What must be taught in Design Technology?

Early years

- Use all their senses in hands-on exploration of natural materials'
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
- Explore how things work.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment: To us scissors to make small cuts in materials such as paper
- Join different materials and explore different textures.
- Operate mechanical toy e.g. turns knob on a wind up toy or pulls back friction car.
- To use and explore various construction materials e.g. construction blocks, stickle bricks, Lego, junk modelling
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Create collaboratively, sharing ideas, resources and skills.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour.
- To use blocks and construction kits to build their own simple 'worlds' e.g. buildings.
- To use blocks and construction kits to build their own more complex 'worlds' including a variety of different places e.g. buildings and a park.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Make healthy choices about food, drink, activity and tooth brushing.
- Talk about simple health eating choices for example fruit is a healthier choice than a bar of chocolate.

Early Years Goals:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Manage their own basic hygiene and personal needs including…understanding the importance of healthy food choices.

KS1 NC requirements:

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

Explore and evaluate a range of existing products

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

KS2 NC requirements:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

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

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

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.

DESIGN AND TECHNOLOGY SKILLS AND PROGRESSION

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	**Nursery** 'Use all their senses in hands-on exploration of natural materials' Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Explore how things work. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. **Reception**	Begin to draw on their own experience of existing products to help generate ideas. Begin to understand the development of existing products: What they are for, how they work, materials used. Start to suggest ideas and explain what they are going to do. Understand how to identify a target group for what they intend to design and make based on a design criteria. Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT following a design criteria. To be able to follow a simple design criteria	Start to generate own ideas by drawing on their own and other people's experiences of existing products and from the world around them. Identify a purpose and a user for what they intend to design and make. Begin to develop their design ideas and plan what to do next through discussion, observation, drawing and modelling. To plan and test ideas using templates and mock ups Understand how to identify a target group for what they intend to design and make based on a design criteria. Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.	Use knowledge of a wider range of existing products to help generate design ideas. With growing confidence generate ideas for an appealing item, considering its purpose and the user/s. Know to make drawings/sketches with accurate annotation when designing Start to order the main stages making a step by step plan which shows the order and also what equipment and tools I need in the making of a product. Identify a purpose and establish a specific criteria for a successful product. Understand how well products have been designed, made and what materials have been used and the construction technique. Learn about inventors, designers, engineers,	Begin to use knowledge of a broad range of existing products to help generate their own design ideas. To design an appealing product that has a clear purpose and aimed at a specific user Use annotated and cross sectional diagrams to develop and communicate ideas. Test ideas out through using prototypes Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Learn about inventors, designers, engineers, chefs and manufacturers who have developed	With growing confidence use knowledge of a broad range of existing products to help generate their own design ideas. Design products that have a clear purpose and specific targeted user e.g. children, and begin to indicate design features of their designed product that would specifically appeal to the intended user. Start to generate develop, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes to show their design. Confidently develop a clear idea of what has to be done, planning step by step how to use materials, equipment and processes. Suggest some alternative plans to give a range of ideas and say what the good points and drawbacks are	With confidence use knowledge of a broad range of existing products to help generate their own design ideas. Design products that have a clear purpose and specific targeted user e.g. children, and with increasing confidence indicate design features of their designed product that would specifically appeal to the intended user. Communicate and develop their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes, to show their design. Use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Draw up a specification for

	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Design a product for others following a design criteria. Choose the best materials and tools for the product and give reasons why	chefs and manufacturers who have developed ground-breaking products. Start to understand whether products can be recycled or reused. Explore, develop and communicate design proposals by modelling ideas and begin to explain their choices of materials and components.	ground-breaking products. Evaluate existing products and identify criteria that can be used for their own designs. When planning explain their choice of materials and components according to function and appearance. Be able to devise a template.	about each suggesting alternative methods of making if the first attempts fail. Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Use the results of investigations, information sources, including ICT when developing design ideas. With growing confidence select appropriate materials, tools and techniques. Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose	their design- link with Mathematics and Science. Plan the order of their work, choosing appropriate materials, tools and techniques. Suggest alternative methods of making if the first attempts fail. Identify the strengths and areas for development in their ideas and products. Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose. To justify their plan to others.

