







LONG TERM SKILLS PROGRESSION DESIGN & TECHNOLOGY

Year 1

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S
Key stage 1 When designing and making, pupils should be taught to:		Term 1 Dinosaurs
Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	Design Gingerbread Men, look at recipes. Make Gingerbread Men Evaluate How tasty they were. Could they be made healthier? Raisins instead of smarties for button etc. Weighing and combining ingredients. Technical Knowledge Discuss where the ingredients come from, how do we get flour etc.	Term 2 Celebrations Food Tech - Bake Gingerbread Men (Christmas)
Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	Design a cape for their teddy at home. Make capes using fabrics, pens, needle and thread. Evaluate capes for their eye catching designs and successfulness as a cape. Technical Knowledge Textiles – Stitching simple running stitch along the top edge to hold the ribbon tying in place.	Term 3 Superheroes Steve Dikto / Joe Shuster – Original Spiderman & Superman artists Cape Designs for a teddy at home 
Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 		Term 4 Moon Zoom
Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		Term 5 Enchanted Woodland
Cooking and Nutrition Pupils should be taught to: <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	Design Plan enclosure and gather materials from home. Make using given/found materials Use everyday materials such as paper, cardboard, wood, foil, bubble wrap, sand. Combine materials using glue, sellotape, paper cuts / folds Evaluate Be able to answer simple evaluative questions verbally. Did it work? Why does that one work better? What would you change?	Term 6 Paws, Claws and Whiskers Plan, Make and Evaluate - Combining materials Animal enclosure, shoe box, joins etc.  Technical Knowledge Build structures, begin to explore how they can be made stronger, stiffer and more stable through changing materials. Explore and use mechanisms in products, begin to understand levers and sliders

Year 2

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S	
<p>Key stage 1</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products 	<p>Design</p> <ul style="list-style-type: none"> Design a boat using simple chunk modelling materials and craft and materials. <p>Make</p> <ul style="list-style-type: none"> Use everyday materials such as paper, cardboard, wood. Combine materials using PVA glue, glue sticks and sellotape, elastic bands etc <p>Evaluate</p> <ul style="list-style-type: none"> Test how successful products are Be able to answer simple evaluative questions 	<p>Term 1 Land Ahoy Design and Making Boats</p>  <p>Technical Knowledge: Mechanisms</p>	
		<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 	<p>Term 2 Africa</p> <p>Term 3 Muck Mess and Mixture</p> <p>Food Tech - food tasting Making smoothies</p>
		<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. 	<p>Term 4 FIRE FIRE! Food Tech - Make Bread</p>

- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and Nutrition

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Design

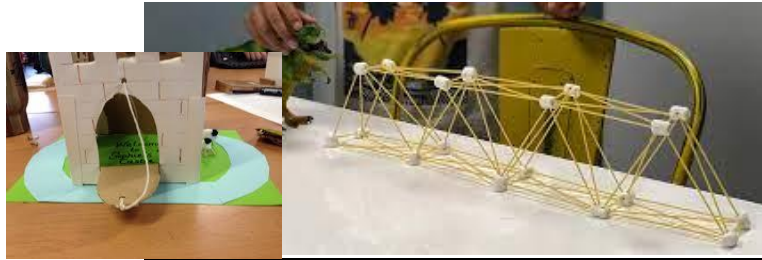
Look at the structure of real bridges. Consider strong shapes ie triangles, compared to weaker shapes, squares. Design a bridge Using marshmallows and spaghetti – to support a weight. Using pulls and levers – to have movement.

Make

Make a bridge their bridge to their specification.

Evaluate

- Test how successful bridges are
- Be able to answer simple evaluative questions

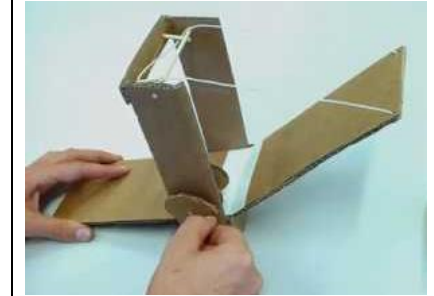


Term 5

Castle

[Plan, Make and Evaluate - Combining materials](#)


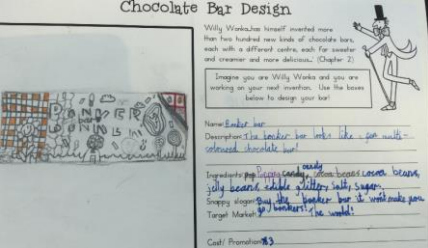
Give chn Marshmallows and Spaghetti first. **Build Bridges and draw bridges Levers and**



