Subject: Textiles

Faculty Leader	Subject Leader
DRH	SS

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, taking into account 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, taking into account 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 for KS4&5

Resources

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

	Term		Content	Assessment
Year 7	Autumn Term	1	Topic: Introduction to Textiles 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 and theory work, designed to give them a full introduction to Textiles. Health and safety in Textiles. Introduction to the design process. Weaving and knitted construction.	Baseline assessment. ½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
		2	Face covering project. Students will study the work of designers and create a face covering that is both effective and decorative. They will learn how to make a pattern for their design that fits and performs well in use.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
	Spring Term	3	Students will learn to use the sewing machine iso they are able to complete their face covering. They will learn methods of decoration for the face coverings. They will evaluate their product in order to learn from the activity.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.

		4	(Students move to to Food Technology)	
	Summer Term	5		
		6		
	Term			
Year 8	Autumn Term	1	Health and safety. Design and make project, to build on the skills developed in year 7. Looking at the work of past designers (William Morris) for inspiration.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
		2	The students will learn how to use Adobe Illustrator, to develop their CAD skills. The students will design and make a zipped bag. The bag is a functional, pencil case size and will be decorated with a sublimation print and embroidery.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
	Spring Term	3	Students will further develop their sewing machine skills and learn how to insert a zip in order to make their bag. They will evaluate their product in order to learn from the activity.	Baseline assessment. ½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
		4	(Students will move to Food Technology)	
	Summer Term	5		

		6		
	Term			
Year 9	Autumn Term	1	Health & safety 'Festivals' project The students will look at festivals as a context and design and make a bucket hat suitable for wearing to a festival event. Students will follow the iterative design process in order to design their hat. They will use Adobe Illustrator and other techniques to create their design.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
		2	Students will design their hat, which will include tie –dye as a traditional festival going style of decoration, then further decoration will be added.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
	Spring Term	3	Further skills using machinery will be taught, including the use of the CAD/CAM embroidery machine. They will evaluate their product in order to learn from the activity.	½ term assessments. Learning ladders which enable students to understand what they need to do to reach each level. 2 formal assessment points of practical work and work in student's books each ½ term where students will formally respond to feedback and have the opportunity to complete focussed targeted improvement work.
		4	(Students will move to Food Technology).	
	Summer Term	5		

		6			

Extra-Curricular Opportunities

See above

Resources

See above