



Northwick Park Academy Trust
Subject Overview with National Curriculum Objectives
Design and Technology

EYFS areas	EYFS Early Learning Goals	Skills (see attached progression ladders)	Vocabulary
<p>Expressive Arts and Design</p> <p>Physical Development</p>	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p>	<p>Incorporated into 'Free Fridays' and special days.</p> <p>Work in some contexts, such as story based and wider environment, to build confidence, exploring and taking risk.</p> <p>Generating, developing, modelling and communicating ideas.</p> <p>Begin to plan and adapt initial ideas to make them better.</p> <p>Work in some contexts, such as story based and wider environment, to build confidence, explore and take risk.</p> <p>Begin to construct with a purpose in mind</p> <p>Generating, developing, modelling and communicating ideas.</p>	<p>Make</p> <p>Join</p> <p>Build</p> <p>Cut</p> <p>Tool</p> <p>Draw</p> <p>Shape</p> <p>Finish</p> <p>Material</p> <p>Cook</p> <p>Ingredient</p> <p>Recipe</p> <p>Roll</p> <p>Stir</p> <p>Mix</p> <p>Measure</p> <p>Spread</p> <p>Healthy</p>

		<p>Children have confidence to take risks.</p> <p>Use a range of tools – such as hole punch, scissors, tape, glue, elastic bands, cutters, graters.</p> <p>Begin to talk about ideas and products they are making/have made– using a range of materials through play.</p> <p>Talk about how to make their products better.</p> <p>Begin to explore what products are, how they are used and where they are from.</p> <p>Recognise that a range of technology is used in different places, including home and school.</p> <p>Begin to show an interest in toys with buttons, flaps and mechanisms.</p> <p>Explore and learn how everyday objects work by dismantling things and looking closely at their components.</p> <p>Opportunities to observe, notice and discuss materials around them.</p>	
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		<p>Begin to recognise the types of food and where it comes from.</p> <p>Begin to understand that food needs to be fresh and cooked properly.</p>	
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Y1	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Celebrating Me	N/A			
A2	I Need a Hero.	<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 purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Use knowledge of existing products to help come up with ideas.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Talk about their design ideas and what they are making.</p> <p>Know about the movement of simple mechanisms such as sliders.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p>	<p>Hygiene</p> <p>Mark out</p> <p>Construct</p> <p>Model</p> <p>Template</p> <p>Explain</p> <p>Sliders</p> <p>Evaluate</p> <p>Equipment</p> <p>Design</p> <p>Product</p> <p>Who</p> <p>What</p> <p>Where</p> <p>How</p> <p>Like</p> <p>Dislike</p> <p>Movement</p> <p>Prepare</p> <p>Safety</p> <p>Cutting</p> <p>Peeling</p> <p>Grating</p>	<p>Make</p> <p>Join</p> <p>Build</p> <p>Cut</p> <p>Tool</p> <p>Draw</p> <p>Shape</p> <p>Finish</p> <p>Material</p> <p>Cook</p> <p>Ingredient</p> <p>Recipe</p> <p>Roll</p> <p>Stir</p> <p>Mix</p> <p>Measure</p> <p>Spread</p> <p>Healthy</p>
Sp1	Polar Explorers	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>Say how their products will work.</p> <p>Select from a range of tools and equipment, explaining their choices.</p>	<p>Purpose</p> <p>Function</p> <p>Testing</p> <p>Suitable</p> <p>Develop</p> <p>Textiles</p>	<p>Mark out</p> <p>Construct</p> <p>Model</p> <p>Template</p> <p>Explain</p> <p>Evaluate</p> <p>Equipment</p> <p>Design</p>

		<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>Select from a range of materials and components according to their characteristics. Assemble, join and combine materials and components</p> <p>Know what materials products are made from.</p> <p>Make simple judgements about their products and ideas against design criteria.</p>		Product Who What Where How Like Dislike
Sp2	Islands	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • 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. • explore and evaluate a range of existing products 	<p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Assemble, join and combine materials and components.</p> <p>Talk about their design ideas and what they are making.</p> <p>Make simple judgements about their products and ideas against design criteria.</p>	Join Range Finishing Materials Explore Discuss Cards Moving Join	Mark out Construct Model Template Explain Evaluate Equipment Design Product Who What Where How Like Dislike Purpose Function Testing Suitable Develop Textiles
S1	Mad about Minibeasts	<ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria 	<p>Use simple design criteria to help develop their ideas</p>	Build Structure Explore Strength	Mark out Construct Model Template

		<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • 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 • explore and evaluate a range of existing products evaluate their ideas and products against design criteria • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Generate ideas by drawing on their own experiences.</p> <p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Know how freestanding structures can be made stronger, stiffer and more stable</p>	<p>Stronger Stable</p>	<p>Explain Evaluate Equipment Design Product Who What Where How Like Dislike Purpose Function Testing Suitable Develop Textiles</p>
S2	Castles	<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 • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • explore and evaluate a range of existing products evaluate their ideas and products against design criteria • 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. 	<p>Measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components.</p> <p>Use finishing techniques, including those from art and design.</p> <p>Talk about their design ideas and what they are making.</p> <p>Know about the simple working characteristics of materials and components.</p>	<p>Mock-ups Criteria</p>	<p>Mark out Construct Model Template Explain Evaluate Equipment Design Product Who What Where How Like Dislike Purpose Function Testing Suitable Develop Textiles</p>

