# Barrow CE School Design and Technology Curriculum Map and Skills Progression

## Barrow CE School Design and Technology Statement of Intent

The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum.

## Barrow CE School Design and Technology implementation

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand.

The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our strands:

- Design
- Make
- Evaluate
- Technical knowledge

Our Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group. The Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Our six key areas that are revisited throughout the curriculum are:

- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Cooking and nutrition
- Electrical systems (Key Stage Two only)
- Digital world (Key Stage Two only)

Through our Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Design and Technology lessons are delivered normally on a fortnightly basis in rotation with Forest School sessions, ensuring that pupils develop formal practical skills in the classroom as well as using many of the same skills and approaches in the less formal outdoor environment.

## Barrow CE School Design and Technology Impact

The impact of Design and Technology at Barrow is constantly monitored through both formative and summative assessment opportunities. Within each lesson, teachers assess pupils against the learning objectives through questioning, children's presentations and recording etc. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. After the implementation of our Design and technology curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following our Design and technology curriculum is that children will:

➔ Understand the functional and aesthetic properties of a range of materials and resources.

➔ Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

➔ Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

➔ Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

➔ Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

➔ Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

➔ Self-evaluate and reflect on learning at different stages and identify areas to improve.

## Barrow CE School Design and Technology Long term curriculum map

| Year A | | | | Year B | | |
|---|---|---|---|---|---|---|
| Acorn | Oak | Willow | | Acorn | Oak | Willow |
| Making a moving story book | Pneumatic Toys | Stuffed Toys | Autumn 1 | Balanced Diet | Making a Slingshot Car | Waistcoats |
| Constructing a Windmill | Wearable Technology | Doodlers | Autumn 2 | Making a moving monster | Mindful moments timer | Steady hand game |
| Puppets | Eating Seasonally | Bridges | Spring 1 | Baby Bear's Chair | Adapting a Recipe | Playgrounds |
| Wheels and Axles | Constructing a castle | Monitoring devices | Spring 2 | Pouches | Pavilions | Navigating the World |
| Smoothies | Cushions | Developing a Recipe | Summer 1 | Fairground Wheel | Fastenings | Come Dine with Me |
| | Electric poster | Gears and Pulleys | Summer 2 | | Torches | Automata Toys |

Key:

| | | |
|---|---|---|
| Mechanisms/Mechanical Systems | Structures | Textiles |
| Cooking and Nutrition | Electrical Systems | Digital World |

# Progression of skills and knowledge from Year One to Year Six

*Progression of skills and knowledge* | **Structures**

| | | EYFS (Reception) | |
|---|---|---|---|
| | | Junk modelling | Boats |
| Skills | Design | • Making verbal plans and material choices.<br>• Developing a junk model. | • Designing a junk model boat.<br>• Using knowledge from exploration to inform design. |
| | Make | • Improving fine motor/scissor skills with a variety of materials.<br>• Joining materials in a variety of ways (temporary and permanent).<br>• Joining different materials together.<br>• Describing their junk model, and how they intend to put it together. | • Making a boat that floats and is waterproof, considering material choices. |
| | Evaluate | • Giving a verbal evaluation of their own and others' junk models with adult support.<br>• Checking to see if their model matches their plan.<br>• Considering what they would do differently if they were to do it again.<br>• Describing their favourite and least favourite part of their model. | • Making predictions about, and evaluating different materials to see if they are waterproof.<br>• Making predictions about, and evaluating existing boats to see which floats best.<br>• Testing their design and reflecting on what could have been done differently.<br>• Investigating the how the shapes and structure of a boat affect the way it moves. |
| Knowledge | Technical | • To know there are a range to different materials that can be used to make a model and that they are all slightly different.<br>• Making simple suggestions to fix their junk model. | • To know that 'waterproof' materials are those which do not absorb water. |
| | Additional | | • To know that some objects float and others sink.<br>• To know the different parts of a boat. |

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| | | Year 1/2 | |
|---|---|---|---|
| | | **Cycle A: Constructing a windmill** | **Cycle B: Baby bear's chair** |
| Skills | Design | • Learning the importance of a clear design criteria.<br>• Including individual preferences and requirements in a design. | • Generating and communicating ideas using sketching and modelling.<br>• Learning about different types of structures, found in the natural world and in everyday objects. |
| | Make | • Making stable structures from card.<br>• Following instructions to cut and assemble the supporting structure of a windmill.<br>• Making functioning turbines and axles which are assembled into a main supporting structure.<br>• Finding the middle of an object.<br>• Puncturing holes.<br>• Adding weight to structures.<br>• Creating supporting structures.<br>• Cutting evenly and carefully. | • Making a structure according to design criteria.<br>• Creating joints and structures from paper/card and tape.<br>• Building a strong and stiff structure by folding paper. |
| | Evaluate | • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.<br>• Suggest points for improvements. | • Exploring the features of structures.<br>• Comparing the stability of different shapes.<br>• Testing the strength of own structures.<br>• Identifying the weakest part of a structure.<br>• Evaluating the strength, stiffness and stability of own structure. |
| Knowledge | Technical | • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).<br>• To understand that axles are used in structures and mechanisms to make parts turn in a circle.<br>• To begin to understand that different structures are used for different purposes.<br>• To know that a structure is something that has been made and put together.<br>• To know that the sails or blades of a windmill are moved by the wind.<br>• To know that a structure is something built for a reason.<br>• To know that stable structures do not topple.<br>• To know that adding weight to the base of a structure can make it more stable. | • To know that shapes and structures with wide, flat bases or legs are the most stable.<br>• To understand that the shape of a structure affects its strength.<br>• To know that materials can be manipulated to improve strength and stiffness.<br>• To know that a structure is something which has been formed or made from parts.<br>• To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.<br>• To know that a 'strong' structure is one which does not break easily.<br>• To know that a 'stiff' structure or material is one which does not bend easily. |
| | Additional | • To know that design criteria is a list of points to ensure the product meets the clients needs and wants.<br>• To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity.<br>• To know that windmill turbines use wind to turn and make the machines inside work.<br>• To know that a windmill is a structure with sails that are moved by the wind.<br>• To know the three main parts of a windmill are the turbine, axle and structure.<br>• To know that windmills are used to generate power and were used for grinding flour. | • To know that natural structures are those found in nature.<br>• To know that man-made structures are those made by people. |

