PROGRESSION DOCUMENT DESIGN & TECHNOLOGY

	RECEPTION	CYCLE A YEAR 1	CYCLE B YEAR 2	CYCLE A YEAR 3	CYCLE B YEAR 4	CYCLE A YEAR 5	CYCLE B YEAR 6
Topic	**Marvellous Me**! Junk model home **Winter Wonderland** Christmas cards **Stomping Through Time** Dinosaur fossil biscuits **People Who Help Us** Sock puppets **On the Farm** Design and create a junk model tractor	**Abbee's Adventure** **Cooking and nutrition** Design and make a fruit kebab **A Toy Story** **Textiles** Finger puppets **Up, Up and Away** **Building a structure** Design a make a kite	**Tales of Nottingham** **Mechanisms** – design and make a pop-up book **Wonderful Weather** **Building a structure** Weathervane **Beside the Seaside** **Cooking and nutrition** Design and make a seaside snack	**Anglo Saxons and the Scots** **Mechanical systems** Moving monsters **Jewel in the Nile** **Cooking and nutrition** Design and make a yoghurt dessert **2/3 of the Earth** **Building a structure** Designing a bridge to cross a river	**I am a Warrior!** **Electrical systems** A sign or torch **The Living World** **Cooking and nutrition** The Great Biscuit Bake Off **The Roman Empire** **Textiles** Design and make a money pouch	**Extreme Earth** **Building a structure** Design and make a volcano **Crime and Punishment** **Mechanical systems** Make a model of a guillotine **Through the Decades** **Textiles** Design and make a 60's inspired doll dress	**The Ship of Dreams** **Cooking and nutrition** Make and evaluate flatbreads. **Our Changing World** **Mechanical systems and electrical systems** Design a car of the future **The Rainforest** **Textiles** Design and make a soft-toy animal
Substantive Concepts	**Design** - We have ideas for things we want to make. - We can talk about what we want our product to do. - Recognise that different people might want or need different things. **Making** - We use tools and materials to make things. - We need to use tools safely with adult support. - Materials can be joined or changed to help make a model.	**Design** - Products are made for specific users and purposes. - Designers think about who will use a product and what it needs to do. **Making** - Tools help us to shape, join and assemble materials safely. - Different materials and tools are chosen for different jobs. **Structures** - Know that structures need to be strong, stable and stiff to be fit for purpose. - Understand that shapes and materials	**Design** - Designs are planned with the user and purpose in mind. - Drawings and plans help to communicate and improve our ideas. **Making** - Choosing the right tools and materials affects how well a product works. - Different materials can be shaped, joined or assembled in various ways. **Mechanisms** - Pop-up books use paper mechanisms to create surprise and movement. - Use folding, cutting, and gluing carefully to	**Design** - Successful products are designed with consideration of the user's needs, wants and the purpose. - Research and planning help make informed design choices. **Making** - Different materials and components have specific properties that affect how they can be used. - Accuracy and care in measuring, marking and cutting improve the quality of the final product.	**Design** - Design decisions are shaped by user needs, environmental factors, and available resources. - Design criteria help guide and evaluate the success of a product. **Making** - Different tools and techniques are chosen for precision, efficiency, or suitability for materials. - Quality control and finishing techniques improve the outcome. **Mechanisms** - An electrical system is a set of components connected together	**Design** - Good design involves research, innovation, and careful consideration of sustainability and user experience. - Prototypes help designers test ideas and refine their thinking before making the final product. **Making** - Different joining, shaping and finishing techniques are suited to specific materials and outcomes. - Precision, problem-solving and adaptation are key when constructing complex products.	**Design** - High-quality design balances function, aesthetics, sustainability and user needs. - Detailed plans and prototypes allow for refinement and improvement before final construction. **Making** - Complex products often require combining materials, tools and techniques with accuracy and control. - Making involves managing risk, solving problems and adapting plans as needed.

