

Year 9 Textiles	Autumn Term		Spring term		Summer term	
	1	2	3	4	5	6
Topic Summary	Sewing Techniques/Christmas		Decorative and Construction Techniques/ Drawing Techniques		Upcycling/CADCAM	
Thinking Hard	<b>Mastery of Learning</b> - Showing basic skills but repeating them until confident.	<b>Being Creative</b> - Making a product with others based around a brief.	<b>Acquiring Knowledge</b> - New knowledge of techniques on everyday products.	<b>Creating Independence</b> - Hard techniques/ step by steps	<b>Mindfulness - Working with products that are second hand.</b>	<b>Being Creative</b> - Developing products and techniques out of different materials.
Developing Character	<b>Self Control</b> - Showing independent use of the sewing machines.	<b>Self Assurance</b> - Regular feedback from teacher.	<b>Understanding Democracy</b> - Trade and factory laws.	<b>Critical evaluation</b> - Evaluation of what went well and what could improve.	<b>Mindfulness</b> - Feedback from others	<b>Critical evaluation</b> - Using a programme where you can amend and redesign work.
Understanding Diversity	<b>Grit</b> - Reflection on how to improve.	<b>Being a world citizen</b> - Links to textiles equipment used around the world.	<b>No Limits to your destination</b> - Skills link to making a wide range of products.	<b>Critical evaluation</b> - Practicing skills repetitively	<b>Environmental Diversity</b> - Understanding materials and where they come from.	<b>Grit</b> - High quality making using skills previously learnt in the term.
Literacy Reading, Oracy	<b>Literacy</b> - Spelling on sewing machine parts.	<b>Literacy</b> - using key terms.	<b>Reading</b> - Pattern symbols	<b>Reading</b> - Measurements/scale	<b>Environmental impact</b> - Material choice.	<b>Reading</b> - Instructions to use laser cutter/CAD equipment.
Gatsby, Careers	<b>Careers</b> - College/University courses	<b>Careers</b> - Manufacturing factories	<b>Careers</b> - Working with machinery/sewing machines and following workshop guidelines	<b>Careers</b> - Linked to a range of technology specialisms.	<b>Further Education</b> - Links to a range of subject specific courses.	<b>Careers</b> - Laser Cutting/CAD Machinery
Mental and Physical Well-being	<b>Mental</b> - Practical work encouraging for mental health.	<b>Mental</b> -Working with others	<b>Physical</b> - Confidence/use of new machinery.	<b>Mental</b> - Repetitive tasks.	<b>Mental</b> - Focussing on issues that are important to the world.	<b>Physical</b> - Using a laser cutter/new materials.
Cross-Curricular Links	<b>Engineering</b> - explaining different parts of the sewing machine.	<b>Art</b> - Pattern cutting/ 2D and 3D shapes.	<b>Food</b> - following step by step instructions.	<b>Maths</b> - measurements/accuracy in drawing.	<b>Geography</b> - issues/topics in the world.	<b>Engineering</b> - use of CAD/CAM
Extra-Curricular Links	<b>Black History Month</b> - Culture in textiles.	<b>Anti Bullying Week</b> - Celebrating everyday garments, products and peoples style.	<b>Random Acts of Kindness</b> - Helping/supporting others in lessons.	<b>International Women's day</b> - Females in Technology based careers	<b>World day for Cultural Diversity</b> - Where do different materials come from?	<b>Pride</b> - Product that symbolises pride.
RSHE	<b>Healthy relationships</b> - Working with others using machinery.	<b>Education</b> - Pattern making similar to industry.	<b>Education</b> - Creating products which are similar to products we buy.	<b>Relationships</b> - working with others / following guides.	<b>Education</b> - Links to current news/world issues.	<b>Finance</b> - Links to software.