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| | | Year 3/4 | |
|---|---|---|---|
| | | **Cycle A: Constructing a castle** | **Cycle B: Pavilions** |
| Skills | Design | • Designing a castle with key features to appeal to a specific person/purpose.<br>• Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours.<br>• Designing and/or decorating a castle tower on CAD software. | • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect.<br>• Building frame structures designed to support weight. |
| | Make | • Constructing a range of 3D geometric shapes using nets .<br>• Creating special features for individual designs.<br>• Making facades from a range of recycled materials. | • Creating a range of different shaped frame structures.<br>• Making a variety of free standing frame structures of different shapes and sizes.<br>• Selecting appropriate materials to build a strong structure and cladding.<br>• Reinforcing corners to strengthen a structure.<br>• Creating a design in accordance with a plan.<br>• Learning to create different textural effects with materials. |
| | Evaluate | • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.<br>• Suggesting points for modification of the individual designs. | • Evaluating structures made by the class.<br>• Describing what characteristics of a design and construction made it the most effective.<br>• Considering effective and ineffective designs. |
| Knowledge | Technical | • To understand that wide and flat based objects are more stable.<br>• To understand the importance of strength and stiffness in structures. | • To understand what a frame structure is<br>• To know that a 'free-standing' structure is one which can stand on its own |
| | Additional | • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose.<br>• To know that a façade is the front of a structure.<br>• To understand that a castle needed to be strong and stable to withstand enemy attack.<br>• To know that a paper net is a flat 2D shape that can become a 3D shape once assembled.<br>• To know that a design specification is a list of success criteria for a product. | • To know that a pavilion is a a decorative building or structure for leisure activities.<br>• To know that cladding can be applied to structures for different effects.<br>• To know that aesthetics are how a product looks.<br>• To know that a product's function means its purpose.<br>• To understand that the target audience means the person or group of people a product is designed for.<br>• To know that architects consider light, shadow and patterns when designing. |

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# Structures

| | | Year 5/6 | |
|---|---|---|---|
| | | **Cycle A: Bridges** | **Cycle B: Playgrounds** |
| Skills | Design | • Designing a stable structure that is able to support weight.<br>• Creating a frame structure with a focus on triangulation. | • Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. |
| | Make | • Making a range of different shaped beam bridges.<br>• Using triangles to create truss bridges that span a given distance and support a load.<br>• Building a wooden bridge structure.<br>• Independently measuring and marking wood accurately.<br>• Selecting appropriate tools and equipment for particular tasks.<br>• Using the correct techniques to saws safely.<br>• Identifying where a structure needs reinforcement and using card corners for support.<br>• Explaining why selecting appropriating materials is an important part of the design process.<br>• Understanding basic wood functional properties. | • Building a range of play apparatus structures drawing upon new and prior knowledge of structures.<br>• Measuring, marking and cutting wood to create a range of structures.<br>• Using a range of materials to reinforce and add decoration to structures. |
| | Evaluate | • Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary.<br>• Suggesting points for improvements for own bridges and those designed by others. | • Improving a design plan based on peer evaluation.<br>• Testing and adapting a design to improve it as it is developed.<br>• Identifying what makes a successful structure. |
| Knowledge | Technical | • To understand some different ways to reinforce structures.<br>• To understand how triangles can be used to reinforce bridges.<br>• To know that properties are words that describe the form and function of materials.<br>• To understand why material selection is important based on properties.<br>• To understand the material (functional and aesthetic) properties of wood. | • To know that structures can be strengthened by manipulating materials and shapes. |
| | Additional | • To understand the difference between arch, beam, truss and suspension bridges.<br>• To understand how to carry and use a saw safely. | • To understand what a 'footprint plan' is.<br>• To understand that in the real world, design , can impact users in positive and negative ways.<br>• To know that a prototype is a cheap model to test a design idea. |

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# Mechanisms / Mechanical systems

## Year 1/2 cycle A

| | | Making a moving storybook | Wheels and axles |
|---|---|---|---|
| Skills | Design | • Explaining how to adapt mechanisms, using bridges or guides to control the movement.<br>• Designing a moving story book for a given audience. | • Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.<br>• Creating clearly labelled drawings that illustrate movement. |
| | Make | • Following a design to create moving models that use levers and sliders. | • Adapting mechanisms, when:<br>• they do not work as they should.<br>• to fit their vehicle design.<br>• to improve how they work after testing their vehicle. |
| | Evaluate | • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.<br>• Reviewing the success of a product by testing it with its intended audience. | • Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move. |
| Knowledge | Technical | • To know that a mechanism is the parts of an object that move together.<br>•To know that a slider mechanism moves an object from side to side.<br>• To know that a slider mechanism has a slider, slots , guides and an object.<br>• To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. | • To know that wheels need to be round to rotate and move.<br>• To understand that for a wheel to move it must be attached to a rotating axle.<br>• To know that an axle moves within an axle holder which is fixed to the vehicle or toy.<br>• To know that the frame of a vehicle (chassis) needs to be balanced. |
| | Additional | • To know that in Design and technology we call a plan a 'design'. | • To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles. |

