Dunnington Primary School



Design and Technology Long Term Plan

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Intent:

The long-term plan for D&T reflects the requirements of the National Curriculum for Key Stage 1 and 2.

We aim to provide children with a broad study of D&T that gives them opportunities to design, make and evaluate a range of different products using a range of different techniques. Over the course of the programme of study children will work with: food technology, graphics, mechanisms, electrical systems and structures.

Lessons are sequenced so that cumulatively children can build a knowledge base and make links between their learning. The products that children make increase in complexity over time so that by the time they leave at the end of Year 6 they are confident working with a variety of techniques to produce a range of different outcomes.

Design and Technology is taught as a discrete subject, usually once a week over half a term, although in some cases, depending on the subject being covered it may be most appropriate to teach it as a concentrated block so that children can become immersed in what they are doing and spend a longer time working on their project.

Implementation

We have chosen to teach the Design and Technology curriculum using 'Kapow' Design and Technology resources. These have been chosen because they give the children the opportunity to see clear, simple demonstrations of what they are making. These resources also support teachers with their subject knowledge, ensuring that they do not shy away from teaching the more advanced elements of this subject. Kapow also provides resources that support mixed aged classes. In Reception Kapow Design and Technology lessons and skills are taught and practiced in the continuous provision. Enhancements added to the creation area are linked to the Kapow lessons and staff develop the children's knowledge and skills through adult support, questioning and modelling in this area of the provision.

Impact

Over time children develop a broad knowledge of the different elements of Design and Technology, developing their skills and having the knowledge to be able to become more independent in planning and making their own projects.

Design and Technology Long Term Plan – Overview

Design and Technology is taught in half termly blocks, alternating with Art and Design

Year Group	Cycle	Autumn Term	Spring Term	Summer Term	Stand-alone lessons
Reception		**Structures: Junk modelling**	**Structures: Boats**	**Textiles: Bookmarks**	**Seasonal projects –** as and when throughout the year
Year 1 and 2	**A 2024-25**	**Mechanisms: Making a moving monster**	**Cooking and nutrition: Smoothies**	**Textiles: Puppets**	**Cooking and nutrition: Balanced diet**
Year 1 and 2	**B 2025-26**	**Structures: Baby bear's chair**	**Structures: Constructing a windmill**	**Mechanisms: Fairground wheel**	**Mechanisms: Making a moving story book**
Year 3 and 4	**A 2024-25**	**Cooking and nutrition: Eating seasonally**	**Digital world: Wearable technology**	**Structures: Constructing a castle**	**Cooking and nutrition: Adapting a recipe.** **Textiles: Fastenings**
Year 3 and 4	**B 2025-26**	**Structure: Pavilions**	**Mechanical systems: Making a slingshot car**	**Electrical systems: Torches**	**Textiles: Cross-stich and applique** **Mechanical systems: Pneumatic toys**
Year 5 and 6	**A 2024-25**	**Electrical systems: Doodlers**	**Cooking and nutrition: Developing a recipe**	**Mechanical systems: Making a pop-up book**	
Year 5 and 6	**B 2025-26**	**Textiles: Waistcoats**	**Structure: Playgrounds**	**Digital world: Navigating the world**	

	Progression of Skills and Knowledge in D&T – Structures		
		Reception	**KS1**
Skills	**Design**	• Making verbal plans and material choices. • Developing a junk model. • Designing a junk model boat. • Using knowledge from exploration to inform design.	• Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	• Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. • Making a boat that floats and is waterproof, considering material choices.	• Making stable structures from card. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Finding the middle of an object. • Puncturing holes. • Adding weight to structures. • Creating supporting structures. • Cutting evenly and carefully. • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper.
	Evaluation	• Giving a verbal evaluation of their own and others' junk models with adult support. • Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. • Describing their favourite and least favourite part of their model. • Making predictions about and evaluating different materials to see if they are waterproof. • Making predictions about and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and structure of a boat affect the way it moves.	• Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. • Exploring the features of structures. • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure.
	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. • Making simple suggestions to fix their junk model	• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together.

Know-ledge		• To know that 'waterproof' materials are those which do not absorb water.	• To know that the sails or blades of a windmill are moved by the wind. • To know that a structure is something built for a reason. • To know that stable structures do not topple. • 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. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one which does not break easily. • To know that a 'stiff' structure or material is one which does not bend easily.
	Additional	• To know that some objects float, and others sink. • To know the different parts of a boat.	• To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure. • 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. • To know that man-made structures are those made by people.
		LKS2	**UKS2**
Skills	**Design**	• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • 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. Building frame structures designed to support weight.	• 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	• Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. • Creating a range of different shaped frame structures. • Making a variety of free-standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. Learning to create different textural effects with materials.	• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. Using a range of materials to reinforce and add decoration to structures.
	Evaluation	• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design. • Suggesting points for modification of the individual designs.	• Improving a design plan based on peer evaluation.

		• Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. Considering effective and ineffective designs.	• Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure.
Know-ledge	**Technical**	• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. • To understand what a frame structure is. To know that a 'free-standing' structure is one which can stand on its own.	To know that structures can be strengthened by manipulating materials and shapes.
	Additional	• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product. • To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. To know that architects consider light, shadow and patterns when designing.	• To understand what a 'footprint plan' is. • To understand that in the real world, design, can impact users in positive and negative ways. To know that a prototype is a cheap model to test a design idea.

	Progression of Skills and Knowledge in D&T – Mechanisms/mechanical systems	
		KS1
Skills	**Design**	• Conducting simple surveys or discussions to gather opinions on what others need or like in a design. • Knowing that a survey is used to find out what people like. • Using a simple design brief that outlines the intended use, target user, and key features of the product, to create simple design criteria. • Knowing that a design brief helps to decide what to make. • Knowing that design criteria are the steps for making a product successful. • Creating ideas with design criteria in mind. • Referring to specific parts of existing products when generating ideas. • Knowing that the design criteria help when thinking of ideas. • Using labels to explain parts of a design, label materials, etc. • Using labels to explain parts of a design, label materials, etc. • Knowing that drawings can help explain how something works. • Knowing that a label explains part of a drawing. • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria.
	Make	• Choosing materials, ingredients or components from a wider range of materials, ingredients or components. • Explaining their choices based on the properties of materials and components. • Knowing some properties of materials like hard, soft, flexible, waterproof, strong etc. • Following and recalling simple safety instructions. • Knowing that some tools are sharp like scissors and knives. • Choosing known geometric shapes when making. • Beginning to shape objects to improve how they work. • Knowing the names of some geometric shapes: triangle, pyramid, square, cube, circle, sphere. • Considering balance in their finishing, like evenly spaced decoration. • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. • Cutting and assembling components neatly.
	Evaluation	• Discussing a range of existing products and saying what they like and dislike about them. • Evaluating existing products against design criteria. • Evaluating their ideas and creations against simple design criteria. • Knowing that design criteria help to decide if their product is a success. • Suggesting improvements to their peers' designs and products. • Knowing that improve means to make something better. • Knowing that their suggestions can improve someone else's work. • Evaluating own designs against design criteria.

		• Using peer feedback to modify a final design.	
Know-ledge	**Technical**	• To know everyday objects have mechanisms. • To know many things that move have parts inside to help them work. • To know mechanisms usually limit unwanted movement. • To know everyday objects utilise wheels and axles. • To know wheels must be able to turn to work effectively. • To know axles allow wheels to turn without falling off. • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers	
	Additional	• To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know some real-life objects that contain mechanisms.	
		LKS2	**UKS2**
Skills	**Design**	• Taking part in structured brainstorming sessions. ● Developing drawing and sketching skills with a focus on clarity and simplicity. • 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) • Creating prototypes using materials with similar properties to their final design. • Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. • Developing designs by adding detail and justifications about materials, tools, methods. • Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.	• Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Noticing wider-reaching problems or needs in the community. • Identifying a wide range of needs and potential barriers through market research. • Writing more complex problem statements that consider multiple factors and constraints. • Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost. • Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. • Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. • Using a series of prototypes to refine and improve their designs.
	Make	• Following detailed safety instructions. • Using a ruler as a measuring tool with increasing accuracy by creating spaced marks using millimetres and measuring lengths of objects. • Handle different sizes and types of scissors with confidence. • With close supervision using a hot glue gun to join wooden materials (e.g. lolly sticks). • Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage.	• Following a design brief to make a pop-up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. • Consistently apply safety instructions. • Select appropriate scissors to handle delicate cutting tasks and challenging materials.

		• 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). • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.	• Cutting patterns and drawings accurately. • In supervised groups, using hot glue guns safely. • Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. • Choosing PVA glue over hot glue for its safety when joining materials in less intensive projects.
	Evaluation	• Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. • Reflecting on feedback to decide if and how it could be used to improve future iterations. • Investigating and analysing a range of existing products by looking at their functionality and appeal. • Analysing why specific products, designers or inventors are successful. • Evaluating their designs by comparing them against design criteria and considering feedback from peers to suggest improvements. • Evaluating how effective their chosen materials and tools were in fulfilling the design brief. • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	• Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement • Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. • Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. • Considering alternative materials, tools or techniques that could enhance the product. • Providing feedback that is helpful, specific, and encouraging. • Incorporating feedback from peers or users improve their product further, explaining the changes they made and the impact they had.
Know-ledge	**Technical**	• To understand that a mechanical system can allow us to move something more easily. • To know that mechanical systems have more than one mechanism that moves to make them work. • To know that mechanical systems are often hidden in products to make them look more appealing. • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.	• To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms • That mechanical systems that use gears in everyday objects (e.g. bicycle, clock). • That gears and pulleys allow us to transfer movement and force from one part of a mechanical system to another. • That gears allow us to increase the output of a mechanism.
	Additional	• To know that extra information on drawings or diagrams can help the user understand a design or idea. • To know that an exploded diagram shows how the parts of a product fit together. • To know that a prototype is a detailed model that helps a user understand how a product will work. • To know that a target audience is a group of people that might like the idea. • To know that different tools and equipment have different dangers.	• To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. • That market research is a way of collecting information about problems or needs. • That constraints are things that might stop our ideas being successful. • That original and innovative ideas are different from what has been made before. • That annotations are detailed labels and comments on diagrams.

