

Design Technology: Key stage 3 Curriculum overview

In every scheme of work students develop the skills of:

Year Group	Topic Theme	Subject specialism	Student activity	Skills/Practical
7	Health and Safety	Textiles	<ul style="list-style-type: none"> Pupils are to understanding how to use the Textiles room correctly and safely. Students will be able to use equipment safely. Pupils will be safe when carrying specialist tools and equipment They will be able to identifying Hazards in the classroom 	<ul style="list-style-type: none"> Knowing how to thread a needle. Being able to pin patterns to fabric. Using fabric scissors correctly. Learning how to set up a sewing machine. Learning how to thread a sewing machine. Basic sewing skills when using the sewing machine. Be able to use the overlocker. Able to use the different stitch techniques on the sewing machine. Understand the design process Create different weaves. Create an embroidery pattern using the sewing machine. Create an appliqued sample. Use the CAD/CAM embroidery machine.
7	Designing	Textiles	<ul style="list-style-type: none"> Students will understand what a successful design will look like. They will learn how to annotate and colour their design ideas to show their ideas. Students will have an understanding of a design context and brief. They will be able to state who the design brief comes from and what is it for. Students will complete an activity to design & produce (A4 size) a tapestry wall hanging about the industrial revolution. 	
7	Techniques	Textiles	<ul style="list-style-type: none"> Students will begin to understand the weaving technique. They will be able to make a plain, twill & satin weave using paper. Students are then going to use strips of material for the warp/weft to produce a jacquard weave. They will then demonstrate their understanding through creating samples using the weaves as a base to show techniques such as embroidery & applique. Students will research the traditional method of jacquard weaving to discover its opulence etc. characterized by complex woven-in designs, often with large design repeats or tapestry effects. Students will complete their design and produce their wall hanging making sure that it is lined and finished using the sewing machine & over locker. 	
7	History of cotton production	Textiles	<ul style="list-style-type: none"> Students will research the history of the cotton industry through to present day. They will look at local towns and see how these supported the industry and the importance of the cotton industry to Lancashire and be able to explain why cotton so important to 	

			<p>developing towns in the C19th. They will understand the Spinning Jenny, and the first looms through to industrialisation.</p> <ul style="list-style-type: none"> • Students will learn what the significance of opening up canals and why cotton was produced in smaller towns outside Manchester. • Students will then learn why the cotton industry declined and have an understanding of the resurgence of the cotton industry and its return back to Britain. • Students will be able to create a time line of the industry and the industrial revolution 	
7	Social, moral, environment changes through the years.	Textiles	<ul style="list-style-type: none"> • Students will work out the costing of transportation of fibres and fabrics from other countries. They will understand the impact on society and the environmental. They need to research the Fair Trade society and learn about how cotton production affects society, employees and the consumer. 	
7	Impact of technology & modern fibres	Textiles	<ul style="list-style-type: none"> • Students will learn the source of each fibre for all Manmade, synthetic and regenerated fibres • Students will learn how industry uses CAD/CAM in technology for manufacturing materials, component and products. 	

Design Technology: Key stage 3 Curriculum overview

In every scheme of work students develop the skills of:

