# Textiles curriculum overview Yr7

| Term | Topic and key questions | Assessment structure | How parents can help |
|---|---|---|---|
| **Rotation 1** | **Introduction to Textiles – Eco bag project**<br>• Equipment and its use<br>• Health and safety<br>• Environmental issues and sustainability<br>• Analysis of existing products<br>• Developing machine skill and competence<br>• Construction techniques to include pinning, tacking and machining<br>• Seams casings and top stitching<br>• Tie and Dye and its use in cultural textiles<br>• Evaluation and peer assessment<br>• | Feedback is given on practical work on a continual basis, during lesson time.<br><br>Students are assessed on one extended written task during the unit, and booklet and practical work is assessed at the end of the unit. | **Parents can help by speaking to students about the topics covered, and talking about their own knowledge of cultural textiles.**<br><br>**Discuss with students, recycling and use of carrier bags/ reusable bags**<br><br>**Good place to visit – William Morris Museum in Walthamstow**<br>**Victoria and Albert museum in Kensington** |
| **Rotation 2** | **Designing for a client – Letter chart project**<br>• Fabric construction techniques to include weaving felting and braiding.<br>• Historical and cultural significance of different textile techniques<br>• Natural fibres – cotton, wool, linen and silk<br>• Synthetic fibres – polyester<br>• Transfer and sublimation printing<br>• Silk painting<br>• Literacy in textiles – writing technique methods using a variety of techniques.<br>• Design work – designing each letter<br>• Mounting and presentation skills<br>• Evaluation | Feedback is given on practical work on a continual basis, during lesson time.<br><br>Students are assessed on booklet and practical work at the end of the unit. | Parents can help by speaking to the students about the topics covered.<br><br>Parents can encourage students to access the schools' textiles pinterest board and also beginner tutorials on Youtube. |

# *Textiles* curriculum overview Yr8

| Term | Topic and key questions | Assessment structure | How parents can help |
|---|---|---|---|
| **Rotation 1** | Designing for a client - Fleece hat project to include<br>• Analysis of existing products<br>• CAM – computer aided design – Machine embroidery in industry and in the classroom<br>• Machine threading<br>• Machine embroidery for a hat badge<br>• Designing for a client<br>• Working within limitations<br>• Writing a specification<br>• Working with knitted/stretch fabrics<br>• Product aftercare – creating a swing tag<br>• Evaluation against specification | Feedback is given on practical work on a continual basis during lesson time.<br><br>Students are assessed on three extended written/design tasks during the unit and booklet and practical work is assessed at the end of the unit.<br>Self and peer assessment also forms part of the project. | Parents can help by speaking to the students about the topics being covered and encouraging them to look at hats and how they have been constructed.<br>Also by looking out for products featuring machine embroidery and discussing the impact this has on the product. |
| **Rotation 2** | Scales of production – batch production<br>Batch production in industry<br>Working as a team<br>Creating and evaluating a prototype<br>Creating and embellishing a zipped container<br>Machine skills in sewing and neatening seams and inserting a zip<br>Appliqué | Feedback is given on practical work on a continual basis during lesson time.<br><br>Students are assessed on one extended written/design task during the unit and booklet and practical work is assessed at the end of the unit. | Parents can help by speaking to the students about the topics being covered and any experiences they have in Textiles and working as part of a team. |

# Textiles curriculum overview Yr9

| Term | Topic and key questions | Assessment structure | How parents can help |
|---|---|---|---|
| **Rotation 1** | Interior design project – Lantern and storage projects<br>Smart and modern materials to include biomimicry, thermo-chromic and photochromic fabrics.<br>Writing a specification<br>CAD using Grid Magic for creating the fabric design and Tech Soft 2D design for laser cutting the pelmet Vilene.<br>Dye sublimation printing on a variety of fabrics<br>Creating an electronic circuit using conductive thread, a coin cell battery and a press stud switch.<br>Machine skills to build on previous knowledge<br>Machine threading and control<br>Creating a 3D structure<br>Appropriate embellishment techniques. | Feedback is given on practical work on a continual basis during lesson time.<br><br>Students are assessed on three extended written/design tasks during the unit and booklet and practical work is assessed at the end of the unit.<br>Self and peer assessment also form part of this project. | Parents can help by speaking to the students about the topics being covered.<br><br>Good place to visit – William Morris Gallery in Walthamstow<br><br>Cutecircuit website – Wearable electronics |
| **Rotation 2** | Evaluation<br>Additional skills used in storage project<br>Shop report – looking at existing products<br>Printing fabric<br>Machine quilting<br>Creating pattern pieces for shape of chosen item<br>Use of fastenings and other components<br>Working out the order of construction of a product. | Feedback is given on practical work on a continual basis during lesson time.<br>Students are assessed on one extended written/design task during the unit and booklet and practical work is assessed at the end of the unit. | Parents can help by speaking to the students about the topics being covered and talk through their design ideas with them.<br><br>Parents can encourage students to access beginner tutorials on YouTube and the schools' Pinterest boards |