



Design and Technology Knowledge and Skills Progression Map

Year group/Expected level		Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition	
Nursery <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i> <i>The statements shown here are mainly taken from Expressive Arts & Design, but also from Communication and Language, Physical Development and Understanding the World.</i>		• Explore how things work. (UW) • Develop their own ideas and then decide which materials to use to express them. (EAD)	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as city with different buildings and a park. (EAD)		• Explore different materials freely, in order to develop their ideas about how to use them and what to make. (EAD) • Join different materials and explore different textures. (EAD)	• Make healthy choices about food (PSED)	
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: • Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking • Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships		• Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills • Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing • Mathematics (M) ➤ Number ➤ Numerical Patterns			• Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World • Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive		
Key progressive vocabulary linked specifically to Design and Technology: Draw, paint, idea, build, join, shape, like, scissors, paintbrush, pencil, felt-tip pen, paper, card, glue, apron, cut, mix, knife, fork, spoon, bowl. Colour names.							

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Reception <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i> <i>The statements shown here are mainly taken from Expressive Arts & Design, but also from Communication and Language, Physical Development and Understanding the World.</i>	• Use talk to help work out problems and organise thinking and activities. (CL)	• Use a range of small tools, including scissors and paintbrushes. (PE)	• Explain how things work and why they might happen. (CL) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) • Share their creations, explaining the process they have used. (EAD)	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD)	• Use a range of small tools, including scissors and paintbrushes and cutlery (PE) • Understanding the importance of healthy food choices. (PSED)
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Key progressive vocabulary linked specifically to Design and Technology: Draw, paint, idea, build, join, shape, like, scissors, paintbrush, pencil, felt-tip pen, paper, card, glue, plan, design, combine, tools, complete, final, change, like, dislike, next time, better, worse, different, Sellotape, masking tape, paper clip, plasticine, ruler, straws, tissue paper, glitter, modelling clay, thick, thin.					

Year group/Expected level	Unit	Design	Make	Evaluate	Cooking and Nutrition
Year 1 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Design and Technology.</i>	Unit 2 – Mechanisms <u>Spring 2</u> Cross-curricular links - History. Context – To make a toy with moveable parts Purpose – For children to play with.	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups. - Select the best materials for the design. - Using pictures and/or annotations to label their design. - Choose a template for product.	- Choose from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). - Choose from and use a range of materials and components, including construction materials, textiles and ingredients. - Join materials together as part of a moving product.	- Start to evaluate their ideas and products against design criteria - Start to evaluate if product outcome is fit for purpose. - Begin to think about how they would improve product.	Unit 1 Autumn 2 Fruit Salad - Use the basic principles of a healthy and varied diet to prepare dishes. - Prepare food using hygienic and safe practices - Cut and mix ingredients. - Know the name of different fruits. - Understand where food comes from. - Understand that all food come from plants or animals. Understanding where food comes from is explored throughout the curriculum through regular visits to our community garden (Bloomfield Gardens).
	Unit 3 – Structures <u>Summer 2</u> Cross-curricular links - History Context – To make binoculars that are waterproof. Purpose – To help explorers whilst on an expedition.				

Year group/Expected level	Unit	Design	Make	Evaluate	Cooking and Nutrition
Year 1 Contd.					
Study Unit specific technical knowledge: Unit 1: - Use knives safely to cut food (with support). - Use a mixing bowl to prepare a mixture. - Understand the need to wash their hands and keep surfaces clean when preparing food. - Prepare food safely and hygienically. Unit 2: - Explore how moving objects work. - Look at wheels, axels, turning mechanisms, hinges, and simple levers. - Select a turning mechanism or hinge to use in the toy. - Use tools and materials safely. Unit 3: - Describe the materials used to make structures. - Make materials for structures stronger by folding, joining or rolling. - Test materials against the product purpose and select the best material for their design.				End of learning sequence questions (Review and Reflect) Unit 1: Is your fruit salad healthy or unhealthy? Unit 2: Why is it important that a toy moves well? Unit 3: Why do binoculars need to be strong and waterproof? DT Vocabulary Progression: Unit 1: Select, prepare, design, ingredients, cut, stir, mix, chop, store, healthy, unhealthy, recipe, dietary requirements, clean, safe, amount, weight. Unit 2: Design, explore, product, model, ideas, materials, wheels, axels, mechanism, hinges, levers, toy, turn, tools, paper, card, spilt pin, string, glue, cut, stick, decorate. Unit 3: Design, explore, product, model, ideas, materials, waterproof, fold, roll, join, cut, strength, structure, foil, clingfilm, card, paper, shape, test, purpose, functional, equipment.	