Y2	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Lost in London.	<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 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable. 	<p>Generate ideas by drawing on their own experiences.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Know how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Understand about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p>	<p>Structure</p> <p>Height</p> <p>Size</p> <p>Working</p> <p>Components</p> <p>Best</p> <p>Suitable</p> <p>Connect</p> <p>Wheels</p>	<p>Build</p> <p>Design</p> <p>Template</p> <p>Model</p> <p>Mock-ups</p> <p>Drawing</p> <p>Design</p> <p>Discuss</p> <p>Decide</p> <p>Evaluate</p> <p>Explore</p> <p>Research</p> <p>Stronger</p> <p>Stiffer</p> <p>Stable</p> <p>Materials</p> <p>Textiles</p> <p>Construction</p> <p>Develop</p> <p>Movement</p>
A2	The Bakery.	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. use the basic principles of a healthy and varied diet to prepare dishes 	<p>Know about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p>	<p>Varied diet</p> <p>Bake</p> <p>Bread</p> <p>Nutrition</p> <p>Prepare</p> <p>Originates</p> <p>Farm</p> <p>Animals</p>	<p>Lever</p> <p>Sliders</p> <p>Wheels</p> <p>Mock-ups</p> <p>Templates</p> <p>Card</p> <p>Research</p> <p>Materials</p>

		<ul style="list-style-type: none"> understand where food comes from. 	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Name and sort foods into the five groups in The Eatwell Plate.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Dairy Meat Vegetables Fruit Portion Eatwell Plate Fork Knead Mix Stir Combine</p>	<p>Healthy Cooking Safety Hygiene Ingredients Recipe</p>
Sp1	Australia	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Talk about their design ideas.</p> <p>Select from a range of tools and equipment, explaining their choices.</p>	<p>Clay Mould Wet Warm Malleable Sculpt Roll Pressure Choice</p>	<p>Construct Material Cut Tools Equipment Design Explain</p>
Sp2	Shooting for the stars	N/A			
S1	Let's get muddy?	N/A			
S2	How does your garden grow?	N/A			

Y3	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Extreme Earth	N/A			
A2	Poles Apart	<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. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Refer to their design criteria as they design and make.</p> <p>Know how to use learning from mathematics to help design and make products that work.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p>	<p>Research Individual Group Construct Functional Appeal Assemble Cutting Shaping Joining Finishing Accurate Pulley Lever Linkages Mechanical</p>	<p>Purpose Develop Design Tools Build</p>
Sp1	The Land Before Time	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for 	Use a wider range of materials and components than KS1,	<p>Jewellery Stones Thread</p>	<p>Research Design Cook</p>

		<p>example, cutting, shaping, joining and finishing], accurately.</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 • apply their understanding of computing to program, monitor and control their products (ICT- LEGO WEDO) 	<p>including construction materials, kits, textiles and food ingredients. Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.</p> <p>Be active and healthy, identify food and drinks that are needed to provide energy for the body.</p> <p>Program a computer to control their products.</p>	<p>Sew Prepare Secure Savoury Dishes Technique Pastry Range Food types Balanced Energy Active Chopping Heat Source Oven Program LEGO WEDO</p>	<p>Shape Join Finish Accurate Healthy Varied Diet Knead Eatwell Plate Mixing Baking Hygiene</p>
Sp2	Savages and Settlements.	<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>Share and clarify ideas through discussion.</p> <p>Apply a range of finishing techniques,</p>	<p>Mammoth Roundhouse Strengthen Stiffen Reinforce Weave</p>	<p>Structure Build Shaping Joining Cutting Finishing</p>

		<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<p>including those from art and design, with some accuracy.</p> <p>Identify when products were designed and made.</p> <p>Know when products can be recycled or reused.</p> <p>Know methods for making strong, stiff shell structures.</p>	<p>Wattle Daub Cone Point</p>	<p>Accurate Discuss Product Material Strong Design</p>
S1	Sunrise on the Thames	N/A	.		
S2	Sunny Southend Local History and Knowledge Local Land Use	N/A			

Y4	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Deep in the Rainforest.	N/A			
A2	Carnival!	N/A			
Sp1	Ingenious Inventors	<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 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 understand how key events and individuals in design and technology have helped shape the world understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors during ICT] 	<p>Describe the purpose of their products.</p> <p>Indicate the design features of their products that will appeal to intended users.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Identify how to use learning from mathematics to help design and make products that work.</p>	<p>Innovative</p> <p>Aesthetic</p> <p>Woven</p> <p>Coil</p> <p>Pipe</p> <p>Shields</p> <p>Roman</p> <p>Intended</p>	<p>Research</p> <p>Develop</p> <p>Design Criteria</p> <p>Appealing</p> <p>Purpose</p> <p>Components</p> <p>Textiles</p> <p>Technique</p>