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# Mechanisms / Mechanical systems

## Year 1/2 cycle B

| | | Making a moving monster | Fairground wheel |
|---|---|---|---|
| Skills | Design | • Selecting a suitable linkage system to produce the desired motion.<br>• Designing a wheel. | • Conducting simple surveys or discussions to gather opinions on what others need or like in a design.<br>• Knowing that a survey is used to find out what people like.<br>• Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria.<br>• Knowing that a design brief helps to decide what to make.<br>• Knowing that design criteria are the steps for making a product successful.<br>• Creating ideas with design criteria in mind.<br>• Referring to specific parts of existing products when generating ideas.<br>• Knowing that the design criteria help when thinking of ideas.<br>• Using labels to explain parts of a design, label materials, etc.<br>• Using labels to explain parts of a design, label materials, etc.<br>• Knowing that drawings can help explain how something works.<br>• Knowing that a label explains part of a drawing. |
| | Make | • Selecting materials according to their characteristics.<br>• Following a design brief. | • Choosing materials, ingredients or components from a wider range of materials, ingredients or components.<br>• Explaining their choices based on the properties of materials and components.<br>• Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc.<br>• Following and recalling simple safety instructions.<br>• Knowing that some tools are sharp like scissors and knives.<br>• Choosing known geometric shapes when making.<br>• Beginning to shape objects to improve how they work.<br>• Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere.<br>• Considering balance in their finishing, like evenly spaced decoration. |
| | Evaluate | • Evaluating different designs.<br>• Testing and adapting a design. | • Discussing a range of existing products and saying what they like and dislike about them.<br>• Evaluating existing products against design criteria.<br>• Evaluating their ideas and creations against simple design criteria.<br>• Knowing that design criteria help to decide if their product is a success.<br>• Suggesting improvements to their peers' designs and products.<br>• Knowing that improve means to make something better.<br>• Knowing that their suggestions can improve someone else's work. |
| Knowledge | Technical | • To know that different materials have different properties and are therefore suitable for different uses. | • To know everyday objects have mechanisms.<br>• To know many things that move have parts inside to help them work.<br>• To know mechanisms usually limit unwanted movement.<br>• To know everyday objects utilise wheels and axles.<br>• To know wheels must be able to turn to work effectively.<br>• To know axles allow wheels to turn without falling off. |
| | Additional | • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder.<br>• To know that it is important to test my design as I go along so that I can solve any problems that may occur. | • To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder. |

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# Mechanisms / Mechanical systems

## Year 3/4

| | | Cycle A: Pneumatic toys | Cycle B: Making a slingshot car |
|---|---|---|---|
| Skills | Design | • Designing a toy which uses a pneumatic system.<br>• Developing design criteria from a design brief.<br>• Generating ideas using thumbnail sketches and exploded diagrams.<br>• Learning that different types of drawings are used in design to explain ideas clearly. | • Designing a shape that reduces air resistance.<br>• Drawing a net to create a structure from.<br>• Choosing shapes that increase or decrease speed as a result of air resistance.<br>• Personalising a design. |
| | Make | • Creating a pneumatic system to create a desired motion.<br>• Building secure housing for a pneumatic system.<br>• Using syringes and balloons to create different types of pneumatic systems to make a functional and appealing pneumatic toy.<br>• Selecting materials due to their functional and aesthetic characteristics.<br>• Manipulating materials to create different effects by cutting, creasing, folding and weaving. | • Measuring, marking, cutting and assembling with increasing accuracy.<br>• Making a model based on a chosen design. |
| | Evaluate | • Using the views of others to improve designs.<br>• Testing and modifying the outcome, suggesting improvements.<br>• Understanding the purpose of exploded-diagrams through the eyes of a designer and their client. | • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance. |
| Knowledge | Technical | • To understand how pneumatic systems work.<br>• To understand that pneumatic systems can be used as part of a mechanism.<br>• To know that pneumatic systems operate by drawing in, releasing and compressing air. | • To understand that all moving things have kinetic energy.<br>• To understand that kinetic energy is the energy that something (object/person) has by being in motion.<br>• To know that air resistance is the level of drag on an object as it is forced through the air.<br>• To understand that the shape of a moving object will affect how it moves due to air resistance.. |
| | Additional | • To understand how sketches, drawings and diagrams can be used to communicate design ideas.<br>• To know that exploded-diagrams are used to show how different parts of a product fit together.<br>• To know that thumbnail sketches are small drawings to get ideas down on paper quickly. | • To understand that products change and evolve over time.<br>• To know that aesthetics means how an object or product looks in design and technology.<br>• To know that a template is a stencil you can use to help you draw the same shape accurately.<br>• To know that a birds-eye view means a view from a high angle (as if a bird in flight).<br>• To know that graphics are images which are designed to explain or advertise something.<br>•To know that it is important to assess and evaluate design ideas and models against a list of design criteria. |

