

Curriculum Summary-KS3 & 4 Textiles

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Year 7 Half Term 1	<ul style="list-style-type: none"> • Introduction to Textiles health and safety • Identify and understand how equipment is used • Design development 	<ul style="list-style-type: none"> • Class discussion • Knowledge revisited by questioning • Written & design activities • Demonstrations of techniques by the classroom teacher 	<ul style="list-style-type: none"> • To be able to select and use equipment safely and confidently. • To identify a baseline skill level from which to make progress. • To develop fine motor skills. • Develop knowledge of fibre and fabric properties. This aids appropriate choice of materials suitable for the form and function of usable textile products. 	<ul style="list-style-type: none"> • To introduce terminology that will become ever present in all lessons from Yr.7. • Cross curricular links • The SoW introduces new techniques and builds time management skills.
Year 7 Half Term 2	<ul style="list-style-type: none"> • Manufacture of a felt keying • Embroidery stitches and applique 	<ul style="list-style-type: none"> • Student demonstrations to reinforce the learning • Use online research to create visual inspiration that aids design development 	<ul style="list-style-type: none"> • The knowledge and understanding of cultures around the world will inspire design development. • Successful design ideas must be communicated in detail using neat presentation and annotation using appropriate technical language. 	<ul style="list-style-type: none"> • Confidence will increase using new materials and equipment whilst working in groups with new people. • The opportunity to trial and experiment will develop critical thinking, independence, problem solving, risk taking and successful collaborative working.
Year 7 Half Term 3	<ul style="list-style-type: none"> • Introduction to phone holder project. • What is culture? • How visual research (mood boards) inspires design development. • How to present and communicate design ideas. 	<ul style="list-style-type: none"> • Use of exemplar material linked to assessment rubrics and criteria • Peer/self/teacher assessment • Feedback (written and verbal) • Communicate design ideas using drawing and annotation 	<ul style="list-style-type: none"> • Experimenting with different skills and techniques broadens experience and enables reflection when choosing the best options for final products. • Developed accuracy in manufacture will aid skill development and produce quality outcomes. 	<ul style="list-style-type: none"> • To instill a love of learning by 'giving it a go'
Year 7 Half Term 4	<ul style="list-style-type: none"> • Experiment with different decorative techniques and fabric colouring methods. • Develop repeat patterns. 	<ul style="list-style-type: none"> • Practical skills carousel of techniques including tie-dye, printing/stenciling and embroidery. • Visual step by step skills hand-outs 	<ul style="list-style-type: none"> • Evaluation offers the opportunity to reflect and identify modifications and improvements that could enhance the success of a product. 	
Year 7 Half Term 5	<ul style="list-style-type: none"> • Product embellishment and manufacture including construction techniques and use of the sewing machine. 	<ul style="list-style-type: none"> • support independent learning and more able students • Home learning used to embed knowledge and experience gain in class • Video tutorials-embroidery stitches 		
Year 7 Half Term 6	<ul style="list-style-type: none"> • Complete manufacture • How to use the iron safely. • Evaluate a quality finished product. 			

Year 8 Textiles students have 1 lesson per fortnight for 3 half terms. The rest of the academic year is spent studying Food Preparation and Nutrition.

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Year 8 Half Term 1/4	<ul style="list-style-type: none"> • Recap Textiles health and safety • What is a design Movement • How to take inspiration from visual research when developing pencil case designs. 	<ul style="list-style-type: none"> • Class discussion • Knowledge revisited by questioning • Written & design activities • Demonstrations of techniques by the classroom teacher • Student demonstrations to reinforce learning 	<ul style="list-style-type: none"> • To be able to select and use equipment safely and confidently. • To develop fine motor skills. • The knowledge and understanding of design movements will inspire design development. • A design will have greater success if it is communicated in detail using neat presentation and annotation using appropriate technical language. 	<ul style="list-style-type: none"> • The pencil case project will embed knowledge and refine practical skill gained in Yr.7. • Cross curricular links • The SoW builds on current skills while developing improved independence, time management skills and confidence using new techniques, materials and equipment.
Year 8 Half Term 2 /5	<ul style="list-style-type: none"> • Manufacture and construction of the pencil case • Image transfer using CAD • Experiment with different decorative techniques (beads, buttons, sequins, embroidery) 	<ul style="list-style-type: none"> • Use online research to create visual inspiration that aids design development • Home learning used to embed knowledge and experience gain in class • Use of exemplar material linked to assessment rubrics and criteria 	<ul style="list-style-type: none"> • Use of CAD will broaden skill set and have strong link to current industrial practice. • Developed accuracy in manufacture will aid skill development and produce quality outcomes. • Evaluation offers the opportunity to identify modifications and improvements that could enhance the success of a product. 	<ul style="list-style-type: none"> • Students to experiment and explore different areas within design.
Year 8 Half Term 3/6	<ul style="list-style-type: none"> • How to insert a zip (by hand/machine) • What is seam allowance • How to sew and neaten a seam • Complete manufacture • Evaluate a quality finished product 	<ul style="list-style-type: none"> • Feedback (written and verbal) • Communicate design ideas using drawing and annotation • Visual step by step skills hand-outs support independent learning and more able students • Video tutorials-use of sewing machine and zip insertion. • Peer/self/teacher assessment 		

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Year 9 Half Term 1	<ul style="list-style-type: none"> • Recap Textiles health and safety • Research Festivals • Understand end user wants and needs • Identify design specification criteria 	<ul style="list-style-type: none"> • Class discussion • Knowledge revisited by questioning • Written & design activities • Demonstrations of techniques by the classroom teacher • Student demonstrations to reinforce the learning 	<ul style="list-style-type: none"> • Clear progression into GCSE • To be able to select and use equipment safely and confidently. • Understanding the impact Textiles have on the environment will develop more considerate designers. • To produce a successful end product wants and needs of the intended user. • A design will have greater success if it is communicated in detail using neat presentation and annotation using appropriate technical language. • Experimenting with different skills and techniques broadens experience and enables reflection when choosing the best options for final products. • Developed accuracy in manufacture will aid skill development and produce quality outcomes. • Evaluation offers the opportunity to reflect and identify modifications and improvements that could enhance the success of a product. 	<ul style="list-style-type: none"> • Preparation for GCSE Design and Technology-Textiles options • Cross curricular links • To build on the knowledge and skill base/dexterity and refine sampling techniques introduced in Y8 • The SoW introduces new skills, confidence and enthuses pupils (especially those considering Textiles as a GCSE option). • Confidence will increase using new techniques, materials and equipment. • The opportunity to trial and experiment will develop critical thinking, independence, problem solving, risk taking and successful collaborative working.
Year 9 Half Term 2	<ul style="list-style-type: none"> • Design development • Fashion illustration • Environmental, social and moral considerations 	<ul style="list-style-type: none"> • Use online research to create visual inspiration that aids design development • Use of exemplar material linked to assessment rubrics and criteria • Feedback (written and verbal) 		
Year 9 Half Term 3	<ul style="list-style-type: none"> • Manufacturing specification • Pattern cutting, modification and adaptation 	<ul style="list-style-type: none"> • Communicate design ideas using drawing and annotation • Practical skills carousel of techniques including tie-dye, printing/stenciling and embroidery. • Home learning used to embed knowledge and experience gain in class 		
Year 9 Half Term 4	<ul style="list-style-type: none"> • Manufacture of bucket hat • Sewing curved seams using the sewing machine 	<ul style="list-style-type: none"> • Visual step by step skills hand-outs • support independent learning and more able students • Video tutorials • Peer/self/teacher assessment 		
Year 9 Half Term 5	<ul style="list-style-type: none"> • Product embellishment techniques- fabric paint, dye, applique, embroidery, beads buttons 			
Year 9 Half Term 6	<ul style="list-style-type: none"> • Complete manufacture • Evaluate a quality product. 			