Year Group	Topic Theme	Subject specialism	Student activity	Skills/Practical
8	Health & Safety	Textiles	<ul style="list-style-type: none"> Pupils are to understanding how to use the Textiles room correctly and safely. Students will be able to use equipment safely. Pupils will be safe when carrying specialist tools and equipment They will be able to identifying Hazards in the classroom 	<ul style="list-style-type: none"> Recap on how to thread a needle. Be able to pin patterns to fabric. Using fabric scissors correctly. Recap on how to set up a sewing machine. Continue to be able to thread a sewing machine. Add to their sewing skills when using the sewing machine through experimentation with techniques and construction. Be able to use the overlocker. Able to use the different stitch techniques on the sewing machine. Understand the design process Understand the different dyes needed for different fabrics. Create an embroidery pattern using the sewing machine. Create and evaluate samples. Use the CAD/CAM embroidery machine.
8	History of dyeing	Textiles	<ul style="list-style-type: none"> Students will learn about the dyes needed for different fabric and fabrics. They will look at natural and their progression into the creation of synthetic dyes, they will discover the environmental impact of dying products and learn about the closed loop system how water usage and the disposal of water effects the environment. Students will build on their learning from year 7 of the industrial revolution and see how dying has developed through the ages. Students will look at the technological development and influences of dying when considering production types for mass (CAM), batch and one off production. They will become aware of Health & Safety in the work place when dyes are used to create colourful products. 	
8	Dyeing & Colour application techniques	Textiles	<ul style="list-style-type: none"> Students will learn and research about different techniques, their origin how they are used. They will sample Batik, Block printing and silk painting. Students will understand the cultural aspects of each technique. They will research influential artists and designers and students will produce samples within the context of the techniques. Pupils will test natural dye stuffs with different fabric types and recap on links with yr7 fibres and fabrics knowledge. 	
8	Practical Activities	Textiles	<ul style="list-style-type: none"> Students will start to use quality testing samples to experiment with different ideas. They will learn how to produce a creative design ideas for their selected product. Pupils will evaluate their samples and select relevant techniques, fabric etc... to create their own product e.g. cushion cover/pin cushion/patchwork throw. 	

Design Technology: Key stage 3 Curriculum overview

In every scheme of work students develop the skills of:

Year Group	Topic Theme	Subject specialism	Student activity	Skills/Practical
9	Health & Safety	Textiles	<ul style="list-style-type: none"> Pupils are to continue to understanding how to use the Textiles room correctly and safely. Students will be able to use equipment safely. Pupils will be safe when carrying specialist tools and equipment They will be able to identifying Hazards in the classroom 	<ul style="list-style-type: none"> Recap on how to thread a needle. Be able to pin patterns to fabric. Using fabric scissors correctly. Recap on how to set up a sewing machine. Continue to be able to thread a sewing machine. Add to their sewing skills when using the sewing machine through experimentation with techniques and construction. Be able to use the overlocker. Able to use the different stitch techniques on the sewing machine. Understand the design process Understand the way to construct Toiles. Create a samples of construction methods. Create and evaluate samples. Use the CAD/CAM embroidery machine. Understanding of styles and shapes.
9	History of Fashion 1910-1930	Textiles	<ul style="list-style-type: none"> Students are going to research the Fashion - Time line. They will move through various periods such as Victorian, Edwardian Eras, The Roaring twenties, Men's fashion, Military influence, Utilitarian etc. They will record key styles, shape changes, fabrics, silhouettes and bustles. Pupils will consider and understand various issues that have an impact on designing. They will research influences, impact of social and cultural revolutions, various events such as WW1, Women's movement (Emily Pankhurst) Women's vote. Students will look at Iconic Designers and their impact at that time to present day - Coco Chanel; Yves St Laurent, Christian Dior, Paul Poiret, Charles Rennie Mackintosh. Students need to have an understanding of technological changes throughout their time line from the start of the industrial revolution. They need to look at changes in transportation and various inventions (zip) etc. Pupils must have gained a knowledge and understanding of Social Moral, environmental impact when selecting and constructing Textile products. 	
9	Construction techniques	Textiles	<ul style="list-style-type: none"> Students are going to develop construction skills: Disposal of fullness (darts, pleats, tuck, gathers, shirring); Seams (Flat fell, French) pockets (patch, envelope, insert), button holes and produce samples of each to evaluate and use for constructing their final product. 	
9	Practical Designing/Testing and sampling	Textiles	<ul style="list-style-type: none"> Students are going to use inspiration from the research process, to develop a range of ideas, choosing one to develop through the iterative design process incorporating testing. They will draw from 	

			<p>skills and techniques learnt in yr7/8 and the new construction techniques they have sampled.</p> <ul style="list-style-type: none"> Students are going to use detail information and link relevance to historical designs as these are imperative to influence design ideas. 	
9	Practical Making	Textiles	<ul style="list-style-type: none"> Students are going to create a 1/5 scale toile, the concept using combination historical silhouettes/shape/construction/ fusion for a present day product. 	