

DT curriculum map- 22-23

Year	Autumn	Spring	Summer
EYFS	FOOD: -Fruit kebabs: design and assemble fruit a stick. STRUCTURES: -Woodwork (ongoing through the year) Design and create, refine when necessary, join using glue and tape, use equipment to cut food safely	FOOD: -Sandwiches MECHANISMS -Design and make Junk modelling - Vehicles - join and assembly materials using a variety of tools. STRUCTURES: -Design and make musical instruments. join and assembly materials using a variety of tools.	STRUCTURES: -Construct houses out of wood, straw, bricks and other materials and check durability. (link to science- forces).
Y1	STRUCTURES: -3D Tudor Houses FOOD: -Making 17 th century biscuits.	TEXTILES: -Meerkat puppet. MECHANISMS: -Moving Pictures: Pop-up books. Sliders and levers.	FOOD: -Design and make a healthy eating plate.
Y2	TEXTILES: -Patches for a Guy	FOOD: -design and make Humous (linked to stone age history topic)	MECHANISMS: -Wheels and axles
Y3	STRUCTURES: -Volcanos	TEXTILES: -Flowers (linked to science topic on plants). FOOD: -Seasonal healthy food- Greek flatbread	MECHANISMS: -mechanical poster display
Y4	STRUCTURES/MECHANISMS: -Shelters -STEM planes -Sliders	STRUCTURES/MECHANISMS: -Chariots + Shields (linked to Romans history topic) FOOD: -Pizza	Electrical systems: -Torches
Y5	STRCTURES: -Building a Resistant materials: ship STEM challenge (linked to Titanic history project)	TEXTILES: -Make an expedition bag (linked to Australia geography topic)	FOOD: -Cornish Pasties (linked to local history study)
Y6	TEXTILES: -Make do and Mend MECHANISMS: -Gliders – WW2	FOOD: -South American dish (linked to South American geography topic)	STRUCTURES: -Playground equipment project



Charlestown DT curriculum map 2023-2024. We are designers!

Our curriculum is carefully designed with the pupils at Charlestown in mind. It is a spiral curriculum where pupils return to key strands again and again. Each time a strand is revisited it is covered with greater depth and complexity. Prior knowledge is constantly utilized so pupils can build on previous foundations rather than starting again.

