structure for stability and strength with aid their knowledge in their buzzer design. In Year 4 the children had experience building circuits to light their lanterns. This has created a foundation of knowledge that will enable children to build on.		Retrieval In Year 5 the children had the opportunity to build their own bridge. They have investigated different materials and looked at structure design. This knowledge will help the children to design and create a shelter that is durable, which will meet the design criteria.	
Key People and Places WW2 reference, Religions: Hinduism, Buddhism, Jewish and Muslim Vegetarian, Vegan, Presceterian Allergens: Glucose intolerant Dairy free		Key People and Places		Key People and Places WW2 reference Sir John Anderson Herbert Morrison	