

Progression of Skill & Knowledge in Design Technology at Chorley St Marys Catholic Primary and Nursery

Progression of skills and knowledge		Structures	
		Nursery - Construction	Reception - Junk modelling
Skills	Design	Making verbal plans and material choices.	Making verbal plans and material choices. Developing a junk model.
	Make	Improving fine motor with a variety of construction materials. Joining a variety of construction materials in different ways Describing their model, and how they intend to put it together.	<ul style="list-style-type: none"> • 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.
	Evaluate	Giving a verbal evaluation of their own and others' models with adult support.	Giving a verbal evaluation of their own and others' junk models with adult support. <ul style="list-style-type: none"> • 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.
Knowledge	Technical		<ul style="list-style-type: none"> • 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.
	Additional		

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Progression of skills and knowledge		Structures	
		Year 1 - Constructing a windmill	Year 2 - Baby Bears Chair
Skills	Design	<p>Learning the importance of a clear design criteria.</p> <ul style="list-style-type: none"> • Including individual preferences and requirements in a design. 	<ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects.
	Make	<ul style="list-style-type: none"> • Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • 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. 	<ul style="list-style-type: none"> • 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
	Evaluate	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). 	<ul style="list-style-type: none"> • Evaluating the strength, stiffness and stability of own structure. Knowledge Technical • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses).

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		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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	<p>To know that a client is the person I am designing for.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To know that natural structures are those found in nature. • To know that man-made structures are those made by people.

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		<ul style="list-style-type: none"> • 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. 	
End of unit Assessments Children working below:			

Progression of skills and knowledge		Structures	
		Year 3 - - constructing a castle	Year 4 - Pavilions
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.
	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.

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	Evaluate	<ul style="list-style-type: none"> • 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 	Evaluating structures made by the class. <ul style="list-style-type: none"> • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures. 	<ul style="list-style-type: none"> • To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.
	Additional	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To know that a pavilion is a 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.
End of unit Assessments Children working below:			

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Progression of skills and knowledge		Structures	
		Year 6 - Playgrounds	
Skills	Design	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	<ul style="list-style-type: none"> • 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 	
	Evaluate	<ul style="list-style-type: none"> • Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure 	
Knowledge	Technical	<ul style="list-style-type: none"> • To know that structures can be strengthened by manipulating materials and shapes. 	
	Additional	<ul style="list-style-type: none"> • 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. 	
End of unit Assessments Children working below:			

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Progression of skills and knowledge		Mechanisms/Mechanical structures	
Skills	Design	Year 2 - Fairground wheel <ul style="list-style-type: none"> • Selecting a suitable linkage system to produce the desired motion. • Designing a wheel. 	Year 2 - Making a moving monster <ul style="list-style-type: none"> • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria
	Make	<ul style="list-style-type: none"> • Selecting materials according to their characteristics. • Following a design brief. 	<ul style="list-style-type: none"> • 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
	Evaluate	<ul style="list-style-type: none"> • Evaluating different designs. • Testing and adapting a design 	<ul style="list-style-type: none"> • Evaluating own designs against design criteria. • Using peer feedback to modify a final design.
Knowledge	Technical	<ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses 	<ul style="list-style-type: none"> • 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

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	Additional	<ul style="list-style-type: none"> • To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. • To know that it is important to test my design as I go along so that I can solve any problems that may occur 	<ul style="list-style-type: none"> • To know some real-life objects that contain mechanisms.
End of unit Assessments Children working below:			

Progression of skills and knowledge		Mechanism/mechanical systems	
		Year 4 - Making a slingshot car	Year 5 - Gears and Pulleys
Skills	Design	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

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	Make	<ul style="list-style-type: none"> • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design 	<ul style="list-style-type: none"> • Consistently apply safety instructions. • Select appropriate scissors to handle delicate cutting tasks and challenging materials. • 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
	Evaluate	<ul style="list-style-type: none"> • Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance 	<ul style="list-style-type: none"> • 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.
Knowledge	Technical	<ul style="list-style-type: none"> • To understand that all moving things have kinetic energy. 	<ul style="list-style-type: none"> • That mechanical systems that use gears in everyday objects (eg bicycle, clock).

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		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • 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.

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			<ul style="list-style-type: none"> • That explaining how they used feedback to improve their design can help them create better products in the future
End of unit Assessments			
Children working below:			

Progression of skills and knowledge		Electrical systems - KS2 ONLY	
		Year 4 - Torches	Year 5 - Doodlers
Skills	Design	<ul style="list-style-type: none"> • Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

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			construction process into steps so that others can make the product.
	Evaluate	<ul style="list-style-type: none"> • Evaluating electrical products. • Testing and evaluating the success of a final product. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
End of unit Assessments Children working below:			

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Progression of skills and knowledge		Cooking and Nutrition		
		Nursery - Rainbow Salad	Year 1 - smoothies	Year 3 - Eating seasonally
Skills	Design	Designing a salad recipe as a class.	• Designing smoothie carton packaging by-hand.	• Designing a recipe for a savoury tart.
	Make	Chopping plasticine safely. Chopping vegetables with support.	• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie	• Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife
	Evaluate	Tasting the salad and giving opinions. Describing some of the following when tasting food: look, feel, smell and taste.	• 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.	• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
Knowledge	Technical	To know that vegetables are grown. To recognise and name some common vegetables. To know that different vegetables taste different. To know that eating vegetables is good for us.	• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • 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 (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food

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				which has been sent to another country.. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste.
	Additional			
End of unit Assessments Children working below:				

Progression of skills and knowledge		Cooking and Nutrition	
		Year 5 - Developing a recipe	
Skills	Design	<ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices. 	
	Make	<ul style="list-style-type: none"> • Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross- 	

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		contamination. • Following a step by step method carefully to make a recipe.	
	Evaluate	• Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.	
Knowledge	Technical	• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • 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. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes.	
	Additional		
End of unit Assessments Children working below:			

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Progression of skills and knowledge		Textiles			
		Nursery - Spring flowers	Reception - Bookmarks	Year 1 - Puppets	Year 6 - Waistcoats
Skills	Design	Discussing what a good design needs. Designing a simple pattern with paper.	<ul style="list-style-type: none"> • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. 	<ul style="list-style-type: none"> • Using a template to create a design for a puppet. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. 	<ul style="list-style-type: none"> • 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.

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					Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
	Evaluate	Reflecting on a finished product and comparing to their design	• 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	Technical	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 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	• 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.

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				useful to see how an idea will look.	
	Additional				
End of unit Assessments Children working below:					

Progression of skills and knowledge		Digital World = KS2 ONLY	
		Year 3 - Wearable technology	Year 6 - Navigating the world
Skills	Design	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
	Evaluate	<ul style="list-style-type: none"> • Analysing and evaluating wearable technology. • Using feedback from peers to improve design. 	<ul style="list-style-type: none"> • 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

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			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
Knowledge	Technical	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
End of unit Assessments Children working below:			