Year group/Expected level	Unit	Design	Make	Evaluate	Cooking and Nutrition
Year 2 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Design and Technology</i>	Unit 1 – Mechanisms Autumn 2 <u>Cross-curricular links - History/Science</u> <u>Context</u> – To make a toy that rolls and carries a small teddy bear. <u>Purpose</u> – To make a toy for children to play with.	- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups, and where appropriate information and communication technology. - Select the best materials for the design. - Using pictures and/or annotations to label their design.	- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Can they join materials together as part of a moving product? - Can they measure components accurately to join together?	- Explore and evaluate a range of existing products - Evaluate their ideas and products against design criteria - Evaluate if product outcome is fit for purpose. - How would they improve or make the product better for use?	Unit 2 Spring 2 Wrap - Use the basic principles of a healthy and varied diet to prepare dishes. - Prepare food using hygienic and safe practices - Understand where food comes from. - Understand that all food come from plants or animals. Know that food has to be farmed, grown or caught. Understanding where food comes from is explored throughout the curriculum through regular visits to our community garden (Bloomfield Gardens).
	Unit 3 – Textiles Summer 1 <u>Cross-curricular links - Geography</u> <u>Context</u> – To make a wall hanging for a child's room. <u>Purpose</u> – To decorate a child's room				

Year group/Expected level	Unit	Design	Make	Evaluate	Cooking and Nutrition
Year 2 Contd.					
Study Unit specific technical knowledge: Unit 1: - Explore how moving objects work - Look at wheels, axels, turning mechanisms, hinges and simple levers - Make a product that moves using a turning mechanism or a level/hinge - Use a range of joints Unit 2: - Weigh/measure ingredients accurately - Describe food products using properties - Understand how to store food for long-life and hygiene - Use the basic principles of a healthy varied diet to prepare dishes - Understand where food comes from Unit 3: - Make accurate measurements of textiles using cm - Use scissors precisely when cutting out - Understand that textiles have different properties and select the most appropriate textile for the job				End of learning sequence questions (Review and Reflect) Unit 1: How do toy cars move? Unit 2: What ingredients did you use in your healthy snack? Unit 3: How did you make your wall hanging appealing to children? DT Vocabulary Progression: Unit 1: Design, movement, rotating, spinning, turning mechanisms, level, hinge, joints, purposeful, appealing, products, ideas, design criteria, tools, equipment. Unit 2: Weigh, measure, ingredients, properties, hygiene, varied diet, prepare, source, healthy, unhealthy, farmed, grown, caught, design, recipe, dietary requirements. Unit 3: Design, measurements, textiles, scissors, cutting, pattern, properties, strength, texture, template, join, glue, combine, finishing, assemble, function, user.	

The National Curriculum statutory requirement for Key Stage 2 DT is –

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example the home, school, leisure, culture, enterprise, industry and the wider environment).

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate	Cooking and Nutrition
Year 3 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information, please see National Curriculum programme of study for Design and Technology.</i>	<u>Unit 1 – Mouldable Materials</u> <u>Spring 1</u> <u>Cross-curricular links – History</u> <u>Context</u> – Design and make an Iron Age house. <u>Purpose</u> – To keep a family dry and warm.	- Introduce research skills and develop design criteria to inform the design. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Produce detailed planning. - Discuss designs with others and identify if design is fit for purpose. - Continuously check that their design is fit for purpose and functional.	- Clarify ideas through purposeful discussion, which outlines the key elements of the design. - With developing confidence pupils select the best design, materials and tools to develop it further. - Experiment with a range of materials until the right mix appropriateness for the job is found - Use a range of tools, equipment, materials and processes suitable for the purpose.	- Explain any alterations, modifications and improvements. - Test and evaluate the product, identifying strengths and areas for development, and carrying out appropriate tests. - Evaluate against their original criteria and suggest ways that their product could be improved. - Begin to discuss how key events and individuals have helped shape the world.	Unit 3 Summer 2 Salad - To understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Know that food is grown (such as tomatoes/wheat/potatoes), reared (livestock) and caught (such as fish) in the UK, Europe and the wider world. - Know that seasons may affect the food available. - Understand how food is processed into ingredients that can be eaten or used in cooking. Growth and seasonality of vegetable and fruit are explored throughout the curriculum through regular visits to our community garden (Bloomfield Gardens).
	<u>Unit 2 – Electrical and Mechanical Components</u> <u>Spring 2</u> <u>Cross-curricular links – Science</u> <u>Context</u> – Design and make a lighthouse that lights up. <u>Purpose</u> – To stop ships from crashing into cliffs.				

