

## Textiles Unit Overview Year 8

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. This will allow for a steadier and extended delivery of the curriculum and enable teaching staff to identify and fill gaps as they are identified in individual students prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring, such as time limited local lockdowns. Half of our Year 8 students will have completed the full programme of study in Year 7 Textiles last year in the Autumn term, whilst others only experienced the first few lessons in the last weeks before lockdown. These two groups of students may now be side by side in new teaching groups this academic year. Therefore, where key knowledge and skills are recalled in project work, a short but thorough review will be included for the whole class. This will include key skills such as fabric cutting, hand and machine sewing, and pressing; as well as key knowledge such as fabric qualities and machine/ equipment safety. This will benefit both halves of the year group, either introducing these concepts or facilitating development in further depth in our more complex Year 8 project. Whilst we are under Covid restrictions, a greater emphasis will be placed on hand sewing techniques, so that students can continue to enjoy the practical aspects of this subject.

### Key Stage 3 Food and Textiles – Year 8 Textiles Unit

Half year unit taught either September to February or February to July.  
Project – Mad Hat

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 Function	Knowledge - specification categories, wearability – including fit and comfort, alternative ideas, Understanding – Designers draw on ideas from existing products, and explore various options Skills - sketch developing ideas <b>Covid – review fabric qualities</b>	Students explore options for product shape, colour, pattern, and features; to meet Design Criteria and wearability	Students have developed ideas to meet Aesthetic needs, and now also considering Function in their designing	Powerpoint guide. Example products Lockstitch machines. Pattern paper. Pattern blocks for hat. Exemplar pieces Interfacing. Boning, card inserts.
3D machine control	Knowledge - sewing techniques to create a 3D form Understanding - Flat sheets of fabric can create 3D products Skills - joining dissimilar straight edges by machine <b>Covid – review introduction to hand and machine sewing</b>	Students produce a product whose form matches their design intentions	Students have joined matching fabric shapes by machine, and now create form by joining dissimilar pieces.	

Pattern drafting	<p>Knowledge – clipping and notching, grading/ adjusting fit</p> <p>Understanding - patterns have to account for manufacturing processes in their shape and size</p> <p>Skills - annotating paper patterns with production details</p> <p><b>Covid – review fabric cutting</b></p>	<p>Students produce patterns for their product with all necessary manufacturing details, to ensure consistency</p>	<p>Students have used a pattern to achieve the desired shape of a product, and now use them to dictate manufacturing processes</p>	
Step by Step planning	<p>Knowledge – sequencing, equipment, materials, processes, Quality Control</p> <p>Understanding – plans have to guide manufacturers so that outcomes are consistent</p> <p>Skills – explaining a detailed sequence of activities</p>	<p>Students develop a step by step plan as they progress through making their product</p>	<p>Students have produced detailed working drawings to guide their manufacture. Now they show sequencing and QC</p>	
Improving performance qualities of fabrics, and products	<p>Knowledge - linings, stiffening,</p> <p>Understanding – altering fabric qualities can improve function</p> <p>Skills - strengthen and improve the finish of a product</p>	<p>Students make a durable product</p>	<p>Students have used sewn decorative techniques, and now enhance their chosen fabric for purpose</p>	
Health and Safety	<p>Knowledge – machine and equipment safety rules</p> <p>Understanding – extra care is needed on more complex processes</p> <p>Skills – manage risk by observing safety rules</p> <p><b>Covid – review machine safety including use of steam iron</b></p>	<p>Students work safely on manufacturing activities</p>	<p>Students have worked with an awareness of safety, avoiding hazards</p>	