Featherstone High School TEXTILES DESIGN TECHNOLOGY Department

Year: 8 Programme of Study

The headings below can be used as a checklist to cross reference against existing schemes of learning.

Curriculum Intent	**The Big Picture - Making the learning relevant – Why are pupils learning this?**	To gain an understanding of Textiles Technology and further develop their work learning to use sewing machine. To understand a Design Brief to create a Squish mellow To gain an understanding of adding applique to Material. To research about the Six Rs rethink, refuse, reuse, reduce, recycle and repair (Cultural Capital) To create a design sheet drawing on inspirational themes ex. Superheroes, monsters, animals etc. To cut their Design templates and create applique according to their Designs To learn technical sewing skills both hand and using a sewing machine to create their Squish Mello
	Exam Specification (for years 10 to 13)	NA
	How does this scheme of learning build on prior learning?	Year 8 students develop on their prior technical sewing skills by creating 3 Dimensional Squish mellow sewing machine
	How does this scheme of learning prepare pupils for their next stage of education (CEG)	In year 8 they will be Designing and making a Squish mellow using a sewing machine. They will develop their design and technical skills and understand the importance of the Six Rs.
	Cultural Capital Development	Six Rs (rethink, refuse, reuse, reduce, recycle and repair)
Common Misconceptions		You will be learning the process of creative design, learning about the materials and fabrics and the techniques needed to accomplish this EG Sewing and use of Sewing Machines
Development of Key Generic Skills: • **Literacy (Writing, Oracy, Reading including opportunities to develop wider reading)** • **Numeracy** • **Computational Thinking (problem solving)**		Key words learnt in textiles – Aesthetic Fabric / Yarn / product/ analysis / design / synthetic / Natural/ pattern / colour / Harmonious and Complementary / symmetry / bobbin /footer /Applique / Embroidery / Refine / Evaluation Research of Six Rs Planning design, creating a design sheet, using templates resolving 2D design into 3D Puggly. Creative thinking to find design solutions Working from an abstract design brief to a product.
Theme for centrally planned home learning		Home learning sheet supports the POL reviews and develops understanding for each lesson
Curriculum mapping – possible links to other subjects		Art / Maths / English / Geography
Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning		Pupils should be able to understand the design brief and how they created a Squish mellow design taking inspiration from different sources Pupils will design and make a squish mellow following the design brief They should be able t o create patterns and templates to make thier squish mellow They should be able to understand how to create a design from different themes. They should be able to learn how to create applique to their work and link it to their design sheet. They should be able to understand the health and safety of using a Sewing machine and create to Create a Squishmellow They will develop skills of embroidery and embellishment. Pupils will learn how to use sewing machines safety and create a 3D squish mellows
Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.		Design / Research / Make / Resolve design solutions/ Sewing Using machinery (Sewing Machines)
Curriculum Inclusion - Scaffolding for all student groups e.g. • **Disadvantaged / Pupil Premium** • **SEND** • **EAL** • **Higher Prior Attainment**		
		Support with home learning provided
		Work is scaffolded with writing frames to help with annotations Keyowrds Tier 2 and 3 languages used Card and word sorts to help with understanding key words

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	Connectors and Rock to support Recall their previous learning AFL is scaffolded with visual images of students' exemplar work Emerging, Developing, Secured, Advance and Master Oracy in lessons to encourage EAL to develop skills to use subject specific language – KIM, regarding from the Board, Exit Pass, Think Pair and share More complex designs encouraged with embroidery and applique and more complex design using the sewing machines
For each lesson: Stage 1	
Learning Outcome / Objective/ Big Question	1. Recap on your prior learning of Textiles from Year 7 1. You will understand what a design brief and the new topic to design a sustainable using aqusihmellowS sewing machine 2. You will understand different materials that make fabric 3. Be able to identify textile techniques and processes 4. You will brainstorm your ideas. Demonstrate an understanding of a design brief and task analysis by using the brief to complete a thorough task analysis for the new project.
Core Learning & development of subject specific skills	What is a design Brief Learn textile techniques and processes Brainstorm ideas
Suggested FHS6 Activities including retention and recall and formative assessment	Brainstorm of ideas with writing and drawing to support learning
Development of subject specific vocabulary	fabric, material, analysis, design, brainstorm, Natural, synthetic
For each lesson: Stage 2	
Learning Outcome / Objective/ Big Question	• You will develop your understanding of what a design brief is. • To create an original a squishmellow design that meets your design brief requirements. • Your Design is based on a clear theme, has embellishments, annotations and links to construction
Core Learning & development of subject specific skills	Skilfully develop a creative Squish mellow design sheet (front and back) • Annotate your design in detail using key terminology. • Explain how the design suits your design brief • Show textiles techniques in your annotations such as: • Applique • Stiches • Embellishments
Suggested FHS6 Activities including retention and recall and formative assessment	Create a design sheet based on the design brief You will have a modelled demonstration on how to do it with both numeracy and literacy Annotations with writing frame to support SEND Success criteria will link to the design brief with Exemplar provided
Development of subject specific vocabulary	Design Brief / theme / construction / symmetry / annotate / embellishments / Applique / complementary / harmonious / fabric / material
For each lesson: Stage 3	
Learning Outcome / Objective/ Big Question	Create to themed **designs of Squish mellows in colour** **Annotate** your design using **Tier 2 and 3 keywords** **Applique, Sitches, Embellishments**
Core Learning & development of subject specific skills	To learn how to make and use templates to create design in felt
Suggested FHS6 Activities including retention and recall and formative assessment	You will have a modelled demonstration on how to do it with both numeracy and literacy Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossery Success criteria will link to the design brief with Exemplar, demonstration and explains expectations