Term 6

Our Planet

Year 3

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S
<p>Key stage 2</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Term 1 Tribal Tales</p> <p>Term 2 Heroes and Villains</p> <p>Seasonal Crafts – Pop Up Christmas Cards / Gift Box Making etc</p> 
<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches,, <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches,, <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>Term 3 The Golden Ticket</p> <p>Design and Make a Chocolate Bar wrapper</p> 

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

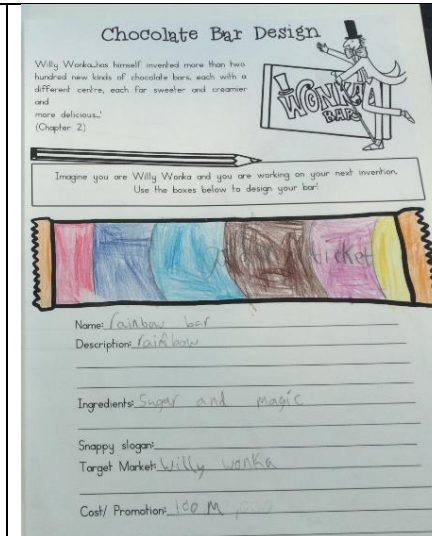
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- Practice their evaluation skills by evaluating existing products
- Improve upon existing designs and give reasons for their choices



Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Evaluate

- Practice skills by evaluating existing products
- Improve upon existing designs and give reasons for their choices

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Term 4

Flow

Plan, Make and Evaluate - Combining materials
Water Filter – cross curricular with Science



Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Term 5
Tremors

Make a Volcano Model



Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches,

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge


- apply their understanding of how to strengthen, stiffen and reinforce more complex structures



Term 6**Romans**

Make Roman Shields



Year 4

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S
<p>Key stage 2</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Design Design potion for and label. Consider what it's purpose is, aesthetic appearance, name, size of bottle.</p> <p>Make Put necessary information onto a label. Print, photograph and create poster / advert to draw in potential customers.</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Term 1 Road Trip – Asia</p> <p>Term 2 Potions and Magic</p> <p>Make Potions – Design Label What does it do? Adverts</p> <p>Term 3 Settlements –Anglo Saxons</p> <ul style="list-style-type: none"> ❖ Make a model village ❖ Make cheesy bread rolls Cooking and Nutrition  <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know

<ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. 		<p>where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Term 4 Traders and Raiders 1066 <u>Create 1066 style tunics (textiles)</u> Textiles - Threading a needle, tying the end of the stitch, different stitches: Running stitch (- - - - -) Cross stitch (x x x x x x)</p>  
		<p>Term 5 Misty Mountains</p>

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

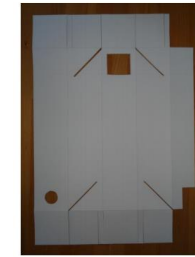
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge


- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.



Term 6 Blue Abyss


Make a Periscope



Year 5

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S
<p>Key stage 2</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>Term 1 Egyptians</p> <p>UTC Lego building – eco homes with lifts and ramps to make it accessible.</p> <p>Research eco-homes and features. Design an eco-home or accessible home for people with mobility or disabilities</p> <p>Include programming of devices to make home accessible, lights, motors, buzzers and gears.</p> <p>https://www.utcoxfordshire.org.uk/using-lego-to-build-mentoring-skills/</p> 

<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. <p>Design</p> <ul style="list-style-type: none"> Design appealing products that are fit for purpose – Canopic jars were used for keeping human organs. <p>Make</p> <ul style="list-style-type: none"> Use a range of tools and equipment accurately Measure, mark out, assemble and join materials and components with some accuracy Cut materials accurate and safely by selecting appropriate tools <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate their own product Begin to suggest a change that could be made to improve a product 	<p>Term 2 Egyptians cont. Canopic Jars</p> 
<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p>	<p>Term 3 Extreme Earth</p> <p>Plan, Make and Evaluate - Combining materials</p> <p>Models of tectonic plates</p> <p>Model of structures built and designed to withstand earthquakes</p> 

	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	
		<p>Term 4 Road Trip to USA</p>
	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<p>Term 5 Space</p> <p><u>Moon Buggies</u> (UTC) Wheels, motors, gears etc</p> 

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Term 6






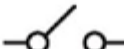

Tudors



Tudor Pottage recipe



Nourish and Flourish project with SOFIA
cooking at DGS

Year 6

NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC SKILLS	TOPIC LINK/S
Key stage 2		Term 1 Hola Mexico
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<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p><u>Term 3 Blood and Heart</u></p> <p><u>Design Healthy Meal</u></p>
<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p><u>Term 4 Rainforest</u></p> <p><u>Term 5 Darwin’s Delights</u></p> <p><u>Term 6 Victorians</u></p> <p><u>Build Bridges – develop skills from year 2 project.</u></p>  

	<p>Evaluate</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	
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