	Mechanisms - Know that some things we make can move. - Understand that parts can be added to help something move or open. - Notice how everyday objects move. **Structures** - Know that we can build with different materials. - Begin to explore ways of making models taller, wider or more balanced. **Cooking and Nutrition** - Know that we eat different types of food. - Understand that some foods are good for helping us grow and stay healthy. **Evaluation** - Know that we can talk about what we have made. - Understand that we can say what we like about it. - Begin to suggest something we might change or do differently next time. **Technology in the World** - Know that we use things every day that have been made or designed. - Understand that some products help us	can affect the strength of a structure. - A kite is a light structure that can fly in the wind because it is strong but not heavy. **Cooking and Nutrition** - Fruit kebabs are a healthy snack**.** - Understand that a healthy diet includes a variety of different foods. - How to peel or chop fruit safely with supervision. - How to make a kebab colourful and appealing by mixing different fruits. **Evaluation** - Understand that products can be improved by thinking about what worked well and what could be better. - Be able to talk about their product. - Know that testing and feedback help to make designs better. **Technology in the World** - Know that products are designed to solve real problems or make life easier. - Understand that products are all around us and used every day.	make mechanisms neat. - There are different types of mechanisms in pop-up books. **Structures** - A weathervane must be strong and stable so it can stand upright outdoors. - The pointer spins around a pivot/axle. - A successful structure must balance strength, stability and purpose. **Cooking and Nutrition** - Know that food can be sorted into groups. - Understand that we need a balanced diet to stay healthy. - How to make food look appealing - colours, patterns, shapes. - That food can be fun and healthy. **Evaluation** - Understand that looking at a product identifies what works and what could improve. - Know that good designers learn from testing and adapt their ideas to make them better. - Compare their product to the original design and say if it matches.	**Mechanisms** - A mechanism is a set of parts that work together to make something move. - Structures (like the monster body) must be sturdy enough to support moving parts. - How to assemble levers, pivots, and linkages to make parts move. **Structures** - Know that frameworks can support structures and improve their stability. - The shape and design affect how strong a bridge is. - Understand that structures are designed to withstand specific forces or loads. **Cooking and Nutrition** - Know that a healthy diet includes the right balance of different food groups and nutrients. - Dairy foods give us calcium for strong teeth and bones, and protein for growth. - How to combine textures and present food in an attractive way. **Evaluation** - Know that evaluation is ongoing. - Test products against the design criteria.	that use electricity to work. - Know the names and functions of basic electrical components. - Know how to design and build a product fit for purpose. **Cooking and Nutrition** - Biscuits can be made healthier. - Know that different ingredients have different nutritional values and functions in a meal. - Understand how to prepare and cook food safely and hygienically, using a range of techniques. **Evaluation** - Know that evaluating products against design criteria helps identify strengths and areas for improvement. - Understand that peer and user feedback can help refine a product to better meet its purpose. **Technology in the World** - Know that product design is influenced by innovation, culture, and sustainability. - Understand that designers and inventors solve problems and improve daily life through technology.	**Mechanisms** - A guillotine is a drop mechanism, where gravity is used to move a sliding blade downwards. - Accuracy in measuring, cutting, and joining ensures it works properly. - Know the purpose of the different components **Structures** - A model volcano is built around a frame that supports the shape. - How to design a volcano with a strong frame and realistic outer shape. - Structures must be engineered to withstand forces and environmental conditions. **Evaluation** - Understand that evaluation is a key part of the design process. - Know that effective evaluation involves testing, analysing performance and suggesting improvements. - Identify strengths and weaknesses in their product and justify suggestions for improvement.	**Mechanisms** - Cars use many mechanisms: wheels and axles, steering systems, gears, pulleys, and levers. - Design a car that combines function and creativity. - Understand how the design of systems affects efficiency, safety and usability. **Cooking and Nutrition** - Flatbreads are made from carbohydrates, which give us energy. - Know how to apply principles of nutrition to plan and prepare healthy, appealing food. - Understand how food choices are shaped by cost, availability and environmental impact. **Evaluation** - Know that products should be evaluated against intended purpose, user feedback and sustainability. - Understand that critical evaluation and reflection support continuous improvement in design. - Use subject-specific vocabulary to evaluate. **Technology in the World** - Know that technology shapes and is shaped by society, culture, and global challenges.

		do specific jobs (e.g. scissors for cutting). - Begin to notice how things work in the world around us.		**Technology in the World** - Know that products are designed to meet specific needs in everyday life. - Understand that different products are made in different ways depending on their purpose and materials.	- Evaluating existing products helps us learn what makes a design effective. **Technology in the World** - Know that different cultures, environments and technologies influence design. - Understand that the design and use of products have changed over time and continue to evolve.		**Technology in the World** - Know that technological developments are influenced by social needs, ethical considerations, and environmental impact. - Understand how products and systems have evolved to meet changing demands over time.	- Understand that designers have a responsibility to consider the environmental and ethical impact of their work.
