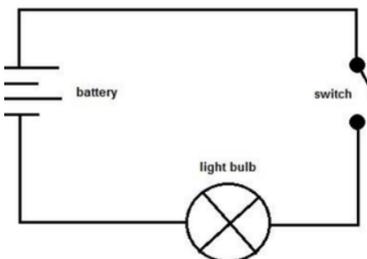


DT: How brightly will your torch shine?

Innovation

Prior Knowledge

During science lessons last half term, you have learnt about electricity and simple circuits. In KS1, for DT sequences of work, you made fridge magnets, roly poly toys, moving picture Christmas cards and shadow puppets. In KS2, you have made storage boxes, a game, a buggy and a photograph frame.



My Component Knowledge:

Lesson 1: I can think about the requirements of a light for a particular purpose in terms of: what it should look like and how it might work

Lesson 2: I can investigate the performance and working of existing torches

Lesson 3: I can develop some techniques for constructing simple circuits

Lesson 4: I can investigate switches, batteries and light bulbs and how these can be arranged to provide lighting

Lesson 5: I can plan and make my light for a particular purpose.

Lesson 6: I can evaluate my design and finished product.

My Composite Knowledge:

I understand the purpose of a light. I can design and create something for a particular purpose in a particular place.

My Powerful Knowledge:

I know the importance of thinking about a particular purpose while designing and creating a product. I can evaluate and suggest improvements to a finished product.

Key Vocabulary

Tier 1: make, light, battery, crocodile leads, electricity, torch, performance, switch, bulb

Tier 2: design, brief, research, product, consumer, user, costing, circuit, diagram, annotate

Tier 3: prototype, evaluate, purpose



Can you make a light to be used by someone for a particular purpose in a particular place.

How does a torch work?

What sort of light will work for you?