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate	Cooking and Nutrition
Year 3 Contd.					
Study Unit specific technical knowledge: Unit 1: - Use the most appropriate mouldable material for a product - Shape the product carefully, using techniques and tools that lead to a high-quality finish - Describe the qualities of my material and explain why it will be the most suitable choice Unit 2: - Understand that mechanisms create movement - Use simple circuits to illuminate - Select appropriate techniques and tools to make a product - Make a product with a good finish Unit 3: - Select ingredients for a food product - Work in a safe and hygienic way - Think about the presentation of the food product to impress the intended user - Describe food product in terms of taste, texture, flavour and relate this to the intended purpose of the food - Understand and apply the principles of a healthy and varied diet				End of learning sequence questions (Review and Reflect) Unit 1: What features did an Iron Age house need to keep a family warm and dry? Unit 2: Why is a switch important in a circuit? Unit 3: What seasonal ingredients did you use in your salad? DT Vocabulary Progression: Unit 1: Research, design criteria, purpose, functional, select, processes, alterations, modifications, test, properties, mouldable, material, shape, technique, high-quality finish, material, clay, waterproof, form, durable. Unit 2: Research, design criteria, purpose, functional, select, processes, alterations, modifications, test, properties, mechanisms, circuits, illuminate, motion, techniques, electrical, mechanical, component, finish. Unit 3: Savoury, sweet, healthy, unhealthy, balanced diet, ingredients, processed, seasonality, hygienic, presentation, taste, texture, flavour, grams, kilograms, millilitre, litre, utensils.	

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate
Year 4 <i>Please refer to the curriculum and theme overview document.</i> <i>For further information, please see National Curriculum programme of study for Design and Technology.</i>	<u>Unit 1 – Stiff and flexible materials</u> <u>Autumn 2</u> <u>Cross-curricular links – History</u> <u>Context</u> – To make a moving chariot <u>Purpose</u> – To carry and transport a Roman soldier	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Produce detailed planning. • Discuss designs with others. • Continuously check that their design is effective and fit for purpose	• Clarify ideas through discussion, drawing and modelling. • With developing confidence pupils select the best design, materials and tools to develop it further. • Experiment with a range of materials until the right mix of affordability, appeal and appropriateness for the job is found • Use a range of tools, equipment, materials and processes suitable for the purpose	• Explain any alterations, modifications and improvements. • Test and evaluate the product, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate against their original criteria and suggest ways that their product could be improved. • Understand how key events and individuals have helped shape the world.
	<u>Unit 2 – Electrical and Mechanical components</u> <u>Spring 1</u> <u>Cross-curricular links - Science</u> <u>Context</u> – To make a train that has a light or buzzer <u>Purpose</u> – To help passengers			
	<u>Unit 3 – Textiles</u> <u>Summer 1</u> <u>Cross-curricular links – Science</u> <u>Context</u> – To make a water mascot <u>Purpose</u> – To raise children's awareness of water safety and water pollution			

