

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖	•	•	•	• Day of the Dead reseach
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Continual practical skills assessed ❖ End of unit test - knowledge test ❖ End of year Knowledge test - June 2023 			<ul style="list-style-type: none"> • Research skills • Design ideas • Watching Youtube film 	<ul style="list-style-type: none"> • H&S Poster or mindmap or moodboard • https://youtu.be/_sSawpU81cl • DOTD Moodboard or mindmap • Design Ideas
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
Introduction to textile. Classification of fibres & H&S Intro into brief and spec <i>1 Lesson</i>	<ul style="list-style-type: none"> ★ <i>Discipline</i> ★ <i>Technical ability</i> ★ <i>Problem solving</i> ★ <i>Organisation</i> ★ <i>Fibre classification</i> ★ <i>H&S in the classroom</i> 	GCSE Link: → 6.7.1 → 3.1c → AO2 Wider Curriculum Links: → Art - Use of materials, equipment and substances → Science - Use of materials, equipment and substances		<ul style="list-style-type: none"> ● understand and use the properties of materials and the performance of structural elements to achieve functioning solutions ● Select from and use specialist tools

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<p>Day of the Dead Research</p> <p>2 Lessons</p>	<ul style="list-style-type: none"> ★ <i>Discipline</i> ★ <i>Technical ability</i> ★ <i>Problem solving</i> ★ <i>Organisation</i> ★ <i>Investigate</i> ★ <i>Research</i> ★ <i>Day of the Dead history and symbols linked</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 2.3.6 Cultural and ethical factors → 2.1b → 1.1d <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Historical → Cultural → SMSC 	<ul style="list-style-type: none"> ● use research and exploration, such as the study of different cultures, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop and communicate design ideas using annotated sketches, detailed plans, 3-D
<p>Embroidery</p> <p>2 Lessons</p>	<ul style="list-style-type: none"> ★ <i>Discipline</i> ★ <i>Technical ability</i> ★ <i>Measuring</i> ★ <i>Cutting</i> ★ <i>Problem solving</i> ★ <i>Organisation</i> ★ <i>H&S</i> ★ <i>Independance</i> ★ <i>Embroidery stitches</i> ★ <i>Equipment safe use</i> ★ <i>Variety of stitches</i> ★ <i>Making</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 2.3.6 Cultural and ethical factors → 2.1b → 1.1d <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Art & Design - Use of mixed media, colour and texture → Developing ideas through investigation → Refine ideas through experimentation → Geography - Effective presentation, communication and evaluation of material. → Science - selecting appropriate materials → Knowledge of properties 	<ul style="list-style-type: none"> ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ● select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
<p>Designing</p> <p>2 Lessons</p>	<ul style="list-style-type: none"> ★ Sketching techniques ★ What is freehand sketching ★ What is annotation and where is it used ★ What is perspective drawing ★ CAD drawing ★ Labelling ★ What is a brief and a design spec 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1.17.1 → 1.11 → 6.2 → 6.3 → 6.7 → 6.8 → 2.1c2.2 → 2.3 → 2.4 → 2.5 	<ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ● generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

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		<ul style="list-style-type: none"> → AO2 <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths - Scaling → Business - communication → Art & Design - Develop ideas, refine ideas. → Maths - Graphic presentation of design ideas and communicating intentions 	<ul style="list-style-type: none"> ● use research and exploration, such as the study of different cultures, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ● use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses ● develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
<p>Manufacture</p> <p><i>5 Lessons</i></p>	<ul style="list-style-type: none"> ★ Selection of materials and techniques. ★ Selection of appropriate tools ★ H&S ★ Independence ★ H&S ★ Creativity ★ Discipline ★ Problem solving 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 6.6 → 6.7 → 6.8 → 3.1 → 3.2 <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths - Determining quantities of materials → Art & Design - Refining ideas as work in progress through experimenting with media, materials and techniques 	<ul style="list-style-type: none"> ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ● select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
<p>Evaluate</p> <p><i>1 Lessons</i></p>	<ul style="list-style-type: none"> ★ How to test a product ★ Why we test and evaluate ★ What is the iterative design process 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 4.1 → 1.15 	<ul style="list-style-type: none"> ● Test, evaluate and refine their ideas and products against a specification, taking into account the

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	<ul style="list-style-type: none"> ★ How can we apply it in lesson ★ Discipline ★ Problem solving ★ Communication ★ Analytics 	<ul style="list-style-type: none"> → AO2 → AO3 <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Maths - Extracting information from technical specifications → Appropriate use of scientific terms when developing a design brief and specifications 	<p>views of intended users and other interested groups</p> <ul style="list-style-type: none"> ● understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
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Year 8 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖	●	●	●	● History of Batik
Formal Assessments (Title/Date)			Blended Learning	Home Learning
❖ ❖ ❖			<ul style="list-style-type: none"> ● Mood board ● Worksheets 	<ul style="list-style-type: none"> ● Mood boards ● H&S ● WWW + EBIs
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>	
Batik 3 Lessons	<ul style="list-style-type: none"> ★ <i>Research</i> ★ <i>Reading and comprehension</i> ★ <i>H&S</i> ★ <i>Batik</i> 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 1.14 → 1.15 → 6.3 → AO1 	<ul style="list-style-type: none"> ● use research and exploration, such as the study of different cultures ● select from and use specialist tools, techniques, processes, equipment and 	

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	<ul style="list-style-type: none"> ★ <i>Iron</i> ★ <i>Fabric dyes</i> ★ <i>Historical and cultural impact</i> 	Wider Curriculum Links: → Maths - → Appropriate use of scientific terms when discussing manufacture	machinery precisely, including computer-aided manufacture
Introduction to the sewing machine <i>4 lessons</i>	<ul style="list-style-type: none"> ★ <i>How to use a sewing machine</i> ★ <i>Health & Safety</i> ★ <i>Understanding how a sewing machine works</i> ★ 	→ 1.15 → 1.17 → 6.8 → AO4 → AO3 Wider Curriculum Links: →	<ul style="list-style-type: none"> ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ● select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties ● test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
Manufacture <i>4 lessons</i>	<ul style="list-style-type: none"> ★ <i>Cutting and making a paper pattern</i> ★ <i>What a seam allowance is</i> ★ <i>How to add a seam allowance</i> ★ <i>Lay planning</i> ★ <i>Assembling parts to construct a 3D shape</i> ★ <i>Hand sewing</i> 	→ 4.7 → 4.8 → 6.6 → AO4 → AO3 Wider Curriculum Links: → Maths - length size, scale, ratio → Measurement and marking out, creating tessellated patterns	<ul style="list-style-type: none"> ● analyse the work of past and present professionals and others to develop and broaden their understanding ● develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
Design <i>2 lessons</i>	<ul style="list-style-type: none"> ★ <i>Use of annotation and labelling</i> ★ <i>Sketching</i> ★ <i>Design development and refinement</i> ★ <i>Justify and evaluate</i> 	→ 1.17 → 2,4 → AO4 → AO3 Wider Curriculum Links: → Maths - length size, scale, ratio	<ul style="list-style-type: none"> ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

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		→	<ul style="list-style-type: none"> ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
<p>Decorate and evaluate</p> <p><i>4 Lessons</i></p>	<ul style="list-style-type: none"> ★ How to test a product ★ Why we test and evaluate ★ What is the iterative design process ★ How can we apply it in lesson ★ Discipline ★ Problem solving ★ Communication ★ Analytics 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → 6.7 → 6.8 → AO4 → AO3 <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → A&D - The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study. 1.15.1 – Analysing a product 1.15.1 – Strategies, techniques and approaches employed when investigating and analysing the work of others Develop their ideas through 	<ul style="list-style-type: none"> ● Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups ● understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
❖	●	<ul style="list-style-type: none"> ● Fashion design ● Interior design ● Pattern cutting ● Quality control 	<ul style="list-style-type: none"> ● Health & safety ● 	<ul style="list-style-type: none"> ● Designer

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❖ Formal Assessments (Title/Date)		● Blended Learning	● Home Learning
❖ ❖ ❖		● CAD Design ● Research ● Moodboards	● Moodboards ● Youtube
❖ Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
The origins of Cotton 2 Lessons	<ul style="list-style-type: none"> ★ <i>Planning</i> ★ <i>Technical terms</i> ★ <i>Problem solving</i> ★ <i>Organisation</i> ★ <i>The life-cycle of a tshirt</i> ★ <i>Where cotton comes from - farm to shop</i> ★ <i>Sustainability</i> ★ <i>Impact on communities and the wider world</i> ★ 	GCSE Link: → 1.14 → 1.15 → 6.3 → AO1 Wider Curriculum Links: → Maths - percentages → Appropriate use of scientific terms when discussing manufacture	<ul style="list-style-type: none"> ● use research and exploration, such as the study of different cultures ● understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
Design Principles 3 lessons	<ul style="list-style-type: none"> ★ <i>Research the work of others</i> ★ <i>How to design using CAD</i> ★ <i>Develop and use a range of communication techniques</i> ★ 	→ 1.15 → 1.17 → 6.8 → AO4 → AO3 Wider Curriculum Links: → Maths - Extracting information from technical specifications → Measurement and marking out, creating tessellated patterns	<ul style="list-style-type: none"> ● develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tool ● analyse the work of past and present professionals and others to develop and broaden their understanding

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<p>Design</p> <p><i>2 lessons</i></p>	<ul style="list-style-type: none">★ <i>Design using 2D design</i>★ <i>Understand how to use the laser cutter</i>★ <i>Understand the process of layering</i>	<ul style="list-style-type: none">→ 4.7→ 4.8→ 6.6→ AO4→ AO3 <p>Wider Curriculum Links:</p> <ul style="list-style-type: none">→ Maths - length size, scale, ratio→ Measurement and marking out, creating tessellated patterns	<ul style="list-style-type: none">● analyse the work of past and present professionals and others to develop and broaden their understanding● develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
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