Development of subject specific vocabulary	
For each lesson: Stage 4	
Learning Outcome / Objective/ Big Question	To gain an understanding of templates and how to transfer the design from paper to template To understand what a pattern is and what a template is? What is a seam allowance for construction Cutting and working with templates leaving a seam
Core Learning & development of subject specific skills	Practical lesson Understand how to transfer the paper design on to the cloth. Importance of leaving the seam allowance for the sewing machine.
Suggested FHS6 Activities including retention and recall and formative assessment	Practical lesson where pupils will transfer their templates to cloth and leaving seam allowance Demonstration given Exemplar work shown Success criteria in place
Development of subject specific vocabulary	Seam allowance, template, transfer, Design, pattern
Development of subject specific vocabulary	Seam allowance, template, transfer, Design, pattern
For each lesson: Stage 5	
Learning Outcome / Objective/ Big Question	• To learn how to add applique pieces to your squish mellow design To use blanket stitch to sew your attachments neatly
Core Learning & development of subject specific skills	Learing journey Rock Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossary Modelling Green pen marking Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Suggested FHS6 Activities including retention and recall and formative assessment	Connector linking design and evaluating fleece to the design sheet Strength and weakness of the material Demonstration on how to make a moccasin using templates
Development of subject specific vocabulary	Template (Pattern) shape pattern Yarn, fabric, sewing stitching blanket stitch
For each lesson: Stage 6	
Learning Outcome / Objective/ Big Question	To sew applique decoration on using different embroidery stitches on squishmellow
Core Learning & development of subject specific skills	Develop embroidery and sewing and design skills
Suggested FHS6 Activities including retention and recall and formative assessment	Learing journey Rock Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossary Green pen marking Modelling

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	Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Development of subject specific vocabulary	Needle embroidery stitches back, blanket, cross, running stitch
For each lesson: Stage 7	
Learning Outcome / Objective/ Big Question	
Core Learning & development of subject specific skills	To learn how to sew buttons and beads onto the Squish mellow
Suggested FHS6 Activities including retention and recall and formative assessment	Learing journey Rock Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossary Green pen marking Modelling Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Development of subject specific vocabulary	Pattern selector, presser foot, Thread holder, foot pedal power cable, reverse stitch lever and stitch length selector stitch, width selector, tread take up lever, needle, bobbin holder
For each lesson: Stage 8	
Learning Outcome / Objective/ Big Question	• To be able to complete embroidery and sewing techniques To be able to identify health and safety concerns when using a sewing machine To be able to use a sewing machine safely
Core Learning & development of subject specific skills	To learn how to use a sewing machine The health and safety of using a sewing machine
Suggested FHS6 Activities including retention and recall and formative assessment	Learing journey Rock Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossary Green pen marking Modelling Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Development of subject specific vocabulary	Pattern selector, presser foot, Thread holder, foot pedal power cable, reverse stitch lever and stitch length selector stitch, width selector, tread take up lever, needle, bobbin holder
For each lesson: Stage 9	
Learning Outcome / Objective/ Big Question	To be able to complete embroidered work To be able to stuff Squish mellow together using the sewing machine
Core Learning & development of subject specific skills	To learn how to use a sewing machine To learn how to turn a 2D squish mellow into a 3D finished Squish mellow To evaluate own work
Suggested FHS6 Activities including retention and recall and formative assessment	Learing journey Rock Annotations with writing frame to support SEND Tier 2 and 3 words used KIM glossary Green pen marking Modelling

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	Success criteria will link to the design brief with Exemplar, demonstration and explains expectations
Development of subject specific vocabulary	Pattern selector, presser foot, Thread holder, foot pedal power cable, reverse stitch lever and stitch length selector stitch, width selector, tread take up lever, needle, bobbin holder

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