Disciplinary & Procedural Knowledge	**Design**	- Begin to explore and talk about what they are making and why. - Begin to notice how things work and how parts fit or move. - Respond to simple questions about their design choices (e.g. "Why did you choose that?"). - Explore making changes and improvements as they work. - Begin to recognise that people design and make things for a reason.	- Begin to talk about the purpose of their design and who it is for. - Generate simple ideas through drawing, talking, or using models. - Make choices about materials and tools based on what they want their product to do. - Begin to explain their ideas and how they plan to make their product. - Respond to questions and suggestions to improve or develop their design.	- Develop ideas through discussion, drawing, templates, and mock-ups. - Consider the needs of the user when planning a product. - Explain what their product is for and how it will work. - Make choices about materials and components based on their properties. - Begin to evaluate and refine their ideas before starting to make.	- Generate and develop ideas through discussion, annotated sketches, and prototypes. - Use research to inform their design decisions and meet specific user needs. - Create detailed design criteria and explain how their product will work. - Select materials and components with clear reasoning linked to their function. - Plan the sequence of work and consider the practicalities of making.	- Develop design ideas using research, sketches, and prototypes to inform decisions. - Identify the needs and preferences of the intended user when planning a product. - Create detailed design criteria and begin to justify design choices. - Refine designs based on functionality, appearance, and user needs. - Plan the order of work carefully, considering materials, tools, and techniques needed.	- Use research to develop a design specification that meets a clear purpose and user need. - Generate and develop ideas through detailed sketches, annotated diagrams, and prototypes. - Justify design decisions based on functionality, sustainability, and user preferences. - Plan the design and making process in logical steps, considering constraints and available resources. -Refine ideas through peer and self-evaluation before beginning the making process.	- Create detailed design briefs and specifications based on thorough research and user feedback. - Develop innovative, functional, and appealing design ideas that consider purpose, user, and sustainability. - Use technical drawings and prototypes to explore and test design concepts. - Anticipate potential problems in the design process and propose solutions. - Critically evaluate and adapt ideas throughout the planning phase to improve outcomes.

Disciplinary & Procedural Knowledge	**Making**	- Choose materials and resources based on what they are making. Begin to talk about how they are making something and the steps they are following. - Explore different ways of joining and shaping materials. Make changes during the making process when something doesn't work. - Begin to understand that they can solve problems by trying different approaches.	- Use a range of simple tools safely and correctly, with guidance. - Select appropriate materials and components for a given task. - Begin to measure, mark out, cut, and shape materials with increasing accuracy. - Follow a simple plan to make a product. Begin to work in sequence, recognising the steps needed to complete their model or product.	- Use a wider range of tools and equipment with increasing accuracy and independence. - Measure, mark, cut, and shape materials more accurately. - Select tools and materials for specific tasks based on their properties. - Assemble, join, and combine components in a variety of ways. Follow a series of steps to complete a model or product.	- Use a range of tools and equipment accurately and with increasing independence. - Select materials and components based on their suitability for the task. - Measure, mark, cut, and shape materials with improved precision. - Follow a clear sequence of steps when making, adapting where necessary. - Combine materials and components effectively using a range of joining techniques.	- Use a wider range of tools and equipment with accuracy, selecting the most appropriate for the task. - Cut, shape, join, and finish materials with increasing precision and control. - Select materials and components for both functional and aesthetic purposes. Follow a step-by-step plan to complete a product, making changes where necessary. - Begin to take greater responsibility for checking quality and making refinements during the process.	- Work confidently with a broad range of tools, materials, and techniques. - Select and use tools with increasing precision, control, and awareness of safety. Accurately measure, mark, cut, and assemble components to meet the design specification. - Adapt techniques and processes in response to problems or changes in the design. - Consider the quality and finish of the final product throughout the making process.	- Demonstrate precision and control when using a wide range of tools, materials, and equipment. - Confidently apply advanced making techniques to achieve high-quality finishes. - Work independently to construct products that match detailed plans and specifications. - Make considered adaptations to improve functionality, aesthetics, or efficiency during the making process. - Manage time and resources effectively, evaluating progress and adjusting where necessary.