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working with tools, equipment, materials and components to make quality products.	**Nursery** Choose the right resources to carry out their own plan. Use one-handed tools and equipment: To us scissors to make small cuts in materials such as paper Join different materials and explore different textures. Operate mechanical toy e.g. turns knob on a wind up toy or pulls back friction car. To use and explore various construction materials e.g. construction blocks, stickle bricks, Lego, junk modelling Use large-muscle movements to wave flags and streamers, paint and make marks. **Reception** Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Begin to select tools and materials; use correct vocabulary to name and describe them such as scissors and safe knives. With help measure, mark out, cut and shape a range of materials. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to use simple finishing techniques to improve the appearance of their product. Explore using tools e.g. scissors and a hole punch safely to cut, shape, join fabric. Begin to choose materials and explain why they are being used. To use hand tools and kitchen equipment safely such as safe knives and scissors. To with support follow a simple plan or recipe	Begin to select tools and materials; use correct vocabulary to name and describe them. Measure, cut and score with some accuracy. Start to assemble, join and combine materials in different ways in order to make a product. Start to choose and use appropriate finishing techniques based on own ideas such as adding simple decorations. Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques such as a running stitch. Choose materials and explain why they are being used depending on their characteristics. To use hand tools and kitchen equipment safely such as safe knives, grater and zester.	Select a range of tools and techniques for making their product beginning to explain their choices. Measure, mark out, cut, score with more accuracy to the nearest cm. To begin assemble join and combine materials and components with some degree of accuracy in temporary and permanent ways. Begin to select and use different appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye and fabric paints. Demonstrate how to cut, shape and join fabric to make a simple product with some accuracy. Begin to sew using a range of different stitches including running stitch and basting stitch, to weave and knit to join textiles together. Start to measure, tape or pin, cut and join	Select a wider range of tools and techniques with growing confidence for making their product safely explaining their choices. Measure, mark out, cut, and score with more accuracy to the nearest cm and millimetre. To assemble join and combine materials and components with some degree of accuracy in temporary and permanent ways. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT for digital graphics. Measure, tape or pin, cut and join fabric with some degree of accuracy. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional	Select appropriate materials, tools and techniques with more confidence being able to explain their choices Independently cut, score, measure and mark out with more accuracy to take exact measurements to the nearest cm and millimetre. To assemble join and combine materials and components with growing confidence accuracy in temporary and permanent ways. Use finishing techniques to refine the finish to improve the appearance of their product such as sanding or precise cutting with precise accuracy. Select with growing confidence from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities which fit the purpose of the product.	Confidently select materials, tools and techniques being able to explain their choices in detail and how this is fit for their product. Independently cut, score, measure and mark out with more accuracy to take exact measurements within 1 millimetre. To assemble join and combine materials and components with confidence accuracy in temporary and permanent ways. Assemble components to make working models. Construct products using permanent joining techniques. Use finishing techniques with confidence to refine the finish to improve the appearance of their product such as sanding or precise cutting with precise accuracy. With confidence use a greater variety of stitches to join

	Create collaboratively, sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting with colour.			fabric with some accuracy. Begin to 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. Start to work safely and accurately with a range of simple tools. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.	properties and aesthetic qualities. To work safely with a range of tools	Demonstrate how to use skills such as using different tools and equipment safely and accurately with growing confidence. To cut and join with accuracy to ensure a good-quality finish to the product. Weigh and measure accurately (time, dry ingredients, liquids).	fabric with precision including back stitch, whip stitch and blanket stitch. Measure, make seam allowance, tape, cut, pin and shape fabric with precision to make a more complex product. Select confidently from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities which fit the purpose of the product. Use tools safely and precisely. Demonstrate when make modifications as they go along.