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate
Year 4 Contd.				
Study Unit specific technical knowledge: Unit 1: - Measure using mm and then use scoring, and folding to shape materials accurately with a focus on precision - Make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve the technique - Make holes (punch, drill) accurately - Use methods of working that are precise so that products have a high-quality finish - Make joins that are strong and stable, giving extra strength to the products - Some joins are flexible to allow for dismantling or folding Unit 2: - Choose components that can be controlled by switches or by ICT equipment - Make Improvements to product after testing - Produce a well finished product that would appeal to users Unit 3: - Select appropriate textiles for my product - Use sharp scissors accurately to cut textiles - Know that the texture and properties of material affect joining and look - Design improves as the process goes on - Textile work incorporates the views of intended users' and for the purpose			End of learning sequence questions (Review and Reflect) Unit 1: How did you ensure the wheels on your chariot rotate? Unit 2: What alternations did you make to your design whilst making? Unit 3: How did researching the product influence your design? DT Vocabulary Progression: Unit 1: Research, design, functional, millimetre, scoring, folding, precision, appealing, develop, model, prototype, affordability, appropriateness, alterations, accuracy, joins, adhesive, assemble, stable, strength, flexible, transport, chariot, dowel, wheel, appeal. Unit 2: Research, design, functional, millimetre, scoring, folding, precision, appealing, components, switch, light bulb, buzzer, train, passengers. circuit, batteries, conductor, wires, device, insulator, appeal. Unit 3: Research, design, functional, appeal, technique, component, templates, patterns, seams, stitch, prototype, textile, sturdy, fit for purpose, texture.	

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate	Cooking and Nutrition
Year 5 <i>Please refer to curriculum and theme overview document.</i> <i>For further information please see National Curriculum programme of study for Design and Technology.</i>	Unit 1 – Stiff and flexible materials Autumn 1 <u>Cross-curricular links - Science</u> <u>Context</u> – To make a moon lander <u>Purpose</u> – To keep an astronaut safe	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Produce detailed planning. - Discuss designs with others. - Continuously check that their design is effective and fit for purpose	- Clarify ideas through discussion, drawing and modelling. - Confidently select the best design, materials and tools to develop it further. - Experiment with a range of materials until the right mix of affordability, appeal and appropriateness for the job is found. Explain their conclusions. - Use a range of tools, equipment, materials and processes suitable for the purpose.	- Explain in greater detail any alterations, modifications and improvements. - Test and evaluate the product, identifying strengths and areas for development, and carrying out appropriate tests. Explain outcomes. - Evaluate against their original criteria and suggest ways that their product could be improved and the reasons why. - Understand how key events and individuals have helped shape the world – Shakespeare.	Unit 2 Spring 2 Vegetable muffin - To understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. - Know that food is grown (such as tomatoes/wheat/potatoes), reared (livestock) and caught (such as fish) in the Uk, Europe and the wider world. - Know that seasons may affect the food available. - Understand how food is processed into ingredients that can be eaten or used in cooking. - Growth and seasonality of vegetable and fruit are explored throughout the curriculum through regular visits to our community garden (Bloomfield Gardens).
	Unit 3 – Mouldable Materials Summer 2 <u>Cross-curricular links - Literacy</u> <u>Context</u> – To design and make a prototype of a stage set (miniature model) <u>Purpose</u> – To create backdrop for the play				

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate	Cooking and Nutrition
Year 5 Contd.					
Study Unit specific technical knowledge: Unit 1: - Measure and select materials with workability in mind – considering moon surface. - Make very careful and precise measurements so that joins, holes and openings are in exactly the right place - Ensure that edges are finished by sometimes adding other materials (e.g. edging strips) - Ensure durability through materials and joining for rough terrane. Unit 2: - Make a food product using a selection of ingredients to meet an identified need. (e.g. lunchtime snack, healthy sandwich, low gluten). - Work in a safe and hygienic way - Understand that some foods may not be eaten raw, as it is unsafe - Understand that cooking alters the flavour and texture of foods and use this knowledge in designs - How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, rolling, spreading, kneading and baking. - Know that recipes can be adapted to change the appearance, taste, texture and aroma. - Know that different food contains different substances, nutrients, water and fibre – that are needed for health. - Understand the need for correct storage - Measure accurately - Work out ratios in recipes. - To know the difference between savoury and sweet foods. Unit 3: - Use suitable mouldable materials selected for the purpose of the product. - Products are carefully finished to add extra appeal, making continual refinements. This sometimes includes the addition of other materials. - Products have a high degree of precision and do the intended job well. - Apply a high quality finish (e.g. using carving, paint, glaze, varnish or other finishes) - Use both hands and other tools to mould materials into very accurate shapes that will do the intended job well. - Know that products may need further improvement. - Select materials based on the final finished product's use.				End of learning sequence questions (Review and Reflect) Unit 1: How did you select materials and components for the construction of your moon lander? How did you ensure it was functional? Unit 2: Can you name five healthy foods? Unit 3: How well do you think your stage setting would aid audiences' experiences of the play? DT Vocabulary Progression: Unit 1: functional, select, materials, components, construction, edgings, rough terrane, durability, surface, joins, holes, openings, precise, measurements. Unit 2: texture, chopping, rolling, mixing, spreading, kneading, baking, grating, squeezing, tasting, measuring, ingredients, weigh, sieve, nutrition, seasonality, hygienic, grown, reared, caught and processed, savoury. Unit 3: materials, construction, properties, aesthetic qualities, equipment, mouldable, malleable, strength, prototype, fit for purpose, appeal, precision, design, set, staging, design criteria	