Disciplinary & Procedural Knowledge	**Textiles**	- Explore and handle a variety of fabrics and materials through play and creative activities. - Begin to talk about how different fabrics feel and look. - Use fabric pieces in collages or simple models. - Experiment with joining materials using glue or tape. - Begin to notice patterns, colours, and textures in fabric and use them in their creations.	**A Toy Story** - Explore different fabrics and describe their textures and properties. - Cut fabric to a chosen shape using templates. - Join fabrics using a range of techniques such as gluing, stapling, or simple stitching. - Decorate fabric using simple techniques like sticking or drawing. - Talk about what they are making and who it is for.			**The Roman Empire** - Use a range of stitching techniques eg running stitch and backstitch with increasing accuracy. - Understand seam allowances and apply them when joining fabric pieces. - Select fabrics based on their suitability for the intended user or purpose. - Begin to incorporate decorative techniques such as applique or simple embellishment.	**Through the Decades** - Use a wider range of stitches e.g. blanket stitch to join and decorate fabric with control. - Accurately cut and shape fabric using pattern pieces, including seam allowance. - Incorporate fastenings (e.g. buttons, zips, Velcro) into textile products effectively.	**The Rainforest** - Work with increasing independence to design and construct textile products that meet a detailed brief. - Assemble fabric components, considering grain, pattern alignment, and seam allowance. - Combine decorative and functional techniques to produce high-quality products. - Evaluate textile products based on durability, appearance and effectiveness of construction.

Disciplinary & Procedural Knowledge	**Mechanisms**	- Explore how things move through play and model making. - Experiment with simple moving parts such as wheels, flaps, and hinges. - Notice how adding parts can make something move, open, or change. - Begin to talk about how and why something moves. - Suggest simple ways to make things move differently or more effective		**Tales of Nottingham** - Explore how simple mechanisms eg sliders, levers, wheels, and axles work. - Begin to use mechanisms to make parts move. - Begin to assemble and adjust components to improve how a mechanism works. - Talk about how a mechanism works and what it helps the product to do.	**Anglo Saxons and the Scots** - Use simple mechanical systems eg levers and linkages. - Explore how movement is created and transferred through mechanical components. - Build and assemble mechanisms with increasing accuracy and understanding. - Begin to explain how a mechanism works.	**I am a Warrior!** - Use more complex mechanical systems, eg gears and pulleys, to create movement. - Investigate how different mechanisms affect speed, direction, and type of motion. - Choose suitable mechanisms to achieve specific motion in a product. - Build and assemble mechanisms with improved accuracy and reliability. - Suggest ways to improve the function.	**Crime and Punishment** - Explore and use cams, followers, and other components to create varied types of motion. - Design mechanisms that perform a specific function and explain how they work. - Construct mechanical systems with control and precision. - Evaluate the efficiency and reliability of their mechanism, refining as needed.	**Our Changing World** - Design and build a system combining components eg cams, gears, and pulleys. - Understand how mechanism can be used to increase efficiency in a product. - Apply knowledge of motion types (rotary, linear, reciprocating) to design a product. - Construct a mechanism precisely and accurately. - Critically evaluate the effectiveness and suggest improvements based on testing and feedback.
Disciplinary & Procedural Knowledge	**Structures**	- Explore building with a range of materials and construction kits. - Begin to understand that some shapes and joins make structures stronger or more stable. - Experiment with stacking, balancing, and combining materials to build. - Talk about what makes their structure stand up or fall down. - Make changes to improve the strength or stability of their models during play.	**Up, Up and Away** - Explore ways to make structures stable and able to stand on their own. - Use materials to build simple structures. - Begin to recognise how shapes and joins affect the strength of a structure. - Test their structures and talk about what worked well. - Make simple changes to improve the strength or stability of their models.	**Wonderful Weather** - Build structures using a variety of materials with purpose and control. - Explore ways to strengthen and stiffen their constructions. - Begin to test and compare the effectiveness of different shapes and joins. - Use simple techniques to reinforce or improve their structures. - Discuss how and why their structure meets the intended purpose.	**2/3 of the Earth** - Investigate how different shapes and materials contribute to the strength and stability of structures. - Use diagonal bracing, folds, and layering to reinforce structures. - Combine components to create rigid and durable structures. - Plan and construct frameworks that support weight or span gaps. - Evaluate the strength and suitability of their structure against design criteria.		**Extreme Earth** - Accurately measure, cut, and join materials to create a precise, durable structure. - Design and construct a structure that meet detailed design criteria and constraints. - Use a variety of strengthening, stiffening, and reinforcing techniques with precision. - Evaluate structural performance, identifying weaknesses and refining design accordingly.	