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# Mechanisms / Mechanical systems

## Year 3/4

**"New" Cycle B: Mechanical cars**

| | | |
|---|---|---|
| Skills | Design | • Taking part in structured brainstorming sessions.<br>• Developing drawing and sketching skills with a focus on clarity and simplicity.<br>• Beginning to recognise the benefit of a range of diagram types or prototypes to communicate ideas. (eg. sketches, cross-sectional diagram, thumbnail sketches and exploded diagrams)<br>• Creating prototypes using materials with similar properties to their final design.<br>• Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences.<br>• Developing designs by adding detail and justifications about materials, tools, methods. |
| | Make | • Following detailed safety instructions.<br>• Using a ruler as a measuring tool with increasing accuracy by creating spaced marks using millimetres and measuring lengths of objects.<br>• Handle different sizes and types of scissors with confidence.<br>• With close supervision using a hot glue gun to join wooden materials (e.g. lolly sticks).<br>• Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage.<br>• Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). |
| | Evaluate | • Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements.<br>• Reflecting on feedback to decide if and how it could be used to improve future iterations.<br>• Investigating and analysing a range of existing products by looking at their functionality and appeal.<br>• Analysing why specific products, designers or inventors are successful.<br>• Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements.<br>• Evaluating how effective their chosen materials and tools were in fulfilling the design brief. |
| Knowledge | Technical | • To understand that a mechanical system can allow us to move something more easily.<br>• To know that mechanical systems have more than one mechanism that moves to make them work.<br>• To know that mechanical systems are often hidden in products to make them look more appealing. |
| | Additional | • To know that extra information on drawings or diagrams can help the user understand a design or idea.<br>• To know that an exploded diagram shows how the parts of a product fit together.<br>• To know that a prototype is a detailed model that helps a user understand how a product will work.<br>• To know that a target audience is a group of people that might like the idea.<br>• To know that different tools and equipment have different dangers.<br>• To know that a ruler can be used to measure length.<br>• To know that a hot glue gun can be used to join materials.<br>• To know that better suggestions of improvements mean better feedback.<br>• To know that they can choose to use feedback or not.<br>• To know that some products are more successful than other because of their function.<br>• To know that choices of materials and equipment can affect the final product.<br>• To know that feedback is ideas and suggestions from other people that can help improve their work. |

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| Progression of skills and knowledge | | Mechanisms / Mechanical systems |
|---|---|---|
| | | Year 5/6 |
| | | **"New" Cycle A: Gears and pulleys** |
| Skills | Design | • Noticing wider-reaching problems or needs in the community.<br>• Identifying a wide range of needs and potential barriers through market research.<br>• Writing more complex problem statements that consider multiple factors and constraints.<br>• Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost.<br>• Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.<br>• Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design.<br>• Using a series of prototypes to refine and improve their designs. |
| | Make | • Consistently apply safety instructions.<br>• Select appropriate scissors to handle delicate cutting tasks and challenging materials.<br>• Cutting patterns and drawings accurately.<br>• In supervised groups, using hot glue guns safely.<br>• Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly.<br>• Choosing PVA glue over hot glue for its safety when joining materials in less intensive projects. |
| | Evaluate | • Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.<br>• Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost.<br>• Considering alternative materials, tools or techniques that could enhance the product.<br>• Providing feedback that is helpful, specific, and encouraging.<br>• Incorporating feedback from peers or users 'improve their product further, explaining the changes they made and the impact they had. |
| Knowledge | Technical | • That mechanical systems that use gears in everyday objects (eg bicycle, clock).<br>• That gears and pulleys allow us to transfer movement and force from one part of a mechanical system to another.<br>• That gears allow us to increase the output of a mechanism. |
| | Additional | • That market research is a way of collecting information about problems or needs.<br>• That constraints are things that might stop our ideas being successful.<br>• That original and innovative ideas are different from what has been made before.<br>• That annotations are detailed labels and comments on diagrams.<br>• That risks are things that might happen.<br>• That hot glue creates a strong bond quickly.<br>• That is often better to choose safer equipment.<br>• That sustainability means thinking about the materials that were used to make a product and how the product was made.<br>• That their final product can still be improved by different materials or techniques.<br>• That evaluating their designs in detail will help them understand its successful and less successful parts.<br>• That feedback should be positive, helpful and specific.<br>• That explaining how they used feedback to improve their design can help them create better products in the future. |