		• To know that a ruler can be used to measure length. • To know that a hot glue gun can be used to join materials. • To know that better suggestions of improvements mean better feedback. • To know that they can choose to use feedback or not. • To know that some products are more successful than other because of their function. • To know that choices of materials and equipment can affect the final product. • To know that feedback is ideas and suggestions from other people that can help improve their work. • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. • To know that it is important to assess and evaluate design ideas and models against a list of design criteria.	• That risks are things that might happen. • That hot glue creates a strong bond quickly. • That is often better to choose safer equipment. • That sustainability means thinking about the materials that were used to make a product and how the product was made. • That their final product can still be improved by different materials or techniques. • That evaluating their designs in detail will help them understand its successful and less successful parts. • That feedback should be positive, helpful and specific. • That explaining how they used feedback to improve their design can help them create better products in the future.

Progression of Skills and Knowledge in D&T – Electrical systems			
		LKS2	**UKS2**
Skills	**Design**	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user.
	Make	• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.	• Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product.
	Evaluation	• Evaluating electrical products. • Testing and evaluating the success of a final product.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.
Knowledge	**Technical**	• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.	• To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.
	Additional	• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	• To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.

Progression of Skills and Knowledge in D&T – Cooking and nutrition				
		KS1	**LKS2**	**UKS2**
Skills	**Design**	• Designing smoothie carton packaging by-hand. • Learning where and how fruits and vegetables grow.	• Describing how climate affects where foods grow.	• Researching existing recipes. • Suggesting alternative ingredients. • Designing a jar label.
	Make	• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie. • Identifying if a food is a fruit.	• Identifying seasonal ingredients from the UK. • Following the instructions within a recipe. • Tasting seasonal ingredients. • Peeling foods by hand or with a peeler. • Cutting ingredients safely. • Choosing ingredients based on a design brief.	• Writing an alternative recipe. • Understanding cross-contamination. • Using preparation skills. • Making a developed recipe.
	Evaluation	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's.	• Describing the texture and flavour of ingredients. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment.	• Explaining the farm to fork process. • Analysing nutritional content.
Knowledge		• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant.	• To know that seasonal means foods that grow in a given season in a given country. • To know some seasonal foods that grow in the UK and what season they grow in. • To know that eating seasonal foods can have a positive impact on the environment. • To know how to describe the flavour and texture of foods. • To know how to cut a peel safely. • To know that the appearance of food is as important as taste.	• To know that beef comes from cows reared on farms. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that nutritional information is found on food packaging. • To know that coloured chopping boards can prevent cross-contamination. • To know that food packaging serves many purposes.

		• To know that similar coloured fruits and vegetables often have similar nutritional benefits.	

Progression of Skills and Knowledge in D&T – Textiles				
		Reception	**KS1**	**UKS2**
Skills	**Design**	• Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials.	• Using a template to create a design for a puppet.	• Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
	Make	• Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading.	• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction.	• Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.

	Evaluation	• Reflecting on a finished product and comparing to their design.	• Reflecting on a finished product, explaining likes and dislikes.	• Reflecting on their work continually throughout the design, make and evaluate process.
Knowledge		• To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.	• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	• To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.

Progression of Skills and Knowledge in D&T – Digital world			
		LKS2	**UKS2**
Skills	**Design**	• Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point-of-sale badge. • Developing design ideas through annotated sketches to create a product concept. • Developing design criteria to respond to a design brief.	• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD
	Make	• Following a list of design requirements. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.	• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N, E, S, W cardinal compass
	Evaluation	• Analysing and evaluating wearable technology. • Using feedback from peers to improve design	• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool

			• Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
Know-ledge	**Technical**	• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a micro:bit is a pocket-sized, codeable computer. • To know that a simulator is able to replicate the functions of an existing piece of technology.	• To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input
	Additional	• To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To understand what is meant by 'point of sale display.' • To know that CAD stands for 'Computer-aided design'. • To know what a focus group is by taking part in one.	• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing