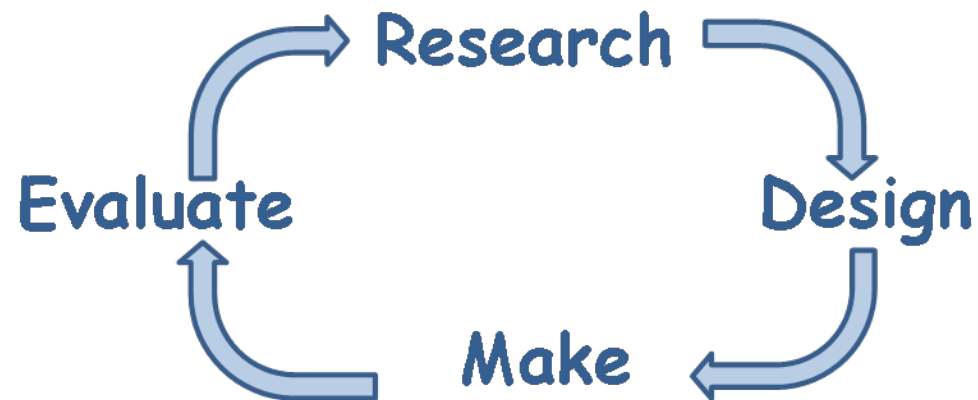




DT Curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook





Overview of DT Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Food Raising aspirations			Mechanisms Exploring sounds	
Year 1			Textiles Templates and Joining Techniques			Mechanisms Wheels and Axles
Year 2		Mechanisms Sliders and Levers		Food Preparing Fruit and Veg		Structures Free Standing Structures
Year 3		Mechanisms Pneumatics	Textiles 2D shapes to 3D product			Structures Shell Structures using computer aided design (CAD)
Year 4		Mechanisms Levers and linkages	Electrical Systems Simple circuits and switches	Food Healthy and Varied Diet		Structures Shell Structures
Year 5		Structures Frame Structures	Mechanisms Pulleys or Gears		Textiles Combining different fabric shapes	
Year 6			Electrical Systems Complex circuits and switches			Food Celebrating culture and seasonality



EYFS – Expressive Arts & Design

<p>3 & 4 Year Olds</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Know the names of key tools and resources, e.g. glue and scissors, and what they are used for. • Know the correct grip to use when holding scissors, pencils and other one-handed tools <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. • Know how to connect pieces together such as Lego or bricks. • Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. • Know what they want to and could make, and which materials would work well. • Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas
<p>Reception</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Know techniques to help them move carefully and with control. • Know the names of a range of tools. • Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure. • Know the safety rules when using certain tools, resources and equipment. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. • Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills
<p>Early Learning Goals</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Know how to use a range of small tools, including scissors, paintbrushes and cutlery. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Know that they can share their creations, explaining the process they have used.



Term:	Y1 – Spring 1	Key Text(s):	
Unit Title:	Textiles: Templates and Joining techniques <u>National Curriculum objectives:</u> Design <ul style="list-style-type: none"> • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Make <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. Evaluate <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria Technical Knowledge <ul style="list-style-type: none"> • Understand how simple 3-D 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 e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project. Context for Study: This unit follows on from Reception where children had experiences of threading beads and laces. This unit is a pre-cursor of Textiles in Year 3 where children will practise cutting fabric, seam allowance and a range of stitches. Also, in Year 5, children will be creating a soft toy with a fastening and will learn more complex stitches.		
Key Vocabulary for the Unit: Design: to generate, develop and communicate ideas for a product. Embroider: to decorate fabric with stitches. Evaluate: to judge how a product meets chosen criteria. Fray: to unravel or become worn at the edge.			



Glove puppet: a glove puppet fits over the hand, and the fingers operate its head and arms.

Mock-up: a model which allows children to try out ideas using cheaper materials and temporary joints.

Seam: a row of stitches joining two pieces of fabric.

Sew: to join pieces of fabric with stitches.

Template: a shape drawn to assist in cutting out shapes.

	Linked Designer/Engineer: James Fox	Design	Make	Evaluate
Year 1 Expected	Pupils should be taught: <ul style="list-style-type: none"> James works with machine embroidery His works are shown in Manchester and Preston. His works look at modern life issues e.g politics, gender, work & culture. 	Pupils should be taught: <ul style="list-style-type: none"> To investigate and evaluate existing products linked to the chosen project. Explore and compare fabrics, joining techniques, finishing techniques and fastenings used. Use questions to develop their understanding e.g. How many parts is it made from? What is it joined with? To make drawings of existing products, stating the user and purpose. To identify and label, if appropriate, the fabrics, fastenings and techniques used. To know what buttons are used for and to give examples of clothing that use buttons. 	Pupils should be taught: <ul style="list-style-type: none"> To thread a metal needle and to tie a knot. To complete a running stitch. To attach two pieces of material using a simple running stitch. To know how to finish a row of stitches with a knot. 	Pupils should be taught: <ul style="list-style-type: none"> To evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.



Term:	Y2 – Autumn 2	Key Text(s):	
Unit Title:	Mechanisms: Sliders and Levers		
	National Curriculum objectives:		
	Design		
	<ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.		
	Make		
	<ul style="list-style-type: none">• Select and use tools, explaining their choices, to cut, shape and join paper and card.• Use simple finishing techniques suitable for the product they are creating.		
	Evaluate		
	<ul style="list-style-type: none">• Explore a range of existing books and everyday products that use simple sliders and levers.• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.		
	Technical Knowledge		
	<ul style="list-style-type: none">• Explore and use sliders and levers.• Understand that different mechanisms produce different types of movement.• Know and use technical vocabulary relevant to the project.		
	Context for Study:		
	This unit follows on from learning in Reception and Year 1 where children will have had experiences of working with paper and card to makes flaps. This unit is the precursor to work studied in Year 3 where children will develop their understanding of pneumatics. They will look closely at forces and look at how mechanical systems work.		
	End of Unit Outcome: To use sliders and levers to produce a Christmas card.		
Key Vocabulary for the Unit:			
Mechanism: a device used to create movement in a product.			
Lever: a rigid bar which moves around a pivot. Levers are used in many everyday products. In this project children will use card strips for levers and paper fasteners for pivots.			
Slider: a rigid bar which moves backwards and forwards along a straight line. Unlike a lever, a slider does not have a pivot point.			
Slot: the hole through which a lever or slider is placed to enable part of a picture to move.			
Guide or bridge: a short card strip used to keep sliders in place and control movement.			

	Linked Designer/Engineer: Robert Sabuda	Design	Make	Evaluate
Year 2 Expected	Pupils should be taught: <ul style="list-style-type: none"> Robert Sabuda is an artist from Michigan. He started his career as an illustrator before writing children’s books. In 1994, he published his first pop-up book “The Mummy’s Tomb”. He is known worldwide for his pop-up paper engineering. Many of his books are based on traditional stories. 	Pupils should be taught: <ul style="list-style-type: none"> To explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. e.g. What is it? Who is it for? What is it for? As a whole class, to talk about the order in which the mechanisms will be made. To draw a mock of their design. 	Pupils should be taught: <ul style="list-style-type: none"> To recognise the tools they will need to create their product. To draw their Christmas design. To develop their knowledge and skills by replicating the slider and lever teaching aids. <div data-bbox="1339 576 1608 1270" data-label="Image"> </div> <ul style="list-style-type: none"> To draw the character to be used. 	Pupils should be taught: <ul style="list-style-type: none"> To know how to evaluate their product. E.g. does the mechanism move smoothly?



Term:	Y3 – Autumn 2	Key Text(s):	
Unit Title:	Mechanisms: Pneumatics <u>National Curriculum objectives:</u> Design <ul style="list-style-type: none">• Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.• Use annotated sketches and prototypes to develop, model and communicate ideas. Make <ul style="list-style-type: none">• Order the main stages of making.• Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.• Select from and use finishing techniques suitable for the product they are creating. Evaluate <ul style="list-style-type: none">• Investigate and analyse books, videos and products with pneumatic mechanisms.• Evaluate their own products and ideas against criteria and user needs, as they design and make. Technical Knowledge <ul style="list-style-type: none">• Technical knowledge and understanding• Understand and use pneumatic mechanisms.• Know and use technical vocabulary relevant to the project. Context for Study: <p>This unit follows on from learning in Year 1 and Year 2 where children will have explored simple mechanisms, such as sliders and levers, and simple structures. Children will also have learnt how materials can be joined in order to allow movement. This unit is the precursor to work studied in Year 5 where children will make a 3D construction frame with wood and will look at triangulation.</p> End of Unit Outcome: To make a moving toy.		
Key Vocabulary for the Unit: Compressed: something that is squashed, such as air in a tube. Input: what goes into a system. Output: what comes out of a system. Pivot: a point about which a lever turns. Lever: a beam which turns about a point. Pneumatic: a system that works using gases (air).			



Hydraulic: a system that works using liquids (water).
Pressure: the force used on an object or surface.
Inflate: fill something with air or a gas to make it swell up.
Deflate: remove the pressurised air to allow an object like a balloon to shrink.
Syringe: a tube with a nozzle and plunger for sucking and blowing air or liquids.
System: a set of related parts or components used to create an outcome.

	Linked Designer/Engineer: Richard Arkwright	Design	Make	Evaluate
Year 3 Expected	Pupils should be taught: <ul style="list-style-type: none"> Richard Arkwright was born in Preston, England on 23 December 1732. In 1769 Richard Arkwright patented the spinning frame (later called the water frame), a machine to produce inexpensive spun cotton. In 1771, Arkwright and his business partners built the first water powered cotton mill at Cromford in Derbyshire. 	Pupils should be taught: <ul style="list-style-type: none"> To develop a design brief with the children within a context which is authentic and meaningful. To discuss with children the purpose of the products they will be designing and making and who the products will be for. To use annotated sketches and prototypes in order to develop, model and communicate their ideas. To investigate, analyse and evaluate familiar objects that use air to make them work <i>e.g. bicycle pump, balloon, inflatable swimming aids, foot pump for inflating an air bed. What does the air do? How has it been used in the design of these products?</i> To explore a range of pneumatic mechanisms using prepared teaching aids including two syringes joined by plastic tubing; three syringes connected using a T-connector and using different sized syringes. <i>Ask the children: What happens when the plunger of one</i> 	Pupils should be taught: <ul style="list-style-type: none"> To know the difference between an input and an output movement. To use a bottle and a balloon in a container to raise or lower an object or a lever. To use three syringes connected by a T-connector so that two objects move backwards and forwards. To add levers and linkages to their design in order to make more complex mechanical systems 	Pupils should be taught: <ul style="list-style-type: none"> To evaluate the final products against the intended purpose and with the intended user, where safe and practical, drawing on the design criteria previously agreed.

syringe is pressed in? Why do the syringes move at different speeds?

Teaching aids to demonstrate pneumatic systems

Squeeze the bottle (input movement) to inflate the balloon (output movement) and raise the toy.

Using syringes

Design decisions

- Teacher might use a syringe bottle and a balloon plus container to raise or lower an object in a class.
- They might choose to use three syringes connected by a T-connection and push one object in one direction and forward.
- Adding more and longer tubes enables to design and make more complex mechanical systems.



Term:	Y4 – Spring 2	Key Text(s):	
Unit Title:	Food: Healthy and varied diet <u>National Curriculum objectives:</u> Design <ul style="list-style-type: none">• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Make <ul style="list-style-type: none">• Plan the main stages of a recipe, listing ingredients, utensils and equipment.• Select and use appropriate utensils and equipment to prepare and combine ingredients.• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluate <ul style="list-style-type: none">• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.• Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge <ul style="list-style-type: none">• 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.• Know and use relevant technical and sensory vocabulary appropriately. Context for Study: <p>This unit follows on from learning in Reception and Year 2 where children have explored where a range of fruit and vegetables come from e.g. farmed or grown at home. Children will also have an understanding of the basic principles of a healthy and varied diet, including how fruit and vegetables are part of the eat well plate. This unit is a precursor to work studied in Year 6 where children will further develop their understanding of food groups and will use a wider range of utensils, including a heated appliance (an oven).</p> End of Unit Outcome: To create a healthy sandwich or wrap		
Key Vocabulary for the Unit: Appearance: how the food looks to the eye.			



Texture: how the product feels in the mouth.
Sensory evaluation: evaluating food products in terms of the taste, smell, texture and appearance.
Preference test: trying different foods and deciding which you like best.
Strawberry huller: tool to remove the stalk and leaves from a strawberry.
Processed food: ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.

	Linked Designer/Engineer: Heston Blumenthal	Design	Make	Evaluate
Year 4 Expected	Pupils should be taught: <ul style="list-style-type: none"> Heston is an English celebrity chef well known for his innovative spins on classic British foods. His restaurant, The Fat Duck, received a rating of three Michelin stars and was voted the #1 restaurant in the world in 2005. He received no formal culinary training. 	Pupils should be taught: <ul style="list-style-type: none"> To investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. To make links to the principles of a varied and healthy diet using The eatwell plate e.g. What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre? To gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet. To find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed? 	Pupils should be taught: <ul style="list-style-type: none"> To learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing and spreading. To practise food preparation and cooking techniques by making a food product using an existing recipe. To discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? 	Pupils should be taught: <ul style="list-style-type: none"> To evaluate the final product against the intended purpose and user, reflecting on the design criteria previously agreed. To consider what others think of the product when considering how the work might be improved.



Term:	Y5 – Autumn 2	Key Text(s):	
Unit Title:	<p>Structures: Frame structures</p> <p>National Curriculum objectives:</p> <p>Design</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews and questionnaires. • Develop a simple design specification to guide the development of their ideas and products. • Generate, develop and model innovative ideas through discussion, prototypes and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> • Formulate a clear plan including a step-by-step list of what needs to be done and a list of resources needed. • Select from and use appropriate tools to accurately measure, mark out, cut, shape and join materials to make frameworks. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Research key events and individuals relevant to frame structures. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Understand how to strengthen, stiffen and reinforce 3D frameworks • Know and use technical vocabulary relevant to the project. <p>Context for Study: This unit follows on from learning in Year 3 and Year 4 where children will have experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. In addition, children will have a basic understanding of what structures are (freestanding, shell, frame) and how they can be made stronger, stiffer and more stable.</p> <p>End of Unit Outcome: To design and construct a frame structure</p>		
Key Vocabulary for the Unit:			
<p>Modelling: the process of making a 3-D representation of a structure or product.</p> <p>Compression: the application of pressure to squeeze an object.</p> <p>Strut: a part of a structure under compression.</p> <p>Tension: a force pulling on a material or structure.</p>			



Tie: a part of a structure under tension.
Diagonal: a straight line that goes from one corner to another inside a shape.
Horizontal: a line that is parallel to the ground.
Vertical: a line that is at right angles to the ground.
Triangulation: the use of triangular shapes to strengthen a structure.
Frame structure: a structure made from thin components e.g. tent frame.

	Linked Designer/Engineer: Peter Rice	Design	Make	Evaluate
Year 5 Expected	Pupils should be taught: <ul style="list-style-type: none"> • Peter Rice was born in Dublin on 16th June 1935. • Rice acted as Structural Engineer on three of the most important architectural works of the 20th century: the Sydney Opera House, Pompidou Centre and the Lloyd’s Building. • Rice was renowned for his innate ability to act as both engineer and designer. • In 1992, he was the second engineer to be awarded the Royal Gold Medal for Architecture by the Royal Institute of British Architects. 	Pupils should be taught: <ul style="list-style-type: none"> • To discuss the brief of designing and making a small-scale frame structure e.g. <i>Who is the intended user and what is the purpose of the frame structure? Will it be permanent, or can it be easily dismantled? What materials will you use? How will it be joined? How will it be reinforced? How will it be finished?</i> • To develop a simple design specification to guide their thinking. • To produce a detailed, step-by-step plan, listing tools and materials. 	Pupils should be taught: <ul style="list-style-type: none"> • To use a construction kit consisting of plastic strips and paper fasteners to build 2-D frameworks. • To compare the strength of square frameworks with triangular frameworks. • To reinforce square frameworks using diagonals and to develop an understanding of using triangulation to add strength to a structure. • To use paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. <i>How could each of the frameworks be reinforced and strengthened?</i> • To develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • To accurately join framework materials together e.g. paper 	Pupils should be taught: <ul style="list-style-type: none"> • To evaluate their work and their completed product, drawing on their design specification, and thinking about the intended purpose and user.

- straws, square sectioned wood

Techniques for building frame structures

Get paper to make tubes for construction

Joining straws

Overlapping straw ends
 Glue
 Straws split by 1/2 around from glue
 Straw bundles wrapped around and glued
 Card (paper)
 Ends of straw softened and glued

Over straw (inserted) wrapped, flattened and glued
 Pipe cleaner
 Straw glued around joint
 Sticky tape

Joining thin sectioned pieces of wood

Card strips can be used to make joints (see PVA glue)
 Elastic bands or string can be used to make joints
 Card triangles can be used to make joints

Understanding triangulation

Creating triangles for rigidity
 Square right

Making small-scale frame structures

Using straws

Using square section wood



Term:	Y6 – Summer 2	Key Text(s):	
Unit Title:	Food: celebrating culture and seasonality National Curriculum objectives: Design <ul style="list-style-type: none">• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Make <ul style="list-style-type: none">• Write a step-by-step recipe, including a list of ingredients, equipment and utensils• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.• Make, decorate and present the food product appropriately for the intended user and purpose Evaluate <ul style="list-style-type: none">• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.• Understand how key chefs have influenced eating habits to promote varied and healthy diets. Technical Knowledge <ul style="list-style-type: none">• 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.• Know and use relevant technical and sensory vocabulary. Context for Study: <p>This unit follows on from learning in Year 2 and Year 4 in which children will have acquired a knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. Children will also have had experience of using appropriate equipment and utensils in order to apply a range of techniques for measuring out, preparing and combining ingredients.</p> End of Unit Outcome: To create a savoury scone or muffin.		
Key Vocabulary for the Unit: Finishing: related to the appearance of the product shape, decoration and colour.			



Rubbing in: rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.

Knead: pulling and squeezing dough to make it smooth.

Bran: the hard, protective shell of a grain of wheat.

Dough: a mixture of flour, yeast and water before it is cooked.

Germ: part of the seed where the root and shoots grow from.

Yeast: a tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.

Unleavened bread: flat bread where yeast has not been added.

	Linked Designer/Engineer: Lisa Goodwin-Allen	Design	Make	Evaluate
Year 6 Expected	Pupils should be taught: <ul style="list-style-type: none"> • Lisa Goodwin-Allen (born 29 April 1981) is a British chef best known for being executive chef of the Michelin starred Northcote restaurant near Preston. • She was also one of four winning chefs on season five of the BBC cooking show Great British Menu. • She was placed in charge of the kitchen at Northcote aged 23. 	Pupils should be taught: <ul style="list-style-type: none"> • To develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating. • To discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for. • To generate a design criteria that can be used to guide the development and evaluation of the product. • To use annotated sketches, discussion and information and communication technology if appropriate, to develop and communicate their ideas. • To record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge, understanding and skills learnt. 	Pupils should be taught: <ul style="list-style-type: none"> • To measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients. • To use appropriate utensils and equipment safely and hygienically. • To follow a basic recipe to prepare and cook a savoury food product. • To ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, vegetables. Consider texture, taste, appearance and smell. • When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. Which shape is most appealing and why? 	Pupils should be taught: <ul style="list-style-type: none"> • To evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed.



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