Year	Autumn	Spring	Summer	Bonus projects
EYFS	FOOD: fruit kebabs & sandwiches Skills: use equipment to cut food safely	Structures: musical instruments FOOD: Sandwiches Skills: Join using glue and tap. Design and create, refining as necessary. Use equipment to cut food safely	Structures: houses- construction kit Skills: Join using glue and tap. Design and create, refining as necessary.	Woodwork projects
Y1	MECHANISMS: Moving pictures- books. Skills: Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Career highlight: product designer	TEXTILES: Meercat puppets (Africa- geography link). Skills: Understand how simple 3D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques. Career highlight: product designer	FOOD: A healthy eating plate (Animals incl humans- science link) Skills: Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. Career highlight: Chef, dietitian, farmer	Egyptian papyrus (Ancient Egypt- history link) *Take inspiration from Ancient Egyptian inventions
Y2	MECHANISMS: Moving vehicles Skills: Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Career highlight: engineer, mechanic, *Take inspiration from the invention of cars by Carl Benz in 1886	FOOD: Hummus (Stone age- history topic) Skills: Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. Career highlight: Chef, dietitian, farmer,	STRUCTURES: 3-D houses (Materials- science link) Skills: Know how to make freestanding structures stronger, stiffer and more stable. <i>Use software to design models.</i> Career highlight: builder, engineer, architect,	Patches for Guy Fawkes (Guy Fawkes-history link)
Y3	TEXTILES: pencil cases/bags Skills: Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Career highlight: product designer, materials scientist,	FOOD: Greek flatbread (Ancient Greeks- history link) Skills: Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Career highlight: Chef, dietitian, farmer, nutritionist	MECHANICAL SYSTEMS: Mechanical posters display (curriculum link) Skills: Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Career highlight: Mechanical engineer *Take inspiration from Archimedes who developed the principle of the lever and invented the compound pulley.	Volcanos (Volcanos- geography link) Flowers (Plants- Science link) Parthenon (Greeks- History link)
Y4	STRUCTURES: Packaging/boxes for rainforest provisions (rainforests- geography link). Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. <i>Use software to design and represent models.</i> Career highlight: builder, engineer, architect,	FOOD: Pizza. Skills: Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Career highlight: Chef, dietitian, farmer, nutritionist *Take inspiration from pizza through history (including the Romans, ancient Greeks, ancient Egyptians and Italy)	ELECTRICAL SYSTEMS: Torches (electricity- science link). Skills: Understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program and control their products. Disassemble products to see how they work. Career highlight: product design, electrician, computer hardware engineer,	Chariots and shields (Romans- history link) Shelters (Rainforests- geography link)
Y5	MECHANICAL SYSTEMS: Moving toys (forces- science link) Skills: Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Career highlight: toy designer,	TEXTILES: Expedition bag (Australia- geography link). Skills: Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. Career highlight: product designer, clothing designer, materials scientist,	FOOD: Cornish pasties (Cornwall- local history link). Skills: Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Career highlight: Chef, dietitian, farmer, nutritionist *Take inspiration from the history of the pasty and its invention.	Titanic ships (Titanic- history link) Rockets (Space- science link)
Y6	ELECTRICAL SYSTEMS: Crumble project- i.e burglar alarm (electricity- science link, computing links). Skills: Understand and use electrical systems in their products linked to science coverage. Apply their understanding of computing to program, monitor and control their products. Career highlight: electrician, robotic engineer, software developer, sound engineer	FOOD: A South American dish (South America- geography link) Skills: Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Career highlight: Chef, dietitian, farmer, nutritionist	STRUCTURES: Playgrounds -create mini playground structures (end of year project linked to RSHE, maths) Skills: Understand how to strengthen, stiffen and reinforce 3-D frameworks. <i>Use software to design and represent models.</i> *Take inspiration from the history of different playground equipment. Career highlight: MP, engineer, builder	Chocolate packaging (South America- geography link)

EYFS skills map

Unit	Food: Fruit kababs	Food: Sandwiches Structure: Musical instruments	Structure: houses- construction kits
Cross curricular links	RSHE link- Healthy me	Link to music.	Houses link to history topic
Design <i>*Development Matters</i>	- Choose the right resources to carry out their own plan. Develop their own ideas and then decide which materials to use to express them. Create collaboratively, sharing ideas, resources and skills. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
Make & Technical knowledge <i>*Development Matters</i>	Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Select and use activities and resources. Use one handed tools and equipment, for example making snips in paper with scissors. Develop small motor skills so they can use a range of tools competently, safely and confidently. - Use a range of small tools, including scissors, paintbrushes and cutlery.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Select and use activities and resources. Use one handed tools and equipment, for example making snips in paper with scissors. Develop small motor skills so they can use a range of tools competently, safely and confidently. - Use a range of small tools, including scissors, paintbrushes and cutlery.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Select and use activities and resources. Use one handed tools and equipment, for example making snips in paper with scissors. Develop small motor skills so they can use a range of tools competently, safely and confidently. - Use a range of small tools, including scissors, paintbrushes and cutlery.
Evaluate <i>*Development Matters</i>	- Explore how things work. Return to and build on previous learning, refining ideas and developing their ability to represent them		
Inspiration			Houses from history
DT career focus	Chef	Product designer	Builder
Vocabulary	planning, design, make, ideas, fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	Investigate, planning, design, make, ideas, cut, fold, join, fix,, wall, tower, weak, strong, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, triangle, square, rectangle	planning, design, make, ideas, card, tape, glue, paper, join, pull, push, up, down, straight, curve, forwards, backwards