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## Year 5/6

| | | Cycle A: Making a pop up book | Cycle B: Automata toys |
|---|---|---|---|
| Skills | Design | • Designing a pop-up book which uses a mixture of structures and mechanisms.<br>• Naming each mechanism, input and output accurately.<br>• Storyboarding ideas for a book. | • Noticing wider-reaching problems or needs in the community.<br>• Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality.<br>• Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. |
| | Make | • Following a design brief to make a pop up book, neatly and with focus on accuracy.<br>• Making mechanisms and/or structures using sliders, pivots and folds to produce movement.<br>• Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. | • Producing lists of equipment, materials and tools that they need for a task.<br>• Selecting materials, components or ingredients based on research or user needs.<br>• Explaining their choices, referring to their research.<br>• Considering which equipment will work well together.<br>• Choosing from the known range of equipment available to them with little guidance.<br>• Assessing risks associated with different tools and equipment.<br>• Understanding and explaining the importance of each safety rule.<br>• Consistently apply safety instructions.<br>• Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups.<br>• Cutting in a back-and-forth sawing motion where appropriate.<br>• In supervised groups, using hot glue guns safely.<br>• Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. |
| | Evaluate | • Evaluating the work of others and receiving feedback on own work.<br>• Suggesting points for improvement. | • Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost.<br>• Providing feedback that is helpful, specific and encouraging.<br>• Incorporating feedback from peers or users to improve their product further, explaining the changes they made and the impact they had. |
| Knowledge | Technical | • To know that mechanisms control movement.<br>• To understand that mechanisms can be used to change one kind of motion into another.<br>• To understand how to use sliders, pivots and folds to create paper-based mechanisms. | • To know that the mechanism in an automata uses a system of cams, axles and followers.<br>• To know that different shaped cams produce different outputs.<br>• To know which mechanisms are working together to make a mechanical system.<br>• To know that there are different directions of movement.<br>• To know that mechanisms can change one type of movement to another. |
| | Additional | • To know that a design brief is a description of what I am going to design and make.<br>• To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. | • To know that an automata is a hand powered mechanical toy.<br>• To know that a cross-sectional diagram shows the inner workings of a product. |

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# Electrical systems (KS2 only)

| | | Year 3/4 | |
|---|---|---|---|
| | | Cycle B: Electric poster | Cycle B: Torches |
| Skills | Design | • Carry out research based on a given topic (e.g. The Romans) to develop a range of initial ideas.<br>• Generate a final design for the electric poster with consideration to the client's needs and design criteria.<br>• Design an electric poster that fits the requirements of a given brief.<br>• Plan the positioning of the bulb (circuit component) and its purpose. | • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. |
| | Make | • Create a final design for the electric poster.<br>• Mount the poster onto corrugated card to improve its strength and allow it to withstand the weight of the circuit on the rear.<br>• Measure and mark materials out using a template or ruler.<br>• Fit an electrical component (bulb).<br>• Learn ways to give the final product a higher quality finish (e.g. framing to conceal a roughly cut edge). | • Making a torch with a working electrical circuit and switch.<br>• Using appropriate equipment to cut and attach materials.<br>• Assembling a torch according to the design and success criteria. |
| | Evaluate | • Learning to give and accept constructive criticism on own work and the work of others.<br>• Testing the success of initial ideas against the design criteria and justifying opinions.<br>• Revisiting the requirements of the client to review developing design ideas and check that they fulfil their needs. | • Evaluating electrical products.<br>• Testing and evaluating the success of a final product. |
| Knowledge | Technical | • To understand that an electrical system is a group of parts (components) that work together to transport electricity around a circuit.<br>• To understand common features of an electric product (switch, battery or plug, dials, buttons etc.).<br>• To list examples of common electric products (kettle, remote control etc.).<br>• To understand that an electric product uses an electrical system to work (function).<br>• To know the name and appearance of a bulb, battery, battery holder and crocodile wire to build simple circuits. | • To understand that electrical conductors are materials which electricity can pass through.<br>• To understand that electrical insulators are materials which electricity cannot pass through.<br>• To know that a battery contains stored electricity that can be used to power products.<br>• To know that an electrical circuit must be complete for electricity to flow.<br>• To know that a switch can be used to complete and break an electrical circuit. |
| | Additional | • To understand the importance and purpose of information design.<br>• To understand how material choices (such as mounting paper to corrugated card) can improve a product to serve its purpose (remain rigid without bending when the electrical circuit is attached). | • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.<br>• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison. |

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# Electrical systems (KS2 only)

## Year 5/6

| | | Cycle A: Doodlers | Cycle B: Steady hand game |
|---|---|---|---|
| Skills | Design | • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product.<br>• Developing design criteria based on findings from investigating existing products.<br>• Developing design criteria that clarifies the target user. | • Designing a steady hand game - identifying and naming the components required.<br>• Drawing a design from three different perspectives.<br>• Generating ideas through sketching and discussion.<br>• Modelling ideas through prototypes.<br>• Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. |
| | Make | • Altering a product's form and function by tinkering with its configuration.<br>• Making a functional series circuit, incorporating a motor.<br>• Constructing a product with consideration for the design criteria.<br>• Breaking down the construction process into steps so that others can make the product. | • Constructing a stable base for a game.<br>• Accurately cutting, folding and assembling a net.<br>• Decorating the base of the game to a high quality finish.<br>• Making and testing a circuit.<br>• Incorporating a circuit into a base. |
| | Evaluate | • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.<br>• Determining which parts of a product affect its function and which parts affect its form.<br>• Analysing whether changes in configuration positively or negatively affect an existing product.<br>• Peer evaluating a set of instructions to build a product. | • Testing own and others finished games, identifying what went well and making suggestions for improvement.<br>• Gathering images and information about existing children's toys.<br>• Analysing a selection of existing children's toys. |
| Knowledge | Technical | • To know that series circuits only have one direction for the electricity to flow.<br>• To know when there is a break in a series circuit, all components turn off.<br>• To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.<br>• To know a motorised product is one which uses a motor to function. | • To know that batteries contain acid, which can be dangerous if they leak.<br>• To know the names of the components in a basic series circuit, including a buzzer. |
| | Additional | • To know that product analysis is critiquing the strengths and weaknesses of a product.<br>• To know that 'configuration' means how the parts of a product are arranged. | •To know that 'form' means the shape and appearance of an object.<br>•To know the difference between 'form' and 'function'.<br>•To understand that 'fit for purpose' means that a product works how it should and is easy to use.<br>• To know that form over purpose means that a product looks good but does not work very well.<br>• To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.<br>• To understand the diagram perspectives 'top view', 'side view' and 'back'. |