Precise Learning Endpoints. We want students to learn/be able to:	1. Develop confidence on the sewing machines. 2.Explain the main parts of a sewing machine. 3. Use the sewing machine independently. 4. Independently thread a top thread and bobbin.	1. Learn how to create a pattern. 2. Make a batch produced product. 3. Work in a production line with others. 4. Determine a range of textiles tools and equipment and how to use it.	1. Explain what a constructive and decorative technique is. 2. Demonstrate how to mark out accurately on fabric. 3.Follow step by step instructions. 4.Create high quality making techniques.	1. Explain the different between isometric and oblique drawing. 2. Draw 2D and 3D shapes independently. 3. Demonstrate one and two point perspective drawing.	1. Recall the ways in which recycling is important. 2. Explain the different materials used in technology. 3. Demonstrate the different types of recycling. 4. Design a personalised upcycled product.	1. Develop knowledge of CAD/CAM 2. Explain and demonstrate examples of CAD. 3. Make a high quality upcycled product. 4. Evaluate and analyse a final product using self and peer assessment.

Year 10 Textiles	Autumn Term		Spring term		Summer term	
	1	2	3	4	5	6
Topic Summary	Techniques/Components/Textiles Theory		Pattern Making/Core Theory		Practice Nea/Exam Questions	Year 11 NEA: Research
Thinking Hard	Mastery of Learning - Using the sewing machines	Being Creative - Material choice	Acquiring Knowledge - Pattern making in industry.	Creating Independence - Making a garment.	Mindfulness - Developing ideas for a brief.	Being Creative - Developing ideas based on a chosen theme.
Developing Character	Self Control - Making samples a high quality.	Self Assurance - Feedback from others	Understanding Democracy - How clothing can be represented.	Critical evaluation - Changing and adapting when working.	Mindfulness - Reflecting on second hand products/materials that could be used.	Critical evaluation -
Understanding Diversity	Griff - Making independent choices for making.	Being a world citizen - Eco Friendly materials.	No Limits to your destination - Learning skills for further products.	Critical evaluation - Feedback from other year groups.	Environmental Diversity - Environmental factors with materials.	Griff - Working towards NEA for year 11.
Literacy Reading, Oracy	Literacy - Technique terms and functions	Literacy- Names of techniques and how they differ.	Reading - Reading step by steps	Reading - Feedback given from others.	Environmental impact - Using second hand fabric.	Reading - A brief.
Gatsby, Careers	Careers - Set design	Careers - Production work	Careers - Tailoring	Careers - Science/Core knowledge	Further Education -Everyday products.	Careers - Research tasks
Mental and Physical Well-being	Mental - Practical use of the sewing machines.	Mental - different exam techniques	Physical - showing safe practical in the workshop	Physical - working with appropriate materials	Mental - Working with others.	Mental - Own theme for the projects.
Cross-Curricular Links	Art - decorative techniques personal to student.	Geography - fabric production.	Maths - marking out.	History - generating feedback.	Engineering/Food - working towards a brief.	Engineering - Developing NEA research.
Extra-Curricular Links	Black History Month - History of a sewing machine.	Anti Bullying Week - Fabric wrist bands	Random Acts of Kindness -Demonstrating how to mark out pattern markings.	International Women's day - Textile artists.	World day for Cultural Diversity -Branding in different companies.	Pride Month - Product/brief can link to pride.
RSHE	Education - Sewing machines in industry.	Education - Where fabric originates from.	Relationships - demonstrating techniques.	Relationships - Making similar products from a pattern	Relationships - Developing knowledge of a design problem.	Education - Developing research techniques.
Precise Learning Endpoints. We want students to learn/be able to:	1.Understand a range of construction techniques and what they are used for. 2. Develop decorative techniques to a high quality. 3. Use a sewing machine with confidence. 4. Annotate and explain functions of different techniques.	1. Recall and Evidence knowledge 6.1 textiles theory. 2. Explain different types of materials and their properties. 3. Understand a range of construction and decorative techniques. 4. Develop decorative techniques to a high quality.	1. Identify and explain what a pattern is. 2.Explain the different pattern symbols and what they mean. 3. Demonstrate how to make and mark out a pattern. 4. Complete a range of construction techniques to make a garment.	1. Recall and Evidence of knowledge of core 1.1 theory. 2. Explain different types of materials and their properties. 3.Construct a garment or product. 4. Evaluate a product using feedback from others.	1. To identify a brief. 2. Be able to develop decorative and construction techniques. 3.Develop a product that fits a design problem and user. 4. Recall core and textiles knowledge.	1. Carry out primary and secondary research based on a chosen brief. 2. Identify a design problem and target market. 3. Summarise initial choices in research. 4. Create a clear specification based on initial ideas.

Year 11 Textiles	Autumn Term		Spring term		Summer term	
	1	2	3	4	5	6
Topic Summary	Year 11 NEA: Design and Development		Year 11: Making and Evaluation		Revision	
Thinking Hard	Mindfulness - Developing and designing ideas.	Acquiring Knowledge - Demonstrating knowledge of linking theory and practical knowledge.	Being Creative- Pupils will be able to develop their own product.	Mastery of Learning - Pupils showing confidence in their NEA by developing and improving their work to a high quality.	Development of Literacy - Revision for exams, development in knowledge for key terms and specific knowledge.	
Developing Character	Kindness - Pupils will work in pairs on the sewing machines, enabling them to work as a team.	Self Assurance - Verbal feedback within making.	Grit - Students will apply grit when developing making skills and troubleshooting problems.	Curiosity - Working with others not in year 11 to gain feedback on products made.	Mindfulness - Working with strategies to help revise.	
Understanding Diversity	Grit - that involves given coursework guidelines.	Environmental Diversity - Working under strict guidelines demonstrating all school values	No Limits to your destination - Development of own product	Critical evaluation - Reflecting on practical work/Making improvements to practical work and written work. Getting feedback from others.	Being a world citizen - Thinking about future career choices and jobs that they could possibly go into.	
Literacy Reading, Oracy	Literacy - Project planning to maximise the effect of the outcomes on a given project from Edexcel.	Environmental impact - Using processes and materials, understanding project brief.	Environmental impacts - Using a range of materials and techniques	Reading - Written work and literacy terms featured in evaluation and improvements.	Literacy - using key terms	
Gatsby, Careers	Careers - College/University courses	Careers - Designers	Careers - Working with machinery/sewing machines and following workshop guidelines	Careers - Gaining feedback on products from peers and teachers	Further Education -College/University further careers talk	
Mental and Physical Well-being	Wellbeing - Questionnaires /building social skills.	Physical - gaining confidence using new techniques and skills.	Physical - showing safe practical in the textiles room.	Mental - different exam techniques	Mental - revision tasks, sections of theory / workload	
Cross-Curricular Links	Food - development of a set brief.	Geog/History - Practical techniques that are originate from other countries.	Maths - use of measurements/pattern making	Engineering - evaluation methods/testing.	English - Exam preparation Techniques	
Extra-Curricular Links	Black History Month - Looking at designers and how work has developed through different time periods.	Anti Bullying Week - Working as a team	Random Acts of Kindness - Routines on the sewing machines/textiles room	International Women's day - Females in Technology based careers	World day for Cultural Diversity - Looking at production methods and how products are made and constructed.	
RSHE	Healthy relationships - Working with others to develop ideas/giving feedback.	Education - Further education courses	Education - Creating a product linked with everyday products.	Relationships - Gaining feedback on coursework.	Relationships - working with others to create revision resources.	
Precise Learning Endpoints. We want students to learn/be able to:	1. Demonstrate how to write a high quality specification. 2. Develop high quality thumbnail and design ideas. 3. Explain and apply how to annotate through the use of ACCESSFM. 4.Show clear knowledge of a design brief/design problem and target market.	1. Explain what techniques are suitable to your project. 2. Produce a range of developed practical techniques that link to your design ideas. 3.Include a range of CAD techniques in your development. 4. Explain what techniques you have completed and justify your choices.	1. Produce high quality making using a range of resources, including CAD/CAM. 2.Demonstrate how to choose the correct materials for your product. 3.Communicate your making stages using annotation and photos. 4.Reflect what went well and what could be improved next time.	1. Evaluate your product. 2. Research and test out different ways to check your product is suitable. 3.Product feedback from others about your product. 4. Make any final improvements to your work.	1. Produce a range of revision resources. 2. Research and revise core knowledge (Section 1) 3. Research and revise textiles knowledge (Section 4) 4. Practice core and textiles knowledge through using past papers.	