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Year 10 Half Term 1	<ul style="list-style-type: none"> Sewing machine skill development Introduction to the interactive educational toy project. Design development Product health and safety. Introduction the wool4schools competition (design brief yet to be released) 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theory includes core, specialist, design and making principles</p> <ul style="list-style-type: none"> Class discussion Knowledge revisited by questioning Written & design activities Demonstrations of techniques by the classroom teacher Student demonstrations to reinforce the learning Flipped learning Use online research to create visual inspiration, analyse existing products, materials and contexts that aid design development Use of exemplar material linked to assessment rubrics and criteria Feedback (written and verbal) Communicate design ideas using drawing and annotation Visual step by step skills hand-outs support independent learning and more able students Home learning used to embed knowledge and experience gain in class Video tutorials Peer/self/teacher assessment Practice exam style questions and make use of mark scheme answers Develop range of revision aids/techniques 	<ul style="list-style-type: none"> Develop confidence and independence in preparation for manufacturing NEA prototype Develop knowledge and understanding of Textiles theory in preparation for assessment and exams Design tasks develop skills required for the NEA To be able to select and use equipment safely and confidently Understanding the wants and needs of the intended user will aid the design of a successful textile product A design will have greater success if it is communicated in detail using neat presentation and annotation using appropriate technical language Experimenting with different skills and techniques broadens experience and enables reflection when choosing the best options for final products Understand the different between industrial and domestic fashion and textiles practices Developed accuracy in manufacture will aid skill development and produce quality outcomes Evaluation offers the opportunity to reflect and identify modifications and improvements that could enhance the success of a product Theory included in course specification 	<ul style="list-style-type: none"> In preparation for beginning NEA in June. To avoid design fixation and develop innovate ideas Express creatively through exploration required in NEA Develop a foundation of theoretical knowledge communicated through NEA and exam/assessment Introduction to higher level skills improves quality of professionally manufactured end products Improve time management skills. The opportunity to trial and experiment will develop critical thinking, independence, problem solving, risk taking and successful collaborative working
Year 10 Half Term 2	<ul style="list-style-type: none"> Wide range of skilled construction and embellishment techniques Identify end user Fashion illustration 			
Year 10 Half Term 3	<ul style="list-style-type: none"> Complete/submit wool4schools competition. Complete manufacture of interactive education toy. 			
Year 10 Half Term 4	<ul style="list-style-type: none"> Skirt/shorts project Use of commercial sewing pattern Modification and alteration techniques Prepare for end of year exam/assessment 			
Year 10 Half Term 5	<ul style="list-style-type: none"> Use of overlocker Complete manufacture of skirt/shorts Quality control End of year exam 			
Year 10 Half Term 6	<ul style="list-style-type: none"> Introduction to the NEA contexts Context analysis End User profile Mood board 			

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Year 11 Half Term 1	<ul style="list-style-type: none"> Analysis of existing products Development of design brief and specification Initial designs that link to context, end user needs and brief Design development 	Theory x2 lessons per fortnight taught alongside x3 coursework lessons. Theory includes core, specialist, design and making principles	<ul style="list-style-type: none"> Class discussion Knowledge revisited by questioning Written & design activities Col Demonstrations of techniques by the classroom teacher Student demonstrations to reinforce the learning Use online research to create visual inspiration that aids design development Use of exemplar material linked to assessment rubrics and criteria Practice exam style questions and make use of mark scheme answers Develop range of revision aids/techniques Feedback (written and verbal) Communicate design ideas using drawing and annotation Visual step by step skills hand-outs support independent learning and more able students Home learning used to embed knowledge and experience gain in class Video tutorials Peer/self/teacher assessment 	<ul style="list-style-type: none"> To identify gaps in the market, knowledge of trends, fabrics, construction and embellishment techniques A product that follows the design specification criteria will have greater success Intended user reflects on initial ideas. This feedback informs further design development A design will have greater success if it is communicated in detail using neat presentation and annotation using appropriate technical language. To be able to select and use equipment safely and confidently. Experimenting with different skills and techniques broadens experience and enables reflection when choosing the best options for final products. To produce a successful end product that meets wants and needs of the intended user. Developed accuracy in manufacture will aid skill development and produce quality outcomes. Testing and evaluation offers the opportunity to reflect and identify modifications and improvements that could enhance the success of a product. Theory included in course specification 	<ul style="list-style-type: none"> Preparation for Yr.11 mock exams Complete NEA 50% of GCSE Prepare for final GCSE exam-50% of GCSE Create a foundation for further education and careers within Fashion and Textile industry.
Year 11 Half Term 2	<ul style="list-style-type: none"> Sampling-construction an decorative techniques Modelling and toile Manufacturing specification Construction of final prototype 				
Year 11 Half Term 3	<ul style="list-style-type: none"> Complete manufacture of final prototype Test and evaluate Complete NEA 				
Year 11 Half Term 4	Exam Focus- Revision techniques				
Year 11 Half Term 5	Exam Focus- Revision techniques				
Year 11 Half Term 6					