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Technical Knowledge	**Nursery** To use blocks and construction kits to build their own simple 'worlds' e.g. buildings. **Reception** To use blocks and construction kits to build their own more complex 'worlds' including a variety of different places e.g. buildings and a park.	Begin to build simple structures, exploring how they can be made stronger, stiffer and more stable. Explore, use and create products using mechanisms including [for example, levers, sliders in their products.	Build simple structures, exploring with more confidence how they can be made stronger, stiffer and more stable. Explore, use and create products using mechanisms including levers, sliders, wheels and axles.	Begin to apply their understanding of how to strengthen and stiffen to more complex structures. Start to understand and begin to use mechanical systems such as levers and linkages to create movement in their product.	Apply their understanding of how to strengthen, stiffen and reinforce to more complex structures of 3D framework. To know how to explain how and use mechanical systems such as levers and linkages, gears, cams and pulleys to create movement in their product. To be able to name, explain and be able to represent a simple circuit and its parts including a series and parallel circuit. Make a simple electrical circuit to include a bulb within their product for a functional purpose. Know how simple electrical circuits and components such as switch or a light can be used to create functional products. Start to understand that mechanical and electrical systems have an input, process and output.	Apply their understanding of how to strengthen, stiffen and reinforce to more complex structures with increasing confidence. Understand and explain how mechanical systems such as cams or pulleys or gears create movement.	Confidently apply their understanding to how to stiffen reinforce and strengthen complex structures including 3D framework. Understand and explain in more confidence how mechanical systems such as cams or pulleys or gears create movement. To be able to explain how more complex electrical circuits and components can be used to create functional products e.g. a torch. Apply knowledge of computing to program and control a product. Understand and be able to demonstrate and explain that mechanical and electrical systems have an input, process and output. Make a product which uses both electrical and mechanical components.

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating processes and products	**Nursery** **Reception** Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed, identifying strengths and possible changes they might make. Evaluate their product by being able to answer questions about what they have made and how they have gone about it. Be able to say how existing products work.	Evaluate their work against their design criteria. Look at a range of existing products explain what they like and dislike about products and why. Start to evaluate their products as they are developed, identifying strengths and what went well as well as possible changes they might make. With confidence talk about their ideas, saying what they like and dislike about them. Start to evaluate what they would do differently if they did it again saying why.	Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose - has it been successful? Begin to disassemble and evaluate familiar existing products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Be able to evaluate their product against original design criteria e.g. how well it meets its intended purpose - has it been successful? Evaluate their products carrying out appropriate tests. Start to evaluate their work both during and at the end of the assignment to improve the original design. Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Evaluate the key designs of individuals in design and technology has helped shape the world.	Start to evaluate a product against the original design specification and by carrying out tests. Evaluate their work both during and at the end of the assignment to ensure that the design is the best it can be. Begin to evaluate it personally and seek evaluation from others. Evaluate the key designs of individuals in design and technology has helped shape the world. Evaluate the final products appearance and functionality against original criteria.	Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Evaluate their work both during and at the end of the assignment. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate the key designs of individuals in design and technology has helped shape the world. Confidently evaluate the final products appearance and functionality against original criteria.

Skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	**Nursery** Make healthy choices about food, drink, activity and tooth brushing. **Reception** Talk about simple health eating choices for example fruit is a healthier choice than a bar of chocolate.	Begin to understand that all food comes from plants or animals and give simple examples e.g. eggs come from chickens. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught, from underground/on the ground. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting and peeling.	Understand that all food comes from plants or animals and give examples such as milk from cows, apples from trees. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Understand how to name and sort foods into the five groups in 'The Eat well plate' Know that everyone should eat at least five portions of fruit and vegetables every day. Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. Demonstrate how to use techniques such as cutting, peeling and grating. Describe the properties of the ingredients they are using.	Start to know 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. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' Begin to know that to be active and healthy, food and drink are	Understand 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 and be able to give examples of different fruits grown in the UK and in another country from around the world. Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'	Understand 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. Begin to understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Begin to understand that different food and drink contain different substances – nutrients,	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. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain

				needed to provide energy for the body.	Know that to be active and healthy, food and drink are needed to provide energy for the body. Know how to present their product well.	water and fibre – that are needed for health.	different substances – nutrients, water and fibre – that are needed for health.

