

Curriculum Map template

Subject: GCSE DT: Textiles

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NEA Preparation	Practice NEA 2 – Art Deco Garment		Practice NEA 3 – Children’s Learning and Play			
Content Knowledge	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section D - Developing design ideas.</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section E – Realising Design Ideas</p> <p>AO3: Analyse and Evaluate</p> <p>NEA Section F – Analysing & Evaluating</p>	<p>AO1: Identify, investigate and outline design possibilities</p> <p>NEA Section A – Identifying & Investigating Design possibilities</p> <p>NEA Section B – Producing a design brief & specification</p> <p>NEA Section C – Generating Design ideas</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section D – Developing design ideas.</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section D - Developing design ideas.</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section E – Realising Design Ideas</p> <p>AO3: Analyse and Evaluate</p> <p>NEA Section F – Analysing & Evaluating</p>
Skills	<p>Students will gain a practical understanding of the process and application of the following textile construction techniques: Modelling, Pattern cutting, Inserting a</p>	<p>Students will produce a plan of manufacture, which details their final design idea. Students produce a production flow diagram, detailing how their garment would be made and</p>	<p>Students produce a detailed task analysis using ACCESSFM. Students develop an understanding of how to write a questionnaire to assist in the production of a</p>	<p>Students will gain a practical understanding of the process and application of the following textile techniques and process: Felt making, Heat manipulation,</p>	<p>Students will gain a practical understanding of the process and application of the following textile construction techniques: Modelling, Pattern cutting, How to</p>	<p>Students will produce a plan of manufacture, which details their final design idea. Students will use the different textile techniques to produce their final design idea.</p>

	<p>concealed zip, using boning, the production of darts, and how to attach a sleeve. They will gain an understanding of the different materials which are suitable for the production of garments. They will gain an understanding of the application of different washing/care instructions for different fabrics.</p>	<p>the use of quality control. Using client feedback, students will evaluate their product against their design specification.</p>	<p>user profile. Students will participate in a focus group with a group of users to gain a better understanding of their interaction with existing products. Students will develop an understanding of how to use ACCESSFM to evaluate a range of existing products. Students will develop an understanding of how to answer a project brief through the completion of a detailed design specification. Students will gain an understanding of how to produce detailed annotated initial design ideas, using the research that they have collated.</p>	<p>Heat Transfer printing, Batik/Wax resist. Students will develop their design ideas through the exploration of previously learnt textile techniques.</p>	<p>insert Velcro, Hooks & Eyes, Eyelets and other fastenings. Students will explore different materials and their suitability for their product. Students will use this knowledge to develop a final design idea for their product.</p>	<p>The production of their final product will be documented in an illustrated diary of making. Students will test their product and gain feedback in another focus group with their users. Using user feedback, students will evaluate their final product against their design specification.</p>
Key Questions	How will I make my garment? What construction techniques will I use	How will I make my garment? How will I ensure that my garment is	What will I design and make? Who will use my product? What are	How do I make my own felt? What is heat manipulation?	How will I make my product? What will my product do? What materials will	How did I make my product? Does my user like the product that I

	to make my garment? What fabrics will I use to make my garment? What are the washing/care instructions for my garment?	produced to a high standard? Does my client like the garment I have designed? Does my final design meet the criteria in my design specification?	their needs and wants? What is a focus group? How do I design a product which meets all the criteria in my design specification?	What is heat transfer printing? What is batik/wax resist? How can I recreate my design ideas using fabric and a variety of textile techniques?	i use to make my product?	made for them? Does my final design meet the criteria in my design specification?
Assessment	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.
Literacy/ numeracy/ SMSC/ Character	Students will be developing their knowledge, understanding and application of subject specific terminology. Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities. They will gain a wider understanding of the cultural values behind Art Deco artefacts. They will develop an empathetic understanding of developing a product which meets the needs to their client.		Students will be developing their knowledge, understanding and application of subject specific terminology. Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities. They will develop an empathetic understanding of developing a product which meets the needs to their client.			
Enrichment opportunities and futures	With the skills gained students can be given the opportunity to produce their own products at home or at Textile Club. Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries. Careers- fashion designer, marketing,		Students will be given the opportunity to work with a local nursery to help them develop a product which meets the needs of a group of young people. With the skills gained students can be given the opportunity to produce their own products at home or at Textile Club. Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries. Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer, etc.			