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate
Year 6 <i>Please refer to curriculum and theme overview document.</i> <i>For further information, please see National Curriculum programme of study for Design and Technology.</i>	<u>Unit 1 – Textiles</u> <u>Autumn 1</u> <u>Cross-curricular links - Geography.</u> <u>Context</u> – African clothing <u>Purpose</u> – To make an African style garment for your age group.	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed particular individuals or groups. • Identify the needs, wants, preferences of particular individuals or groups, based on research completed. • Share research based analysis. • Generate, develop, model and communicate their ideas through discussion, research, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Produce detailed planning. • Discuss designs with others, making alterations using feedback. • List the functions that the final design must meet and compare designs with this list. • Produce sequenced drawings with an explanation of the use of tools, equipment, materials etc.	• Confidently select the best design, materials and tools to develop it further. • Experiment with a range of materials until the right mix of affordability, appeal and appropriateness for the job is found • Use a range of tools, equipment, materials and processes suitable for the purpose	• Evaluate research undertaken. • Evaluate their work both during and at the end of the unit. • Explain any alterations, modifications and improvements. • Test and evaluate the product, identifying strengths and areas for development, and carrying out appropriate tests, justifying final product. • Evaluate against their original criteria and suggests ways that their product could be improved.
	<u>Unit 2 - Stiff and flexible</u> <u>Materials</u> <u>Autumn 2</u> <u>Cross-curricular links - History.</u> <u>Context</u> – Developing WW1 lighting equipment. <u>Purpose</u> – To light the path ahead			
	<u>Unit 3 - Electrical and mechanical components</u> <u>Spring 2</u> <u>Cross-curricular links - Science.</u> <u>Context</u> – Developing an electronic game. <u>Purpose</u> – To make sounds and light when a point is scored.			

Year group/Expected level	Unit	Design and Discuss ideas	Make	Evaluate
Year 6 Contd.				
Study Unit specific technical knowledge: Unit 1 - Use a range of tools, equipment, materials, components and processes - Products have an awareness of commercial appeal - Experiment with a range of materials until the right mix of affordability, appeal and appropriateness for the job is found - Mark out using own patterns and templates - Join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product Unit 2 - Measure and select materials with cost and workability in mind - Make very careful and precise measurements so that joins, holes and openings are in exactly the right place - Ensure that edges are finished by sometimes adding other materials. (e.g. edging strips) - Hide some joints for aesthetic effect - Use a range of tools, equipment, materials, components and processes Unit 3 - Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way my electrical products behave - Use precise electrical connections - Use other DT skills to create housings for my mechanical components - Make products that are well finished using a range of art and other finishing techniques			End of learning sequence questions (Review and Reflect) Unit 1: What makes a commercially appealing item of clothing for your age group? Unit 2: Why did soldiers need lighting in WW1? How did you make your lights appropriate for them? Unit 3: Can you explain how you made your game?	
			DT Vocabulary Progression: Unit 1 Research, function, design specification, design brief, prototype, annotated sketch, purpose, user, research, functional, embroidery, stitching, affordability, patterns and templates. Unit 2 Research, workability, precise measurements, aesthetic effect, joins, components, series circuit, batteries, parallel, connections, resistor, conductor, housing, edging. Unit 3 Research, resistance, batteries, parallel, connections, resistor, conductor, housing, components, bulb, series circuit.	