Key Vocabulary	big, small, tall, high, low, build, design, model, cook, prepare, product, draw, cut, sketch, toy, mark make, tower, house, mould, clay join, measure, construct, texture, template, malleable	levers, sliders, wheels, axles, toys, turn, spin, roll, slide, move, push, pull, design, evaluation, measure, construct, template, model, food groups, protein, carbohydrates, vegetables, fruit, dairy, fats, sugars, balanced, diet, equipment, planning, two dimensional	levers, sliders, wheels, axles, toys, turn, spin, roll, slide, move, push, pull, tools, research, 2D, 3D, investigate, plan, design, Food groups, protein, carbohydrates, vegetables, fruit, dairy, fats, sugars, balanced, diet, recipe, ingredients, ingredients list, cutting, peeling, grating, lifestyle, stronger, stiffer.	glue, adhesive, design, model, evaluate, sketch, plan, patterns, cutting, shaping, malleable, diagrams, reusing, upcycling, paper mache, junk modelling, artefact, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, label, research, sew	Labelled diagram, design, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, recycling, build, girder, rafter, flexible, lever,	Aesthetics, annotated, diagram, balanced, diet, recipe, ingredients, peeling, chopping, slicing, grating, mixing, spreading, kneading, baking, recycling, scale, construct, structure, function, textile, flexible, product analysis, pneumatics, pivot, mechanism, lever, joint	Aesthetics, annotated, diagram, balanced, diet, recipe, ingredients, recycling, scale, construct, structure, function, prototype, textile, specification, functional, appealing, technique, evaluation, developing, product analysis, pivot, mechanism, lever, joint

Topics/Suggested topics	Nursery Traditional tales, People Who Help Us, Minibeasts Christmas Cards Mothers/Fathers Day cards Festivals and Celebrations Halloween baking, Diwali diva lamps. **Reception** Traditional tales, Houses and homes, What a Wonderful World! Christmas Cards Mothers/Fathers Day cards Food and Nutrition – baking	Year 1 Mechanisms – house and people Make a moving picture focusing on cutting, shaping, joining. Toys Healthy eating	Year 2 Construction – mechanisms and models Healthy Eating (food and nutrition)	Year 3 Roman Shields – History Pencils cases Moving monsters	Year 4 Greenhouses – Link to Science (The water cycle) and Geography (biomes) Short project 'switches' or longer project 'Light up sign' link to science (switches) Seasonal cookery	Year 5 Greenpower Challenge – build an electric racing car, design the body work, learn to drive the car to race it at a public event. PIE Challenge - think of an appealing product to sell to a target audience in order to make a profit. Primary engineer leaders – interview an engineer about their field of work. Design their own invention to solve a problem. Enter a competition.	Year 6 Clocks (Leavers' present) Cooking and nutrition- Global food – pizza Electrical components- Battery operated lights –

Suggested Texts/curriculum links	**Nursery** The Gingerbread man The Three Little Pigs Rapunzel The Very Hungry Caterpillar We're Going on a Bear Hunt Hansel and Gretel Mad about Minibeasts **Reception** The Gingerbread man The Three Little Pigs Rapunzel	Year 1 Non-fiction texts – toys, healthy eating?	Year 2 Non-fiction texts – Victorian toys, healthy eating?	Year 3 Non-fiction texts (link to history and geography topics)	Year 4 Greenhouses – Link to Science (The water cycle) and Geography (biomes) Short project 'switches' or longer project 'Light up sign' link to science (switches) Seasonal cookery	Year 5 Link with local area topic – bridges – building bridges Science – properties of materials	Year 6

Suggested Visits	Nursery **Broxfield Farm** – to learn about where our food comes from **Forest schools** experiences, using natural objects, construction etc. **Forest schools**, minibeast hotel, minibeast habitats **Scotswood Gardens** – natural objects, building habitats, clay model Minibeasts **Reception** **Forest schools** experiences, using natural objects, construction etc. **Local churches/buildings of interest**	Year 1 Discovery museum Build a Bear workshop Broxfield Farm	Year 2 Beamish Museum	Year 3 Visit to local river (River Tyne - link to local history study - Romans)	Year 4 Potential visits to local garden centre Local farm and supermarket visits	Year 5 Race at Gateshead Stadium – Greenhouse challenge (car) Visit to local river River Tyne - link to local history study Visit to local businesses/workplace to sell product (e.g. Robertson)	Year 6 Nissan factory