Sp2	Ingenious Inventors/ Timeline travel week	N/A			
S1	Living Things	<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products (ICT- LEGO WEDO) 	Program a computer to control their products.	Monitor	Program LEGO WEDO Control
S2	From Farm to Fork	<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>Identify that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate.</p> <p>Know that to be active and healthy, food and drink are needed to</p>	<p>Reared Wheat Caught Processed Seasonality Europe Carbohydrates Starchy Foods Vegetables and Fruit Dairy Sugars and Fats Food Package Smoothie</p>	<p>Techniques Peeling Slicing Grating Mixing Spreading Kneading Baking Healthy diet Variety Eatwell Plate Nutrition Energy</p>

			provide energy for the body.		
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Y5	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Space	N/A			
A2	Inventors.	<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 understand how key events and individuals in design and technology have helped shape the world apply their understanding of computing to program, monitor and control their products. 	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Demonstrate resourcefulness when tackling practical problems.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Use computer-aided design to develop and communicate their ideas generate innovative ideas, drawing on research.</p>	<p>3D Drawing techniques Cross-sectional Exploded diagrams Annotated sketches Prototypes Pattern Pieces Computer Aided Design (CAD) Program Control Architects</p>	<p>Evaluate Communicate Innovative ideas Sketches Research Monitor</p>

			Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas.		
Sp1	Egyptians	N/A			
Sp2	Vikings	<ul style="list-style-type: none"> • 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 their ideas and products against their own design criteria and consider the views of others to improve their work • apply their understanding of computing to program, monitor and control their products (ICT- LEGO WEDO) 	<p>Model their ideas using prototypes and pattern pieces.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Program a computer to monitor changes in the environment and control their products.</p>	<p>Improve</p> <p>Constructive criticism</p> <p>Alter</p> <p>Viking</p> <p>Long ship</p>	<p>Materials</p> <p>Components</p> <p>Construction</p> <p>Materials</p> <p>Textiles</p> <p>Function</p> <p>Aesthetic</p> <p>Design Criteria</p> <p>Evaluate</p> <p>Shield</p>

S1	Africa	N/A			
S2	Time Travellers	<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. • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • investigate and analyse a range of existing products 	<p>Carry out research, using web-based resources.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Investigate and analyse how well products have been designed.</p> <p>Identify how well products have been made.</p> <p>Realise why materials have been chosen.</p> <p>Use learning from science to help design and make products that work.</p>	<p>African drum Fit for purpose Useable Analyse Existing</p>	<p>Design Appealing Functional Innovative Purpose Cutting Shaping Joining Finishing Accurate Investigate</p>

Y6	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1 A2 Sp1	The Battle of Britain	<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 ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● 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 ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Select materials and components suitable for the task.</p> <p>Explain their choice of materials generate innovative ideas, drawing on research</p> <p>Accurately assemble, join and combine materials and components.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Identify why materials have been chosen.</p> <p>Reinforce and strengthen a 3D framework.</p>	Spitfire Polystyrene Mod Rock Anderson Shelter Corrugated Dowl Curved edge Support Blocks Glue Gun Hacksaw Mould	Research Develop Design Fit for Purpose Innovative Appeal Aesthetic Cross-sectional Annotate CAD Cutting Joining Finishing Accurate Improve Strengthen Stiffen Reinforce Structure

			Carry out research, using surveys, interviews, questionnaires and web-based resources.		
Sp2 S1	Magical Beginnings	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Demonstrate resourcefulness when tackling practical problems.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Evaluate their ideas and products against their original design specification.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p>	Twist Manipulate Layer	Malleable Strengthen Stiffen Reinforce Evaluate Improve Aesthetic
S2	Ancient Greece	<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 • understand how key events and individuals in design and technology have helped shape the world • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Produce appropriate lists of tools, equipment and materials that they need.</p>	Smooth Roll Monitor Control Practical	Cut Join Finish Shape Accurate Malleable Strengthen Stiffen Reinforce Monitor

		<ul style="list-style-type: none"> • apply their understanding of computing to program, monitor and control their products (ICT- LEGO WEDO) 	<p>Know that materials have both functional properties and aesthetic qualities.</p> <p>Identify that materials can be combined and mixed to create more useful characteristics. Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Program a computer to monitor changes in the environment and control their products.</p>		<p>Control Program LEGO WEDO Monitor</p>
N.B	Forest School	<p>Some children have access to Forest school throughout the year on a rotation basis. Year groups are subject to change due to use of the site. This covers tool use including the safe use of hand drills, saws, knife skills, secateurs, loppers, fire strikers, hammers, peelers etc. Although Forest school is not a National Curriculum subject tool use is taught in a progressive form throughout schooling from reception and has strong links to DT.</p>			