Year 1 skills map

Year 1 skills map			
Unit	Mechanisms: moving picture books	Textiles: Meercat puppets	Food: A healthy eating plate
Cross curricular links		Africa geography topic	Animals including humans science link
Design	- Design appealing products for a particular user based on simple design criteria. - Generate initial ideas and design criteria through own experiences. - Develop and communicate these ideas through talk and drawings and mock ups where relevant.		
Make & Technical knowledge	- Explore and use sliders and levers. - Understand that different mechanisms produce different types of movement.	- Understand how simple 3D textile products are made, using a template to create two identical shapes. - Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. - Explore different finishing techniques.	- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate. - Select and use simple utensils, tools and equipment to perform a job e.g. peel, cut, slice, squeeze, grate and chop safely; marking out, cutting, joining and finishing; cut, shape and join paper and card. - Select from a range of ingredients and materials according to their characteristics to create a chosen product.
Evaluate	- Taste, explore and evaluate a range of products to determine the intended user's preferences for the product - Evaluate their ideas throughout and finished products against design criteria, including intended user and purpose		
Inspiration			
DT career focus	product designer	product designer	- Chef, - dietitian, - farmer
Vocabulary	planning, investigating, design, evaluate, make, user, purpose, ideas, product, slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	planning, investigating, design, evaluate, make, user, purpose, ideas, product, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish	planning, investigating, design, evaluate, make, user, purpose, ideas, product, fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,

Year 2 skills map

Unit	Mechanisms- moving vehicles	Food- hummus	Structures- 3-D houses
Cross curricular links		History stone age link	Materials science link
Design	• Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. • Plan by suggesting what to do next.		
Make & Technical knowledge	• Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Select new and materials, components, reclaimed materials and construction kits to build and create their products. • Use simple finishing techniques suitable for the products they are creating.	• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eatwell plate.	• Know how to make freestanding structures stronger, stiffer and more stable. • Use software to design models. • Select and use tools, equipment, skills and techniques to perform practical tasks, explaining their choices.
Evaluate	• Explore a range of existing products related to their design criteria. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.		
Inspiration	Take inspiration from the invention of cars by Carl Benz in 1886		
DT career focus	• engineer, • mechanic,	• Chef, • dietitian, • farmer,	• builder, • engineer, • architect,
Vocabulary	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function, vehicle, wheel, axle, axle holder, chassis, body, cab assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism names of tools, equipment and materials used	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function, fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients,	investigating, planning, design, make, evaluate, user, purpose, ideas, design criteria, product, function, cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder

Year 3 skills map

Unit	Textiles- pencil cases/bags	Food- Greek flatbread	Mechanical systems- mechanical poster display
Cross curricular links		Ancient Greeks- history link	Curriculum link
Design	- Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. - Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas. - Plan the stages of making.		
Make & Technical knowledge	- Know how to strengthen, stiffen and reinforce existing fabrics. - Understand how to securely join two pieces of fabric together. - Understand the need for patterns and seam allowances. - Select from and use finishing techniques suitable for the product they are creating.	- Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.	- Understand and use lever and linkage mechanisms. - Distinguish between fixed and loose pivots. - Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product.
Evaluate	- Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project. - Test their product against the original design criteria and with the intended user. - Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.		
Inspiration			Take inspiration from Archimedes who developed the principle of the lever and invented the compound pulley.
DT career focus	- Product designer - Materials scientist	- Chef - Dietitian - Farmer - Nutritionist	Mechanical engineer
Vocabulary	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing, fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet	user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, function, planning, design criteria, annotated sketch, appealing, mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output, linear, rotary, oscillating, reciprocating

