

1. Year Groups
Year 4

2. Aspect of D&T
Electrical systems
Focus
Energy saving reading torch/headlamp

4. What could children design, make and evaluate?
Children are going to design a torch or reading headlamp which is energy efficient.

5. Intended users
The torch or reading lamp will be aimed at their household.

6. Purpose of products
hobbies and interests (reading)
energy saving

16. Possible resources
handling collection of battery-powered electrical products
switches including toggle, push-to-make and push-to-break

aluminium foil, paper fasteners, paper clips, card, corrugated plastic, reclaimed materials, finishing materials and media

buzzers, bulbs, bulb holders, zinc carbon or zinc chloride batteries, battery holders, wire, automatic wire strippers
suitable control program with interface box or standalone control box
right/left handed scissors, PVA glue, cutting mats

17. Key vocabulary
series circuit, fault, connection, toggle switch, push-to-make switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip

control, program, system, input device, output device

user, purpose, function, prototype, design criteria, innovative, appealing, design brief

7. Links to topics and themes
This will link to our Science topic of electricity and simple circuits and also the whole school focus of being more energy efficient.

8. Possible contexts
home leisure environment sustainability

9. Project title
Design, make and evaluate a torch/head lamp for your household to use for reading to be energy efficient.

3. Key learning in design and technology

Prior learning
• Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.
• Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.

Designing
• Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.
• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.

Making
• Order the main stages of making.
• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.

Evaluating
• Investigate and analyse a range of existing battery-powered products.
• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

Technical knowledge and understanding
• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
• Apply their understanding of computing to program and control their products.
• Know and use technical vocabulary relevant to the project.

10. Investigative and Evaluative Activities (IEAs)
• Discuss, investigate and, where practical, disassemble different examples of relevant battery-powered products, including those which are commercially available e.g. *Where and why they are used? How does the product work? What are its key features and components? How does the switch work? Is the product manually controlled or controlled by a computer? What materials have been used and why? How is it suited to its intended user and purpose?*
• Ask children to investigate examples of switches, including those which are commercially available, which work in different ways e.g. push-to-make, push-to-break, toggle switch. Let the children use them in simple circuits e.g. *How might different types of switches be useful in different types of products?*
• Remind children about the dangers of mains electricity.

11. Related learning in other subjects
• **Science** – know how to construct simple series circuits and have a basic understanding of conductors, insulators and open and closed switches.
• **Spoken language** – participate in discussion and evaluation of battery-powered products. Ask relevant questions to extend knowledge and understanding. Build their technical vocabulary.

12. Focused Tasks (FTs)
• Recap with the children how to make manually controlled, simple series circuits with batteries and different types of switches, bulbs and buzzers. Discuss which of the components in the circuit are input devices e.g. switches, and which are output devices e.g. bulbs and buzzers.
• Demonstrate how to find a fault in a simple circuit and correct it, giving pupils opportunities to practise.
• Use a simple computer control program with an interface box or standalone control box to physically control output devices e.g. bulbs and buzzers.
• Ask the children to make a variety of switches by using simple classroom materials e.g. card, corrugated plastic, aluminium foil, paper fasteners and paper clips. Encourage children to make switches that operate in different ways e.g. when you press them, when you turn them, when you push them from side to side. Ask the children to test their switches in a simple series circuit.
• Teach children how to avoid making short circuits.

13. Related learning in other subjects
• **Science** – know how to construct simple series circuits and have a basic understanding of conductors, insulators and open and closed switches.
• **Computing** – use search technologies for research purposes and be discerning when evaluating digital content.
• **Spoken language** – asking questions to check understanding, develop technical vocabulary and build knowledge.

18. Key competencies
problem-solving teamwork negotiation
consumer awareness organisation motivation
persuasion leadership perseverance
other – specify

19. Health and safety
Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

14. Design, Make and Evaluate Assignment (DMEA)
• Develop a design brief with the children within a context which is authentic and meaningful.
• Discuss with children the purpose of the battery-powered products that they will be designing and making and who they will be for. Ask the children to generate a range of ideas, encouraging realistic responses. Agree on design criteria that can be used to guide the development and evaluation of the children's products, including safety features.
• Using annotated sketches, cross-sectional and exploded diagrams, as appropriate, ask the children to develop, model and communicate their ideas.
• Ask the children to consider the main stages in making and testing before assembling high quality products, drawing on the knowledge, understanding and skills learnt through IEAs and FTs.
• Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

15. Related learning in other subjects
• **Spoken language** – maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Develop understanding through speculating, hypothesising, imagining and exploring ideas.
• **Science** – know how to construct simple series circuits and have a basic understanding of conductors, insulators and open and closed switches.
• **Computing** – use search technologies for research purposes and be discerning when evaluating digital content.
• **Art and design** – using and developing drawing skills.