Disciplinary & Procedural Knowledge	**Cooking and Nutrition**	- Begin to recognise different types of food and where they come from. - Explore the textures, colours, and smells of a variety of foods.	**Abbee's Adventure** - Name a variety of common foods and group them. - Begin to understand that we need to eat a	**Beside the Seaside** - Understand that food comes from different sources, including plants and animals. - Identify the main food groups.	**Jewel in the Nile** - Understand the concept of a balanced diet. - Use a wider range of food preparation skills such as peeling,	**The Living World** - Identify key nutrients and their role in a healthy, balanced diet. - Follow recipes with greater independence,		**The Ship of Dreams** - Understand nutrition to plan balanced meals for specific dietary requirements.

		Take part in simple food preparation activities with support. - Use tools such as knives, graters, and peelers safely with guidance. - Talk about foods they like and begin to understand that some foods help us stay healthy	range of different foods to stay healthy. - Take part in preparing simple dishes using basic techniques such as cutting or mixing. - Use simple tools and equipment safely and hygienically with support. - Talk about the taste and texture appearance of different foods.	- Prepare simple dishes using a range of techniques such as chopping and grating. - Begin to follow basic hygiene routines when handling food. - Talk about how the food tastes or could be improved.	chopping, and grating with increasing confidence. - Understand the importance of hygiene and safety when handling food. - Begin to read and follow simple recipes, including measuring ingredients accurately.	measuring ingredients accurately. - Use a broader range of food preparation techniques (e.g. slicing, mixing, rubbing in). - Apply basic principles of hygiene and food safety consistently when preparing food. - Make choices about ingredients based on nutritional content and intended outcome.		- Prepare and present complex dishes using a range of techniques. - Apply high standards of hygiene and safety practices, including safe storage and handling of ingredients. - Analyse and compare meals based on nutritional content, cost, seasonality, and food provenance.
Disciplinary & Procedural Knowledge	**Evaluation**	- Talk about what they have made and how they made it. - Say what they like about their product or model. - Begin to recognise when something hasn't worked as they expected. - Suggest simple changes or improvements to their work. - Respond to adult questions and feedback about their creations.	- Talk about what they like or would change about their product. - Begin to compare their finished product with their original plan. - Say what worked well and what could be better. - Respond to feedback from others and suggest simple improvements. - Understand that evaluating can help improve their work.	- Evaluate their product against the original design criteria. - Identify what worked well and what could be improved. - Begin to suggest changes to improve function, appearance, or usability. - Compare their finished product to others and discuss similarities and differences. - Use feedback from others to help refine future ideas.	- Evaluate their product throughout the design and making process. - Compare their finished product to their design criteria. - Identify strengths and areas for improvement in their own and others' work. - Suggest specific changes to improve the function or appearance of their product. - Use peer and self-evaluation to inform future designs.	- Evaluate their product against the original design criteria and intended user. - Identify what is successful and what could be improved. - Begin to suggest realistic modifications based on feedback. - Compare their product to existing products. - Reflect on their design and making process and identify what they would do differently next time.	- Evaluate their product throughout and at the end of the design and making process. - Use testing and feedback from others to identify strengths and weaknesses. - Justify design choices based on how well the product meets the intended purpose and user needs. - Suggest detailed, practical improvements to enhance function, durability, and aesthetic quality.	- Critically evaluate their own and others' products against a detailed design specification. - Use testing, feedback, and reflection to refine and improve their product. - Justify modifications made during the design and making process. - Analyse the impact of their design choices in terms of sustainability, efficiency, and user experience.