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# Cooking and nutrition

| | | EYFS (Reception) | Year 1/2 | |
|---|---|---|---|---|
| | | Soup | Cycle A: Smoothies | Cycle B: Balanced diet |
| Skills | Design | • Designing a soup recipe as a class.<br>• Designing soup packaging. | • Designing smoothie carton packaging by-hand. | • Designing three wrap ideas based on a food combination which work well together. |
| | Make | • Chopping plasticine safely.<br>• Chopping vegetables with support. | • Chopping fruit and vegetables safely to make a smoothie.<br>• Juicing fruits safely to make a smoothie. | • Chopping foods safely to make a wrap.<br>• Constructing a wrap that meets a design brief.<br>• Grating foods to make a wrap.<br>• Snipping smaller foods instead of cutting. |
| | Evaluate | • Tasting the soup and giving opinions.<br>• Describing some of the following when tasting food: look, feel, smell and taste.<br>• Choosing their favourite packaging design and explaining why. | • Tasting and evaluating different food combinations.<br>• Describing appearance, smell and taste.<br>• Suggesting information to be included on packaging.<br>• Comparing their own smoothie with someone else's. | • Describing the taste, texture and smell of fruit and vegetables.<br>• Taste testing food combinations and final products.<br>• Describing the information that should be included on a label.<br>•Evaluating food by giving a score. |
| Knowledge | | • To know that soup is ingredients (usually vegetables and liquid) blended together.<br>• To know that vegetables are grown.<br>• To recognise and name some common vegetables.<br>• To know that different vegetables taste different.<br>• To know that eating vegetables is good for us.<br>• To discuss why different packages might be used for different foods. | • To know that a blender is a machine which mixes ingredients together into a smooth liquid.<br>• To know that a fruit has seeds.<br>• To know that fruits grow on trees or vines.<br>• To know that vegetables can grow either above or below ground.<br>• To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). | • To know that 'diet' means the food and drink that a person or animal usually eats.<br>• To understand what makes a balanced diet.<br>• To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.<br>• To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.<br>• To know that 'ingredients' means the items in a mixture or recipe. |

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# Cooking and nutrition

## Year 3/4

| | | Cycle A: Eating seasonally | Cycle B: Adapting a recipe |
|---|---|---|---|
| Skills | Design | • Designing a recipe for a savoury tart. | • Designing a biscuit within a given budget, drawing upon previous taste testing judgements. |
| | Make | • Following the instructions within a recipe.<br>• Tasting seasonal ingredients.<br>• Selecting seasonal ingredients.<br>• Peeling ingredients safely.<br>• Cutting safely with a vegetable knife. | • Following a baking recipe, including the preparation of ingredients.<br>• Cooking safely, following basic hygiene rules.<br>• Adapting a recipe to meet the requirements of a target audience. |
| | Evaluate | • Establishing and using design criteria to help test and review dishes.<br>• Describing the benefits of seasonal fruits and vegetables and the impact on the environment.<br>• Suggesting points for improvement when making a seasonal tart. | • Evaluating a recipe, considering: taste, smell, texture and appearance.<br>• Describing the impact of the budget on the selection of ingredients.<br>• Evaluating and comparing a range of food products.<br>• Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). |
| Knowledge | | • To know that not all fruits and vegetables can be grown in the UK.<br>• To know that climate affects food growth.<br>• To know that vegetables and fruit grow in certain seasons.<br>• To know that cooking instructions are known as a 'recipe'.<br>• To know that imported food is food which has been brought into the country.<br>• To know that exported food is food which has been sent to another country..<br>• To know that eating seasonal foods can have a positive impact on the environment.<br>• To know that similar coloured fruits and vegetables often have similar nutritional benefits.<br>• To know that the appearance of food is as important as taste. | • To know that the amount of an ingredient in a recipe is known as the 'quantity.'<br>• To know that safety and hygiene are important when cooking.<br>• To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.<br>•To understand the importance of budgeting while planning ingredients for biscuits.<br>• To know that products often have a target audience. |

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| | | Year 5/6 | |
|---|---|---|---|
| | | **Cycle A: Developing a recipe** | **Cycle B: Come dine with me** |
| Skills | Design | • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients.<br>• Writing an amended method for a recipe to incorporate the relevant changes to ingredients.<br>• Designing appealing packaging to reflect a recipe.<br>• Researching existing recipes to inform ingredient choices. | • Writing a recipe, explaining the key steps, method and ingredients.<br>• Including facts and drawings from research undertaken. |
| | Make | • Cutting and preparing vegetables safely.<br>• Using equipment safely, including knives, hot pans and hobs.<br>• Knowing how to avoid cross-contamination.<br>• Following a step by step method carefully to make a recipe. | • Following a recipe, including using the correct quantities of each ingredient.<br>• Adapting a recipe based on research.<br>• Working to a given timescale.<br>• Working safely and hygienically with independence. |
| | Evaluate | • Identifying the nutritional differences between different products and recipes.<br>• Identifying and describing healthy benefits of food groups. | • Evaluating a recipe, considering: taste, smell, texture and origin of the food group.<br>• Taste testing and scoring final products.<br>• Suggesting and writing up points of improvements when scoring others' dishes, and when evaluating their own throughout the planning, preparation and cooking process.<br>• Evaluating health and safety in production to minimise cross contamination. |
| Knowledge | | • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed.<br>• To know that recipes can be adapted to suit nutritional needs and dietary requirements.<br>• To know that I can use a nutritional calculator to see how healthy a food option is.<br>• To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.<br>• To know that coloured chopping boards can prevent cross-contamination.<br>• To know that nutritional information is found on food packaging.<br>• To know that food packaging serves many purposes. | • To know that 'flavour' is how a food or drink tastes.<br>• To know that many countries have 'national dishes' which are recipes associated with that country.<br>• To know that 'processed food' means food that has been put through multiple changes in a factory.<br>• To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.<br>• To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork). |

