

Textiles Unit Overview Year 7

September 2020 – July 2021: The Food and Textiles curricula are usually taught in a half year rotation, with students spending one hour per week in Food for the first half of the year, and then one hour per week in Textiles for the second half (or vice versa). However, in light of the ongoing situation caused by the Coronavirus pandemic, the two subjects will be delivered this year in parallel. Students will follow each curriculum Subject throughout the year, with lessons in alternate weeks. For our new Year 7 students, who may have missed some Design and Technology opportunities in their Junior school during lockdown, this will allow for a steadier and extended delivery of the curriculum, and enable teaching staff to fill gaps as they are identified in students' prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring. A greater emphasis will be placed on hand sewing techniques in Textiles, so that students can continue to enjoy the practical aspects of this subject. As students will have experienced a variable level of exposure to their Design and Technology curriculum in their respective junior schools, whole class discussion around past learning of Designing, Planning, and Making in Key Stage 2 will help identify gaps in these areas. Students with disparate experiences will now be studying side by side, and any identified deficiencies will be addressed through an enhanced focus on these three key subject skills. Skills including designing through sketching, following plans, and using sewing skills to join fabrics will be highlighted.

Key Stage 3 Food and Textiles - Year 7 Textiles Unit

Half year unit taught either September to February or February to July.

Project 1 – Small Bag. Project 2 – Pencil Case

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Designing for Aesthetics	<p>Knowledge – Design brief, specification, sketching, themes Covid: provide clear definitions for key terms</p> <p>Understanding – Designers consider aesthetics, function, and feasibility; and develop ideas through sketching.</p> <p>Skills – Identify and add criteria in a design brief. Sketch alternative ideas to communicate details.</p> <p>Covid: give additional focus to the purpose of sketching when designing.</p>	Students develop a specification, consider alternative, suitable ideas, and present aesthetic detail fully in their design sketches	KS2 students have generated ideas through discussion and sketching. Now they meet a design need, and sketch to detail appearance, fabrics, and construction.	Exemplar pencil cases. Exemplar moodboards. Pencil case. Powerpoint presentations. Colour pencils, and other stationery resources.
2D machine control	<p>Knowledge – Lockstitch machine operation, sewing straight lines, 90° turns, curved lines, key terms for machine parts.</p> <p>Covid: anticipate minimal past experience with machinery.</p> <p>Understanding – Students will see these techniques used in context during teacher demonstrations</p> <p>Skills - Joining 2D shapes by machine</p>	Students use lockstitch machines to join fabric pieces, using straight and curved lines, and 90°	At KS2, students have used tools and equipment to join materials. Now they learn specific	Lockstitch sewing machines. Exemplar fabrics. Newsprint for patterns.

		turns, to produce products	techniques in the specialism of Textiles	Magnifying glasses. Equipment for machine and handsewing. Stock fabric supplies.
Making pattern templates	<p>Knowledge – Templates are used to cut fabric to shape, achieving accuracy, e.g. true right angles.</p> <p>Understanding –pattern templates ensure consistency and accuracy.</p> <p>Skills - Drafting paper patterns. Evaluation using QA and QC.</p> <p>Covid: review use of paper scissors/fabric scissors</p>	Students produce a feasible paper pattern for their Pencil Case	At KS2, students have used tools and equipment to cut materials. Now they develop accuracy and consistency.	
Producing working drawings	<p>Knowledge –labelling and annotation,</p> <p>Understanding – Designers draw accurate diagrams to scale, with all key technical details included</p> <p>Skills - communicating an idea to allow accurate production</p>	Students produce a detailed, accurate, and feasible working drawing for their Pencil Case	At KS2, students have planned for making products using sketches and diagrams. Now they produce formal design drawings	
Classifying fabrics	<p>Knowledge – knitted, woven, non-woven fabric</p> <p>Covid: provide visual and tactile examples</p> <p>Understanding – key qualities e.g. stretch vs stable, crease vs non crease</p> <p>Skills – identifying fabrics, and selecting for suitability</p>	Students explain fabric choices using accurate terminology	At KS2, students have selected from textiles materials. Now they take into account the properties of fabrics	
Decorative techniques	<p>Knowledge – embroidery, applique, threading a needle</p> <p>Understanding – Designers work by hand and machine to add aesthetic features to fabric</p> <p>Skills - Create a variety of embroideries and appliques</p>	Students add embroidery and applique features to the product they make	At KS2, students have not decorated fabrics. Now they enhance their product with decorative techniques	
Health and Safety	<p>Knowledge – machine safety rules, bladed tools, and needles</p> <p>Covid: all safety routines reviewed before each use of machinery</p> <p>Understanding – Textiles work includes exposure to hazards</p> <p>Skills – Avoid hazards by observing safety rules</p>	Students work safely on demonstrated activities	No NC prescribed content at KS2 Students now take on considerations for Health and Safety	