	Technology in the World	Explore and talk about everyday objects, beginning to understand that they are designed and made to help us and have a purpose.	**A Toy Story** - Begin to explore everyday products, recognising that they are designed for specific users and purposes. **Up, Up and Away** - Ask questions about how a product works and what they are made from.	**Wonderful Weather** Recognise that products are made to meet needs and solve problems, and begin to explore their materials, features, and how they help in everyday life.	**2/3 of the Earth** Understand how designers research and use materials, technology, and user needs to create purposeful products that solve real problems.	**The Roman Empire** Understand how products are designed for specific users and purposes, and explore how materials, features, and cultural influences affect their effectiveness and appeal.	**Through the Decades** Understand how products are designed and improved to meet real-world needs, considering materials, technology, sustainability, and consumer preferences.	**Our Changing World** Understand how innovation, global trends, and ethical, environmental, and economic factors influence the entire lifecycle of a product and how designers respond to user needs and sustainability in a changing world.

Specific Vocabulary	**Design** plan, idea, make, product, choose **Making** cut, stick, glue, tape, join, build, fold, shape, safe, tools, scissors **Textiles** soft, rough, smooth, join, stick, glue, decorate, material **Mechanisms** move, turn, wheel, flap, open, close, push, pull, slide **Cooking and Nutrition** food, fruit, vegetable, mix, peel, chop, cut, snack **Structures** tall, wide, strong, build, fall, stack, join **Evaluation** like, change, fix, better, next time, try, test, improve **Technology in the World** tool, object, work, help, job, move, how, what, why	**Design** design, purpose, improve, materials, make, test **Making** measure, mark, shape, tool, equipment **Textiles** template, shape, fabric, thread, stitch, needle **Cooking and Nutrition** ingredients, healthy, prepare, tools, safely, hygiene, flavour, **Structures** Frame, stick, tie, strong, weak, light, heavy **Evaluation** like, dislike, same, different, works, doesn't work, change **Technology in the World** toys, machines, useful, safe, broken, fixed	**Design** criteria, function, user, template, refine **Maing** assemble, combine, accuracy, attach **Mechanisms** movement, hinge, lever, pull-tab, moving part **Cooking and Nutrition** food groups, chopping, grating, preparation **Structures** base, balance, stable, upright, rotate, pivot materials **Evaluation** useful, strong, weak, neat, messy, finished, unfinished, better, worse **Technology in the World** household, materials, shop, factory, invention, transport	**Design** prototype, durable, purpose, assemble, product **Making** precision, process, adapt, adjust **Mechanisms** pivot, joint, mechanism, crank, cam **Cooking and Nutrition** balanced diet, peeling, recipes, utensil **Structures** framework, diagonal brace, truss, compression, tension, load bearing, reinforcement **Structures** span, strength, tension. Arch, beam, truss, support, reinforce **Evaluation** improve, suitable, effective, accurate, quality, compare **Technology in the World** product, design, consumer, market, advertisement, packaging	**Design** process, function, accurate, evaluate, reliability **Making** align, process, construct, reinforce **Textiles** running stitch, backstitch, seam, applique, textile **Mechanisms** circuit, conductor, insulator, component, connection **Cooking and Nutrition** nutrients, slicing, mixing, rubbing in, nutritional content **Evaluation** function, reliable, durable, strengths, weaknesses, improvements **Technology in the World** industry, pollution, manufacturing, mass-produced, recycling, sustainability, environment,	**Design** innovative, ergonomic, refine, annotate, quality, modification **Making** refine, modification, efficiency, modify **Textiles** blanket stitch, fastenings, pattern **Mechanisms** frame, stability, linear motion, mechanism sequence, **Structures** buttress, gusset, load distribution, structural frame, triangulation, tension points, engineered structure **Structures** shell structure, stability durable, eruption mechanism, prototype **Evaluation** efficient, ergonomic refine, modify, success criteria, product testing **Technology in the World** Innovation, enterprise, fair trade, renewable, global	**Design** aesthetic, functionality, precision, consumer, evaluate critically **Making** component, construction, efficiency testing, specification **Textiles** embellishment, **Mechanisms** chassis, axle, aerodynamic, efficiency, innovation **Cooking and Nutrition** dietary requirements, safe storage, seasonality, food provenance **Evaluation** specification, functionality, precision, reliability, critically evaluate **Technology in the World** specification, sustainable development, cultural impact, ethical design, future technologies
Influential Designers		Robert Sabuda	Thomas Jefferson	Isambard Kingdom Brunel	Uthen Pialor	Piet Mondrian	Giorgetto Giugiaro Elon Musk Henrik Fisker