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| Progression of skills and knowledge | | Textiles | | |
|---|---|---|---|---|
| | | EYFS: Reception | Year 1/2 | |
| | | Bookmarks | Cycle A: Puppets | Cycle B: Pouches |
| Skills | Design | • Discussing what a good design needs.<br>• Designing a simple pattern with paper.<br>• Designing a bookmark.<br>• Choosing from available materials. | • Using a template to create a design for a puppet. | • Designing a pouch. |
| | Make | • Developing fine motor/cutting skills with scissors.<br>• Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.<br>• Using a prepared needle and wool to practise threading. | • Cutting fabric neatly with scissors.<br>• Using joining methods to decorate a puppet.<br>• Sequencing the steps taken during construction. | • Selecting and cutting fabrics for sewing.<br>• Decorating a pouch using fabric glue or running stitch.<br>• Threading a needle.<br>• Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.<br>• Neatly pinning and cutting fabric using a template. |
| | Evaluate | • Reflecting on a finished product and comparing to their design. | • Reflecting on a finished product, explaining likes and dislikes. | • Troubleshooting scenarios posed by the teacher.<br>• Evaluating the quality of the stitching on others' work.<br>• Discussing as a class the success of their stitching against the success criteria.<br>• Identifying aspects of their peers' work that they particularly like and explaining why. |
| Knowledge | | • To know that a design is a way of planning our idea before we start.<br>• To know that threading is putting one material through an object. | • To know that 'joining technique' means connecting two pieces of material together.<br>• To know that there are various temporary methods of joining fabric by using staples, glue or pins.<br>• To understand that different techniques for joining materials can be used for different purposes.<br>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.<br>• To know that drawing a design idea is useful to see how an idea will look. | • To know that sewing is a method of joining fabric.<br>• To know that different stitches can be used when sewing.<br>• To understand the importance of tying a knot after sewing the final stitch.<br>• To know that a thimble can be used to protect my fingers when sewing. |

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| | | Year 3/4 | |
|---|---|---|---|
| | | **Cycle A: Cross-stitch and appliqué** Cushions or Egyptian collars | **Cycle B: Fastenings** |
| Skills | Design | • Designing and making a template from an existing cushion and applying individual design criteria. | • Writing design criteria for a product, articulating decisions made.<br>• Designing a personalised book sleeve. |
| | Make | • Following design criteria to create a cushion or Egyptian collar.<br>• Selecting and cutting fabrics with ease using fabric scissors.<br>• Threading needles with greater independence.<br>• Tying knots with greater independence.<br>• Sewing cross stitch to join fabric.<br>• Decorating fabric using appliqué.<br>• Completing design ideas with stuffing and sewing the edges (Cushions) or embellishing the collars based on design ideas (Egyptian collars). | • Making and testing a paper template with accuracy and in keeping with the design criteria.<br>• Measuring, marking and cutting fabric using a paper template.<br>• Selecting a stitch style to join fabric.<br>• Working neatly by sewing small, straight stitches.<br>• Incorporating a fastening to a design. |
| | Evaluate | • Evaluating an end product and thinking of other ways in which to create similar items. | • Testing and evaluating an end product against the original design criteria.<br>• Deciding how many of the criteria should be met for the product to be considered successful.<br>• Suggesting modifications for improvement.<br>• Articulating the advantages and disadvantages of different fastening types. |
| Knowledge | | •To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.<br>•To know that when two edges of fabric have been joined together it is called a seam.<br>•To know that it is important to leave space on the fabric for the seam.<br>•To understand that some products are turned inside out after sewing so the stitching is hidden. | • To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro.<br>• To know that different fastening types are useful for different purposes.<br>• To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. |

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| | | Year 5/6 | |
|---|---|---|---|
| | | **Cycle A: Stuffed toys** | **Cycle B: Waistcoats** |
| Skills | Design | • Designing a stuffed toy, considering the main component shapes required and creating an appropriate template.<br>• Considering the proportions of individual components. | • Designing a waistcoat in accordance to a specification linked to set of design criteria.<br>• Annotating designs, to explain their decisions. |
| | Make | • Creating a 3D stuffed toy from a 2D design.<br>• Measuring, marking and cutting fabric accurately and independently .<br>• Creating strong and secure blanket stitches when joining fabric.<br>• Threading needles independently.<br>• Using appliqué to attach pieces of fabric decoration.<br>• Sewing blanket stitch to join fabric.<br>• Applying blanket stitch so the spaces between the stitches are even and regular. | • Using a template when cutting fabric to ensure they achieve the correct shape.<br>• Using pins effectively to secure a template to fabric without creases or bulges.<br>• Marking and cutting fabric accurately, in accordance with their design.<br>• Sewing a strong running stitch, making small, neat stitches and following the edge.<br>• Tying strong knots.<br>• Decorating a waistcoat, attaching features (such as appliqué) using thread.<br>• Finishing the waistcoat with a secure fastening (such as buttons).<br>• Learning different decorative stitches.<br>• Sewing accurately with evenly spaced, neat stitches. |
| | Evaluate | • Testing and evaluating an end product and giving point for further improvements. | • Reflecting on their work continually throughout the design, make and evaluate process. |
| Knowledge | | • To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.<br>• To understand that it is easier to finish simpler designs to a high standard.<br>• To know that soft toys are often made by creating appendages separately and then attaching them to the main body.<br>• To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely. | • To understand that it is important to design clothing with the client/ target customer in mind.<br>• To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.<br>• To understand the importance of consistently sized stitches. |

