Textiles Unit Overview KS3

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). 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 9 project. 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 – KS3 Half year unit taught either September to February or February to July.				
What are we learning?	**What knowledge, understanding and skills will we gain?**	**Evaluation and Assessment**	**Implementation**	**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	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	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	Knowledge – clipping and notching, grading/ adjusting fit Understanding - patterns have to account for manufacturing processes in their shape and size Skills - annotating paper patterns with production details	Students produce patterns for their product with all necessary manufacturing details, to ensure consistency	Students have used a pattern to achieve the desired shape of a product, and now use them to dictate manufacturing processes	
Step by Step planning	Knowledge – sequencing, equipment, materials, processes, Quality Control Understanding – plans have to guide manufacturers so that outcomes are consistent Skills – explaining a detailed sequence of activities	Students develop a step by step plan as they progress through making their product	Students have produced detailed working drawings to guide their manufacture. Now they show sequencing and QC	
Improving performance qualities of fabrics, and products	Knowledge - linings, stiffening, Understanding – altering fabric qualities can improve function Skills - strengthen and improve the finish of a product	Students make a durable product	Students have used sewn decorative techniques, and now enhance their chosen fabric for purpose	
Health and Safety	Knowledge – machine and equipment safety rules Understanding – extra care is needed on more complex processes Skills – manage risk by observing safety rules	Students work safely on manufacturing activities	Students have worked with an awareness of safety, avoiding hazards	