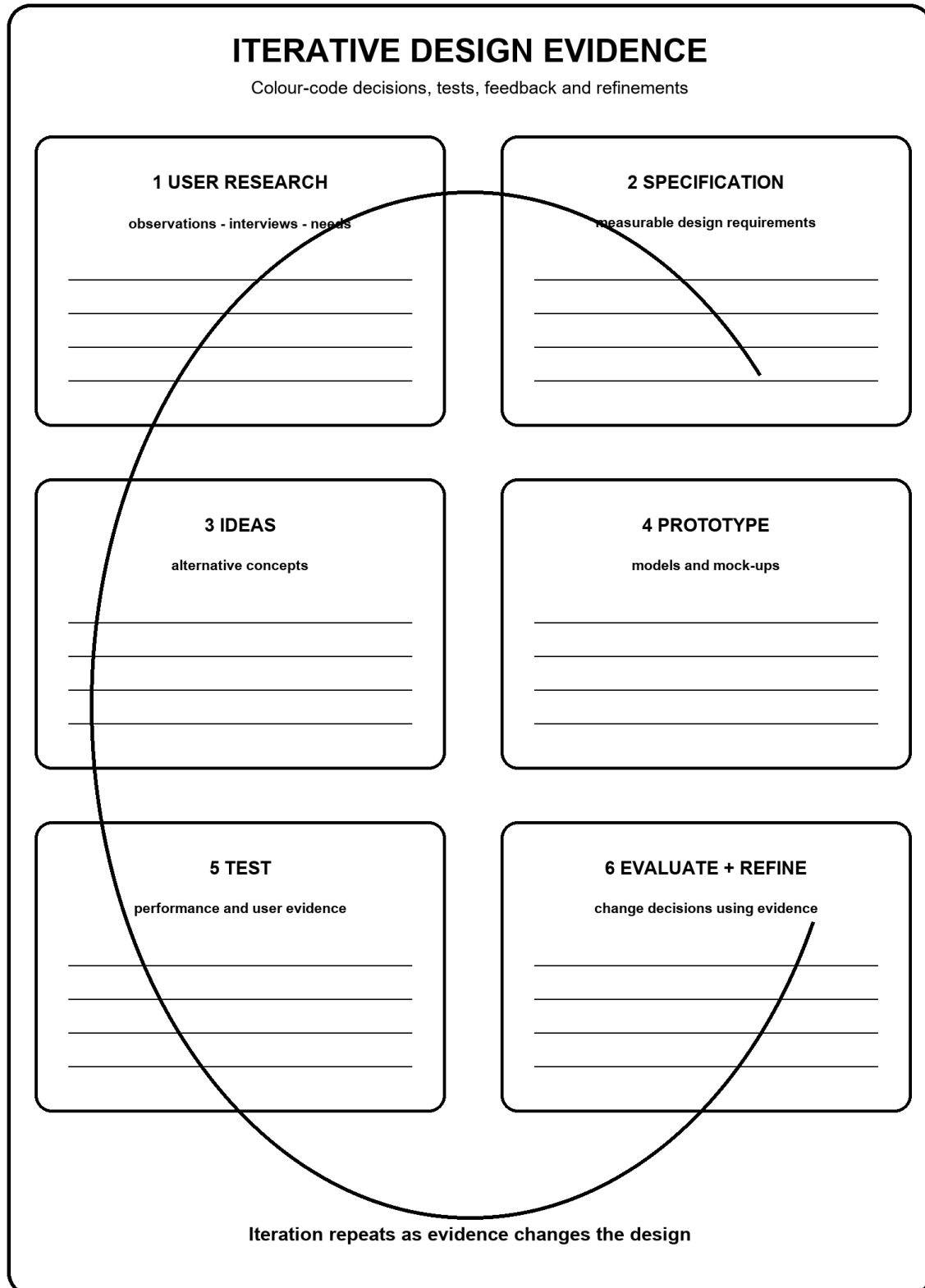


Iterative design Vocabulary And Facts Colouring Page

KS4 / GCSE / Year 11 - Design Technology

Colour-code the six evidence stages and annotate how each can change later design decisions.



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Parent & Teacher Guidance

Curriculum focus

Topic: Iterative design. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: DfE GCSE subject content and key stage 4 curriculum entitlement.

Before you begin

Review the picture together and ask the learner what they already notice about Iterative design. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Iterative design. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Iterative design can you explain using the picture?

Answers and checking

User research informs a measurable specification. Alternative ideas are prototyped and tested. Evaluation compares evidence with requirements, and refinement changes the design. The cycle repeats rather than operating as a fixed linear sequence.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