Year 4 skills map

Unit	Structures: Packaging for rainforest products	Food: Pizza	Electrical systems: torches
Cross curricular links	Rainforests geography link		Electricity- science link
Design	- Generate and clarify ideas through discussion with peers to develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. - Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. - Order the main stages of making.		
Make & Technical knowledge	- Develop and use knowledge of how to construct strong, stiff shell structures. - Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. - Use software to design and represent models. - Select and use appropriate tools to measure, mark out, cut, score, shape and combine with some accuracy related to their products. - Explain their choice of materials according to functional properties and aesthetic qualities.	- Know how to use appropriate equipment and utensils to prepare and combine food. - Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. - Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties.	- Understand and use electrical systems in their products linked to science coverage. - Apply their understanding of computing to program and control their products. - Disassemble products to see how they work. - Select from and use materials and components, including ingredients, construction and electrical components according to their function and properties.
Evaluate	- Investigate and evaluate a range of products including the ingredients, materials, components and techniques that are used. - Test and evaluate their own products against design criteria and the intended user and purpose. - Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.		
Inspiration		Take inspiration from pizza through history (including the Romans, ancient Greeks, ancient Egyptians and Italy)	
DT career focus	- Builder - Engineer - Architect	- Chef - Dietitian - Farmer - Nutritionist	- Product designer - Electrician - Computer hardware engineer
Vocabulary	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision,	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet	evaluating, design brief design criteria, innovative, prototype, user, purpose, function, prototype, design criteria, innovative, appealing, design brief, planning, annotated sketch, sensory evaluations, series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device

Year 5 skills map

Unit	Mechanical systems: moving toys	Textiles: expedition bag	Food: Cornish pasties
Cross curricular links	Forces- science link	Geography- Australia link	Cornwall- local history study link
Design	- Generate innovative ideas through research including surveys, interviews and questionnaires and discussion with peers to develop a design brief and criteria for a design specification. - Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. - Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. and, where appropriate, computer-aided design. - Produce detailed lists of equipment and fabrics relevant to their tasks. - Write a step-by-step plan, including a list of resources required.		
Make & Technical knowledge	- Understand that mechanical and electrical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. - Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.	- Produce a 3-D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics. - Understand how fabrics can be strengthened, stiffened and reinforced where appropriate. - Select from and use, a range of appropriate utensils, tools and equipment accurately to measure and combine appropriate ingredients, materials and resources.	- Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products.
Evaluate	- Investigate and analyse products linked to their final product. - Compare the final product to the original design specification and record the evaluations. - Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. - Consider the views of others to improve their work		
Inspiration			Take inspiration from the history of the pasty and its invention.
DT career focus	Toy designer	- Product designer - Clothing designer - Materials scientist	- Chef - Dietitian - Famer - nutritionist
Vocabulary	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output ,	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings,	design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

Year 6 skills map

Unit	Electrical systems: crumble project (burglar alarm)	Food: South American dish	Structures: Playground structures project
Cross curricular links	Electricity- science link. Computing link	South America- geography link	End of year project linked to RSHE and maths
Design	- Use research using surveys, interviews, questionnaires and web based resources. to develop a design specification for a range of functional products. - Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. - Generate and develop innovative ideas and share and clarify these through discussion. - Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. - Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.		
Make & Technical knowledge	- Understand and use electrical systems in their products linked to science coverage. - Apply their understanding of computing to program, monitor and control their products. - Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products.	- Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products.	- Understand how to strengthen, stiffen and reinforce 3-D frameworks. - Use software to design and represent models. - Use finishing and decorative techniques suitable for the product they are designing and making. - Competently select from and use appropriate tools to accurately measure, mark, cut and assemble materials, and securely connect electrical components to produce reliable, functional products.
Evaluate	- Continually evaluate and modify the working features of the product to match the initial design specification. - Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. - Test the system to demonstrate its effectiveness for the intended user and purpose.		
Inspiration			Take inspiration from the history of different playground equipment.
DT career focus	- Electrician - Robotic engineer - Software developer - Sound engineer	- Chef - Dietitian - Farmer - Nutritionist	- Engineer - builder - MP
Vocabulary	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype, reed switch, toggle switch, push-to-make switch, push-to-break switch, light dependent resistor (LDR), tilt switch, light emitting diode (LED), bulb, bulb holder, battery, battery holder, USB cable, wire, insulator, conductor, crocodile clip control, program, system, input device, output device, series circuit, parallel circuit	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype, ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype, frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent