



Year 7 Curriculum Overview: **Design & Technology; Textiles**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Graffiti Pencil case 1. Health and Safety in Textile 2. Analysis of a Design Brief 3. Theme research including an image board. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas 6. Repeat design using sketchbook 7. Trailing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics	<ul style="list-style-type: none"> Textiles room hazards and risks Working to a Design Brief Break down a context using a mind map Fibre characteristics Fabric finishes Drawing skills CAD repeat pattern Specific Keywords; Design Brief, Task Analysis, Client, Annotation, laminating, fusing	Low stake Tests Design and developed ideas Teacher Assessment Manufacturing Stamp Peer Assessment Printing Self-Assessment	Resources for the Graffiti Pencil Case project are stored in Showbie. Encourage sketching practise. Encourage revision for the LST's. Pupils to develop their revision skills to suit their learning style.
	10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment 1. Health and Safety in Textile 2. Analysis of context 3. Theme research including an image board. 3. Client profile 4. Initial ideas for a block/stamp 5. Development of ideas	<ul style="list-style-type: none"> Threading a sewing machine independently Working with fabric right side to right side Specific Keywords; thread guide, balancing wheel, spool, tension, Evaluation As above for rotation two	Final Project Teacher Assessment End of project test As above for rotation two	As above for rotation two
Spring Term (Rotate at February half term)				
Summer Term	6. Repeat design using sketchbook 7. Trailing stamp on ongoing evaluation 8. Printing repeat design 9. Laminating fabrics 10. Inserting a zip 11. Constructing the pencil case 12. Evaluation and final assessment	As above for rotation two	As above for rotation two	As above for rotation two



Year 8 Curriculum Overview: Design & Technology; Textiles



Topics/ content outline:

Powerful Knowledge (key concepts, skills)

What will you be assessed on?

How can you help at home?

Autumn Term

Bucket Hat

1. Working to a brief
2. Analysis of Context
3. Product Analysis
4. Fibres
5. Fabrics, focus of weaving
6. Aftercare
7. Resist method, focus of tie dye
8. Specification
9. Lay plan/pattern making
10. Manufacture of bucket hat
11. Testing
12. Evaluation

Analysing a brief and context through 4P's
Analysis of an existing product using ACCESSFM
Properties of cotton.
Properties of woven fabrics
Care label symbols
Clumping and circling tie dye techniques
Writing a 10-point specification
Understanding pattern markings and where patterns need to be placed on woven fabric.
Using the sewing machine for curved shapes with a plain seam
Specific Keywords; contextual, natural cellulose, warp, weft, selvedge, raw edge, fray, twill weave, resist, sizing,

- Low stake Tests
- Self, peer and teacher assessment throughout the projects. DIRT time following to improve.
- End of project test

Resources for the bucket hat and E cuff projects are stored in Showbie.

Encourage sketching practise.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Spring Term (Rotate at February half term)

E Cuff

1. Investigate new technology built into textiles
2. Initial cuff ideas
3. Traditional on textile components
4. Hand decorate and finish cuff.
5. Insert e textile circuit.
6. Evaluate

Bucket Hat

1. Working to a brief
2. Analysis of Context
3. Product Analysis
4. Fibres
5. Fabrics, focus of weaving
6. Aftercare
7. Resist method, focus of tie dye
8. Specification

How traditional components can be turned into electronic components.
How components with polarity must be placed in a circuit
Creating a parallel circuit
Applique
Blanket stitch
Specific Keywords; component, polarity, ergonomics, anthropometrics

As above for rotation two

- Low stake Tests
- Self, peer and teacher assessment throughout the projects. DIRT time following to improve.
- End of project test

Resources for the bucket hat and E cuff projects are stored in Showbie.

Encourage sketching practise.

Encourage revision for the LST's.

Pupils to develop their revision skills to suit their learning style.

Summer Term

9. Lay plan/pattern making
10. Manufacture of bucket hat
11. Testing
12. Evaluation

E Cuff

1. Investigate new technology built into textiles
2. Initial cuff ideas
3. Traditional on textile components
4. Hand decorate and finish cuff.
5. Insert e textile circuit.
6. Evaluate

As above for rotation two

As above for rotation two

As above for rotation two



Year 9 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Writing a design brief 2. Composition theory 3. Colour theory 4. CAD 5. CAM 6. Production Plan 7. Resist Dye Techniques 8. Fibres and Fabric 	<ul style="list-style-type: none"> • Coursework research techniques: Identifying the customer needs and wants. • Design skills: Demonstrate scale, depth and colour, Developing CAD: repeat patterns and manipulating colour palettes. • CAM: investigating printing techniques • Resist dye techniques: sampling traditional methods to embellish fabric • Research skills: investigation of others and fabrics and fibres analysis. <p>Specific Key words: Batik, Tie Dye, Transfer, Heat press, Colour palette, stencil, cotton, combed, carded, Composition.</p>	<p>Low stake Tests</p> <p>Teacher Assessment of Designs</p> <p>Peer Assessment of sampling techniques</p> <p>Self-Assessment of composition</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage sketching and composition work. Encourage revision for LST ,pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p> <p>Support pupils obtaining the fabric and trims to make the bag from.</p>
Spring Term	<p>Cultural Bag</p> <ol style="list-style-type: none"> 1. Creating a pattern 2. Fabric marking 3. Fabric panel cutting 4. Manufacturing 5. Lining 6. Evaluation 	<ul style="list-style-type: none"> • Pattern Making: measurement, planning, markings, lay plans • Manufacturing: 2D shapes into 3D forms. Fabric placement and cutting, production plan, using machine and hand equipment skills. • Testing and analysis: Evaluating the bag against anthropometrics and aesthetics. <p>Specific Key words: grain, pattern markings, selvedge, seam allowance, lining, bagging out, cellulose, regenerated, natural, synthetic, felting, woven, knitted.</p>	<p>Low stake Tests</p> <p>Self-Assessment of completed product.</p>	<p>Resources for the bag are stored in showbie / Yr 9 / Textiles / Cultural bag.</p> <p>Encourage completion of embellishment at home. Encourage revision for LST ,pupils can access showbie for this and try different techniques?</p> <p>Encourage watching the Great British sewing Bee</p>
Summer Term	<p>Shorts</p> <ol style="list-style-type: none"> 1. Research of design technique and sustainability in clothing. 2. Sampling techniques 3. Analysis of existing products and initial design ideas 4. Manufacturing specification 5. Developing and fitting a prototype 6. Manufacturing and manipulation of fabric 7. Evaluation analysis. 	<ul style="list-style-type: none"> • Research skills: traditional prints, Market research and sustainability safety and moral standards in the industry. • Sketching techniques: CAD fashion illustration and bespoke design ideas. • Skills: Pattern block , sampling machine techniques and analysing for end use, creating pockets and styling details. • Modelling: creating a toile prototype and manipulating to consider measurements and aesthetics and evaluating for improvement. • Specification: detailing fabric components. <p>Specific Key words: notch, grain line, dart, ruffle, toile, applique, knife pleat.</p>	<p>Low stake tests</p> <p>Teacher Assessment of image board, driving test and samples.</p> <p>Self-Assessment of initial design ideas, shop report and analysis.</p>	<p>Resources for the short are stored in showbie / Yr 9 / Textiles / short</p> <p>Encourage sustainability research.</p> <p>Encourage watching the Great British Sewing Bee.</p> <p>Provide no longer needed garments and fabric items to be brought into school to reuse for making the shorts.</p>

Autumn Term

Spring Term

Summer Term



Year 10 Curriculum Overview: Design & Technology; Textiles



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn/ Spring Term (Interactive Toy and Bodice)	<ol style="list-style-type: none"> 1. Analysis of context 2. Product Analysis 3. Client profile 4. Design Brief and Specification 5. Initial ideas 6. Polymer testing 7. Development of ideas 8. Manufacture of toy 9. Evaluation 10. Drafting and construction of a bodice toile 11. Development of toile into final product using design, fabric manipulation, and decorative techniques 	<ul style="list-style-type: none"> • Using 4 P's to break down a contextual title • Analysing an existing product • Understanding the needs and wants of specific clients and transferring these into a Brief and Specification • Knowing how and using hard materials and textiles can work in a product together. • Understanding thermoplastics in hard materials and textiles • Pattern drafting • Toile making • Technical skills including: dart insertion, facings, pleats, tucks, ruffles, zips, pockets, sleeves, necklines, decorative techniques • Illustration – CAD and paper 	<p>Self, peer and teacher assessment of NEA practice pages.</p> <p>Self, peer, and teacher assessment of practical product and skills.</p>	<p>Projects; Encouraging pupils to complete the homework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Autumn/ Spring Term (core knowledge)	<ol style="list-style-type: none"> 1. Core technical principles 2. Specialist technical principles 3. Designing and making principles 	<ul style="list-style-type: none"> • New and emerging technologies • Energy generation and storage • Developments in new materials • Systems approach to designing • Mechanical devices • Materials and working properties • Selection of materials and components • Forces and stresses • Ecological and social footprint • Textiles specific materials and properties • Scales of production • Textiles techniques and processes • Designing and making principles 	<ul style="list-style-type: none"> • Bi-weekly, self-marked exam style questions covering each topic • Low-stakes tests • Mock exams 	<p>Core Knowledge: Encourage pupils to complete the core exam homework's and create independent retention and recall tasks to support their knowledge.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>
Summer Term	<p>From June; GCSE NEA Coursework Section A;</p> <ul style="list-style-type: none"> • Context Analysis • Design Possibilities • Target market research • Client profile • Work of Others • Mock exam 	<ul style="list-style-type: none"> • AQA release three contexts for the D&T coursework on 1st June. This represents 50% of pupils D&T grade and runs from June in year 10 until Feb in year 11. • NEA coursework, section A, research & investigation; pupils use the skills and knowledge developed up to this point to work through a series of research and investigation tasks focused on their chosen coursework context. • Year 10 mock exam; in June or July 	<p>NEA Coursework feedback is provided by the teacher as class feedback, individual feedback does not meet the exam boards specification requirements.</p> <p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test the most common question types.</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Support the coursework by answering surveys, providing design feedback, potentially being a client for the duration of the coursework.</p> <p>Encourage pupils to revise for the mock exam.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 11 Curriculum Overview: Design & Technology; All material specialisms



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	NEA Coursework feedback is provided by the teacher as class feedback, individual feedback and peer assessment. What will you be assessed on?	How can you help at home?
Autumn Term	<p>B - Brief & Specification</p> <p>C - Generating Design Ideas;</p> <ol style="list-style-type: none"> 1. Idea Sketching 2. Initial development 3. Design experimentation 4. Use of design strategies <p>D – Developing Design Ideas;</p> <ol style="list-style-type: none"> 1. Development of design 2. Modelling 3. Material testing 4. Manufacturing specification 	<ul style="list-style-type: none"> • Pupils write their individual design brief and specification based on their research and investigation. This informs their design journey. • Pupils explore design ideas using the iterative process of design, test, analyse, redesign, continue. • Pupils develop their clients chosen design, preparing it for manufacture. • Core exam knowledge covered in recall tasks throughout the NEA coursework. • Core exam knowledge is tested in a full D&T mock exam. 	<p>Pupils use the coursework mark criteria and the checklists to self-assess and improve their work at each stage.</p> <p>Mock exam is a shortened exam paper designed to test their existing knowledge and question answering techniques. Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p>	<p>Encouraging pupils to complete the coursework tasks in a timely manner.</p> <p>Remind pupils that all resources, exemplars and guidance can be found in Showbie.</p> <p>Remind pupils that all work should be completed within their Teams PowerPoint portfolio in their private channel.</p> <p>Both of these are accessible on their iPad or through any web browser.</p>
Spring Term	<p>E – Realising Desing Ideas</p> <ol style="list-style-type: none"> 1. Manufacturing the design prototype 2. Evidence of manufacture <p>F – Analysing & Evaluating</p> <ol style="list-style-type: none"> 1. Evidence of design iterations 2. Testing of Prototype 3. Ongoing analysis & evaluation <p>D&T Exam Revision</p>	<ul style="list-style-type: none"> • Pupils manufacture their product from their chosen materials, using the skills and knowledge built over the past five years. • The project concludes with overall analysis and evaluation of the completed prototype, with feedback from the client and future modifications. • Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques. 	<p>Both core exam revision and the mock exam are accessible on the self or assessment and answer book for class feedback.</p> <p>Pupils will complete small amounts of core recall tasks during the NEA.</p> <p>Once revising, pupils will practise exam questions and teachers will provide feedback on techniques and knowledge, as required,</p>	<p>Support pupils with the final deadline, some may need to attend extra sessions after school to complete tasks.</p> <p>Please support pupils to create a revision plan for all subject areas, including D&T.</p> <p>Those that also attend Engineering will have some cross-over knowledge that will support both subjects.</p>
Summer Term	D&T Exam Revision up until pupils leave for exams.	<ul style="list-style-type: none"> • Core exam revision within lesson time and for homework, focusing on recall of the topics and knowledge developed throughout year 10 & 11, practise on exam question techniques and recall techniques. 	Pupils will continue to work on retaining and recalling D&T knowledge and use this to practise exam questions and teachers will provide feedback on techniques and knowledge, as required,	<p>Support pupils with their exam preparation and revision.</p> <p>Additional design and technology resources can be found on the following websites; www.technologystudent.com https://www.bbc.co.uk/bitesize/examspecs/zby2bdm</p>



Year 12 Curriculum Overview: **Design & Technology; Fashion & Textiles**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn /Spring Term Theory	<ol style="list-style-type: none"> 1. Fibres, Yarns and fabrics 2. Joining fabrics 3. Fastenings 4. Linings 5. Smart and modern materials 6. Surface decoration 7. Finishes 8. Fabric testing 9. Introduction to history of fashion 	<p>Origin of fibres Fibre properties Fibre classification e.g., natural cellulose, natural protein, synthetic, regenerated Why fibres are blended or mixed Different classification of yarns Fabric construction (woven, knitted and non-woven) Self-finishing or non-finished seams and end use Benefits of standardised components Different types of linings and end use Definition of smart and modern materials and specific uses e.g., in sports wear or for medical purposes. Traditional decorative techniques Chemical and mechanical finishes – name and process Classroom and commercial testing process with names of tests and equipment needed. Key happens in society, technology and world events from 1890- current that influences fashion. Names of design movements and iconic designs and their products from 1890- current.</p>	<ul style="list-style-type: none"> • Low stake tests • End of topic tests • Specific more challenging examination questions • Mock exam 	<p>Purchase Aqa Textbook and Revision guide – Design and Technology Fashion and Textiles</p> <p>Resources for projects and examination Core materials are stored in Showbie.</p> <p>Encourage sketching practise Encourage revision for the practice exam questions.</p>
Autumn/ Spring Term Skills – Balenciaga One Seam Coat project	<ol style="list-style-type: none"> 1. Context analysis 2. Research into Balenciaga 3. Research into sustainable fashion 4. Work of others- zero waste products 5. Client questionnaire 6. Toile construction and testing 7. Initial design ideas 8. Skills development 9. Final garment production 10. Evaluation 	<ul style="list-style-type: none"> • Using 4 P's to break down a contextual title • Research skills – primary and secondary • Analysing an existing product • Understanding the needs and wants of specific clients and transferring these into a Brief and Specification • Qualitative vs quantitative data • Illustration – CAD and paper • Pattern drafting • Toile making • Technical skills including: dart insertion, facings, pleats, tucks, ruffles, zips, pockets, sleeves, necklines, decorative techniques 	<ul style="list-style-type: none"> • All NEA aspects of the project work • Creativity and originality • Advanced skills in drawing and modelling • Practical making skills 	<p>Purchase Aqa Textbook – Design & Technology Product Design by Ian Granger</p> <p>Resources for projects and examination Core materials are stored in Showbie.</p> <p>Encourage sketching practise Encourage revision for the practice exam questions.</p> <p>If asked, become a client for projects, answer questions and supporting the design process.</p>
Summer Term	<p>NEA Section A</p> <ol style="list-style-type: none"> 1. Develop a unique project rationale 2. Create a series of Initial Concepts 3. Complete Client, Situation and associated research investigations 4. Carry out client and user surveys 5. Construct a project plan 6. Work on original drawings, CAD and models 7. Develop the Project Specification 8. Mock examinations and feedback 	<ul style="list-style-type: none"> • Live Non-Examination Assessment A Level project • Time Management of final project portfolio • Developing expertise in 3D construction methods & commercial methods of manufacture • Develop higher level skills in sketch and CAD communication • Supporting deeper Core Knowledge and examination skills 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self-assessment of AO1 • Year 12 Mock examination – 2 1/5-hour paper with 120 marks – Technical Principles 	<p>Check Class Charts for interim deadlines for NEA and reinforce and support these.</p> <p>Continue support with resources for projects and examination. Core materials are stored in Showbie.</p> <p>Encourage reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit.</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>



Year 13 Curriculum Overview: **Design & Technology; Fashion & Textiles**



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Design Brief and Specification 2. Initial ideas (hand sketches and CAD) 3. Developed ideas 4. Sampling 5. Modelling 6. Toile manufacture 7. Final design 8. Lay plan and Working drawing 9. On going research 10. Manufacturing specification 11. Production plan 	<ul style="list-style-type: none"> • Developing expertise in project management for the A level NEA • Opportunity to demonstrate advanced understanding and insight in 3D construction methods and associated materials technology • Work with nearing commercial standards and practice of sketching, drawing and CAD skills • Extending transferrable Core Knowledge 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self-assessment AO2 & 3 	<p>Monitor and encourage a proactive approach to the NEA schedule</p>
Spring Term	<ol style="list-style-type: none"> 1. Fabric specification 2. Manufacture of garment 3. Dairy of manufacture 4. Quality control 5. Self Evaluation 6. Testing the product on the client 7. Testing product against the specification 8. Recording modification made 9. Design of modified design 10. Comparison against existing product. 	<ul style="list-style-type: none"> • Demonstrate the discipline of industry textiles environment Health and Safety • Expertly manufacturing with hand and machine equipment. • Master high level communication skill in completing the NEA. 	<ul style="list-style-type: none"> • NEA on going monitoring, peer and self-assessment AO4 and 5 • NEA finalisation for final A level assessment 	<p>Encourage active revision activities to promote long term recall for exam questions. In preparation for mock exams.</p> <p>Monitor and encourage a proactive approach to the NEA schedule</p>
Summer Term	<ol style="list-style-type: none"> 1. Revisiting fabrics , yarns, fibres and historical fashion. 2., Dye fastness 3. Preparing fabrics for printing 4. Scale of production and production lines 5. CAD/CAM/CNC in industry 6. EDI and PPC 7. Inclusive design 8. Legislation 9. Marketing 10. Numeracy in Fashion 	<ul style="list-style-type: none"> • Reflection upon Time Management and overall success of final project portfolio • Complete formal documentation for AQA assessment • Master independent revision and recall of Product Design curriculum • Build on key literacy • Supporting deeper examination strategies and skills in preparation for the final papers 	<ul style="list-style-type: none"> • Exploring and practicing past examination papers • Rehearsal of examination questions and feedback 	<p>Persist in encouraging reading the textbook and help studying around topics with documentary watching and museum/ sites of interest to visit</p> <p>Encourage active revision activities to promote long term recall for exam questions.</p>