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# Digital world (KS2 only)

## Year 3/4

| | | Cycle A: Wearable technology | Cycle B: Mindful moments timer |
|---|---|---|---|
| Skills | Design | • Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas.<br>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.<br>• Developing design ideas through annotated sketches to create a product concept.<br>• Developing design criteria to respond to a design brief. | • Writing design criteria for a programmed timer (micro:bit).<br>• Exploring different mindfulness strategies.<br>• Applying the results of my research to further inform my design criteria.<br>• Developing a prototype case for my mindful moment timer.<br>• Using and manipulating shapes and clipart by using computer-aided design (CAD), to produce a logo.<br>• Following a list of design requirements. |
| | Make | • Following a list of design requirements.<br>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm. | • Developing a prototype case for my mindful moment timer.<br>• Creating 3D structures using modelling materials.<br>• Programming a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press. |
| | Evaluate | • Analysing and evaluating wearable technology.<br>• Using feedback from peers to improve design. | • Investigating and analysing a range of timers by identifying and comparing their advantages and disadvantages.<br>• Evaluating my micro:bit program against points on my design criteria and amending them to include any changes I made.<br>• Documenting and evaluating my project.<br>• Understanding what a logo is and why they are important in the world of design and business.<br>• Testing my program for bugs (errors in the code).<br>• Finding and fixing the bugs (debug) in my code.<br>• Using an exhibition to gather feedback.<br>• Gathering feedback from the user to make suggested improvements to a product. |
| Knowledge | Technical | • To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.<br>• To know that a micro:bit is a pocket-sized, codeable computer.<br>• To know that a simulator is able to replicate the functions of an existing piece of technology. | • To understand what variables are in programming.<br>• To know some of the features of a micro:bit.<br>• To know that an algorithm is a set of instructions to be followed by the computer.<br>• To know that it is important to check my code for errors (bugs).<br>• To know that a simulator can be used as a way of checking your code works before installing it onto an electronic device. |
| | Additional | •To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result.<br>• To understand what is meant by 'point of sale display'.<br>• To know that CAD stands for 'Computer-aided design'.<br>• To know what a focus group is by taking part in one. | •To understand the terms 'ergonomic' and 'aesthetic'.<br>•To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials.<br>• To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users. |

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# Digital world (KS2 only)

## Year 5/6

| | | Cycle A: Monitoring devices | Cycle B: Navigating the world |
|---|---|---|---|
| Skills | Design | • Researching (books, internet) for a particular (user's) animal's needs.<br>• Developing design criteria based on research.<br>• Generating multiple housing ideas using building bricks.<br>• Understanding what a virtual model is and the pros and cons of traditional and CAD modelling.<br>• Placing and manoeuvring 3D objects, using CAD.<br>• Changing the properties of, or combining one or more 3D objects, using CAD. | • Writing a design brief from information submitted by a client.<br>• Developing design criteria to fulfil the client's request.<br>• Considering and suggesting additional functions for my navigation tool.<br>• Developing a product idea through annotated sketches.<br>• Placing and manoeuvring 3D objects, using CAD.<br>• Changing the properties of, or combining one or more 3D objects, using CAD. |
| | Make | • Understanding the functional and aesthetic properties of plastics.<br>• Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range. | • Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).<br>• Explaining material choices and why they were chosen as part of a product concept.<br>• Programming an N,E, S, W cardinal compass. |
| | Evaluate | • Stating an event or fact from the last 100 years of plastic history.<br>• Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices.<br>• Explaining key functions in my program (audible alert, visuals).<br>• Explaining how my product would be useful for an animal carer including programmed features. | • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.<br>• Developing an awareness of sustainable design.<br>• Identifying key industries that utilise 3D CAD modelling and explaining why.<br>• Describing how the product concept fits the client's request and how it will benefit the customers.<br>• Explaining the key functions in my program, including any additions.<br>• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.<br>• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.<br>• Demonstrating a functional program as part of a product concept pitch. |
| Knowledge | Technical | • To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record.<br>• To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose.<br>• To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met. | • To know that accelerometers can detect movement.<br>• To understand that sensors can be useful in products as they mean the product can function without human input. |
| | Additional | • To understand key developments in thermometer history.<br>• To know events or facts that took place over the last 100 years in the history of plastic, and how this is changing our outlook on the future.<br>• To know the 6Rs of sustainability.<br>• To understand what a virtual model is and the pros and cons of traditional vs CAD modelling. | • To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request.<br>• To know that 'multifunctional' means an object or product has more than one function.<br>• To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing. |

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