

Subject: Textiles

Faculty Leader	Subject Leader
Mrs E Stott	KG
National Curriculum	
In the textiles department we follow the National Curriculum program for KS3. This will be taught for half a year. Students then move to Food Technology on rotation.	
Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Aims: The national curriculum for design and technology aims to ensure that all pupils: ○ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. ○ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. ○ Critique, evaluate and test their ideas and products and the work of others. ○ Identify and solve design problems and understand how to reformulate problems given to them ○ Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ○ Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses ○ Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools ○ Select from and use specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture in order to make good quality products ○ Select from and use a wider, more complex range of materials and components, considering their properties ○ Analyse the work of past and present professionals and others to develop and broaden their understanding ○ Investigate new and emerging technologies ○ Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups ○ Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists ○ Use research and exploration, such as the study of different cultures, to identify and understand user needs ○ Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	
Curriculum Intent	
We have mapped our curriculum content against the national curriculum and have chosen a variety of units which ensure full coverage in line with national requirements. We also strongly believe that we should develop student's creativity, life skills, adaptability, ICT skills, project management skills, problem solving skills, data handling skills, written and oral communication, decision making skills, commercial awareness, the ability to study independently, set goals and manage their own workload.	
Curriculum Implementation	
See chart below. We are on rotation, so we plan our curriculum over half a year. I have completed the first half of the year, however, students may be on rotation in Food Technology for the first half of the year, so they will then rotate to Textiles for the second half of the year.	
Extra-Curricular Opportunities	

Textiles clubs for KS3
Extra support where necessary

Resources

Exploring Design & Technology for KS3. Paul Anderson & Jacqui Howells. Hodder Education.
Bitesize
Subscriptions to Vogue magazine in the library.
Library books.
Various revision guides intended for GCSE but are very useful for KS3.

	Content	Assessment
Year 7	Topic: Introduction to Textiles/ Zipped Pouch Rationale: In year 7 the students study Textiles for half a year, a total of 19 weeks. During that time, they cover a range of topics, practical skills and theory work, designed to give them an introduction to Textiles. This includes historical, social and geographical contexts to understand why we study Textiles at school and how textile products impact our lives. <u>Zipped bag project inspired by Nature</u> Students will be introduced to Health & Safety in the Textiles room. Students will study the processes of design inspiration and product analysis, creating a design for a badge that is both effective and decorative. The design task will introduce them to drawing techniques to communicate their design ideas. They will learn how to add colour to the fabric using fabric dye and they will practice different hand and machine stitch techniques to construct the bag and badge. Adding a zip component completes the bag. This process is then evaluated and recalled in a Making diary.	As per the National Curriculum Programme of Study at KS3 attainment targets are set in line with the subject content. In line with the KS3 levels students are assessed on their investigation, research and design activity. A range of skills and techniques will be assessed during the making of the product and their understanding of the properties of a range of materials Students will conduct an evaluation on their completed project. Teacher will feed back formatively regarding continual improvements. .

Year 8	Topic: Reusable Tote Bag Rationale: In year 8 the students study Textiles for half a year, a total of 19 weeks. During that time, they cover a range of topics and theory work, designed to build on their initial introduction to Textiles. <u>Reusable Tote Bag inspired by food imagery.</u> A design and make project, to further develop skills learned in year 7. Looking at food imagery and representation for inspiration. Students research artists and designers who use food as a design motif. The concept of product and fabric sustainability is introduced as a key part of curriculum study. The bag is a functional tote and will be additionally decorated with a transfer print food image of their own design. Students can further develop their sewing machine skills and will create a front pocket for the bag. Students will become increasingly independent and confidently use a range of techniques and equipment with greater accuracy. They will evaluate their product to understand developments in design and technology and its impact on individuals.	As per the National Curriculum Programme of Study at KS3 attainment targets are set in line with the subject content. In line with the KS3 levels students are assessed on their investigation, research and design activity. A range of skills and techniques will be assessed during the making of the product and their understanding of the properties of a range of materials Students will conduct an evaluation on their completed project. Teacher will feed back formatively regarding continual improvements	
Year 9	Topic A: National Design Competition Topic B: Fleece Beanie Hat Rationale: In year 9 the students study Textiles for half a year, a total of 19 weeks. During that time, they cover 2 smaller projects and theory work, designed to give them a rounded view of the textile industry and its impact on product development and the environment. It will also further build on KS3 knowledge already learned. A. <u>Young Fashion Designer Competition</u> A nationwide competition with a new theme each year. Students will investigate, design, sample and evaluate a design brief. This teaches time management skills and independent work enabling students to experience a similar route to product development based on industry standard processes. The project work is completed as per competition requirements and any students wishing to pursue this as a real-life entry are encouraged to do so. This project enables students to experience more autonomy in their design outcomes with free experimentation to experience the sampling process, and is a solid introduction to the next Y9 project. Sustainability and larger social	As per the National Curriculum Programme of Study at KS3 attainment targets are set in line with the subject content. In line with the KS3 levels students are assessed on their investigation, research and design activity. A range of skills and techniques will be assessed during the making of the product and their understanding of the properties of a range of materials Students will conduct an evaluation on their completed project. Teacher will feed back formatively regarding continual improvements	

	contexts relating to the textiles industry- such as Fast Fashion- are a key part of this project, with theory work enabling cross curricular links to subject matter learned in other lessons in the Y9 curriculum. . B. <u>Beanie Hat</u> A fleece beanie hat is designed and created using industry specific tools and machinery with CAM (Computer Aided Machinery). Students will look at key outerwear brands to investigate how companies use recycling and modern materials to design, make and market their hats, including theory work into material properties and how industry standard fabrics have evolved. Using upcycled materials, if possible, students will design a decorated beanie with a logo or name. They will produce and use their own pattern template and use computer machine embroidery to decorate their beanie. Students will become increasingly independent and confidently use a range of techniques and equipment accurately to construct a more complex product that is fit for purpose. They will evaluate their product to understand developments in design and technology and textile materials, and their impact on individuals, society and the environment		
Extra-Curricular Opportunities			
Textiles club open to all year groups. Crochet and knit club open to all year groups.			
Resources			
See above			