	<p>seamstress, upholstery, advertising, buyer, etc. Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.</p>	<p>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.</p>
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Subject: GCSE DT: Textiles

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NEA	GCSE NEA					
Content Knowledge	<p>AO1: Identify, investigate and outline design possibilities</p> <p>NEA Section A – Identifying & Investigating Design possibilities NEA Section B – Producing a design brief & specification NEA Section C – Generating Design ideas</p>	<p>AO1: Identify, investigate and outline design possibilities</p> <p>NEA Section C – Generating Design ideas</p> <p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section D – Developing design ideas.</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section D – Developing design ideas. NEA Section E – Realising Design Ideas</p>	<p>AO2: Design and make prototypes that are fit for purpose</p> <p>NEA Section E – Realising Design Ideas</p> <p>AO3: Analyse and Evaluate</p> <p>NEA Section F – Analysing & Evaluating</p>	<p>Having submitted their NEA for assessment at the start of the Summer Term, students will use this term to revise for their written exam.</p>	
Skills	<p>Students will use a variety of research methods to explore the context for their project. Students are to use questionnaires, surveys, interviews, and/or focus groups to identify their</p>	<p>Students will use a variety of research methods to explore how to turn their ideas into a functional product. Students will explore and apply their knowledge and understanding of</p>	<p>Students are to complete any modelling, pattern modifications and design development. Students will use a variety of research methods to identify and source the</p>	<p>Students will use the different textile techniques to produce their final design idea. The production of their final product will be documented in an illustrated diary of making.</p>		

	<p>customer/client/ users' needs and wants. Students will have to conduct the relevant research to explore the social and environmental issues around the production of their product. Students are to analyse and evaluate a variety of different existing products available to help inform their design ideas. Students are to produce a detailed project brief and design specification. Students are to use a variety of methods to communicate their initial design ideas.</p>	<p>different textile techniques through the development of their design ideas. Students will develop a relationship with their client to continuously ask for feedback, which will support the development of their design ideas. Students will use different modelling and construction techniques to help develop their final product.</p>	<p>appropriate materials needed to produce their product. Students will produce a plan of manufacture, which details their final design idea. Students produce a production flow diagram, detailing how their garment would be made and the use of quality control.</p>	<p>Students will test their product and gain feedback from their customer/client/ user. Using customer/client/ user feedback, students will evaluate their final product against their design specification.</p>		
Key Questions	<p>What could I design and make? Who will use my product? What are my customer's/client's/user's needs and wants? What are my initial ideas?</p>	<p>How will I make my product? What materials will I use to make my product? What textile techniques will I use to make my product? How can I develop my design ideas? What does my customer/client/user think about my design ideas?</p>	<p>How will I make my product? What will my product do? What materials will I use to make my product?</p>	<p>How did I make my product? Does my user like the product that I made for them? Does my final design meet the criteria in my design specification?</p>		

Assessment	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.	Students work will be regularly monitored with written and verbal feedback given.
Literacy/ numeracy/ SMSC/ Character	<p>Students will be developing their knowledge, understanding and application of subject specific terminology.</p> <p>Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities.</p> <p>They will gain a wider understanding of the cultural values behind their chosen context. They will develop an empathetic understanding of developing a product which meets the needs to their client/customer/user.</p>					
Enrichment opportunities and futures	<p>With the skills gained students can be given the opportunity to produce their own products at home or at Textile Club.</p> <p>Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries.</p> <p>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer, etc.</p> <p>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.</p>					

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Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paper 1	Unit 1: Industry and Enterprise		Unit 2: Energy, New Materials, Systems and Mechanical Devices		Unit 3: Materials and their working properties	
Specification Content	3.1 – Core technical principles 3.1.1 – New and emerging technologies		3.1 – Core technical principles 3.1.2 – Energy generation and storage 3.1.3 – Developments in new materials 3.1.4 – Systems approach to designing 3.1.5 – Mechanical devices		3.1 – Core technical principles 3.1.6 – Materials and their working properties.	
Knowledge	Students will gain the knowledge and understanding of: The impact new and emerging technologies have on industry. Different types of enterprise based on the development of effective business innovation. The impact of resource composition on the planet. How technology push/market pull affects choice. Changing job roles due to the emergence of new ways of working driven by technological change. Changes in fashion and trends in relation to new and emergent technologies. Respecting people of different faiths and beliefs. How products are designed and made to avoid having a negative impact on others. Positive and negative impacts new products have on their environment. The contemporary and potential future use of different		Students will gain the knowledge and understanding of: How energy is generated and stored and how it is used as the basis for the selection of products and power systems. Developments in technologies and the production and uses of new materials, modern materials, smart materials, composite materials and technical textiles. How electronic systems, including programmable components provide functionality to products and processes; and enhance and customise their operation. The functions of mechanical devices to produce linear, rotary, reciprocating and		Students will gain the knowledge and understanding of: The classification of the types, physical and working properties of a range of the materials in each of the following categories: <ul style="list-style-type: none"> ● Papers and boards ● Natural and manufactured timbers ● Metals and alloys ● Polymers ● Textiles The physical properties of the above materials related	

	production techniques and systems. How the critical evaluation of new and emerging technologies informs design decisions.	oscillating movements. How levers, linkages, and rotary systems are used.	to use and knowledge applied when designing and making.
Assessment	Specification content is delivered through weekly lessons. Students are required to reflect on and apply their knowledge and understanding of lesson content through the completion of lesson worksheets, which are assessed, and feedback given. Students are to complete a formal assessment at the end of the unit (end of unit test), which assesses their ability to recall knowledge and understanding of specification content.		
Literacy/ numeracy/ SMSC/ Character	Students will be developing their knowledge, understanding and application of subject specific terminology.		
Enrichment opportunities and futures	Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries. Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer. etc Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.		

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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paper 1	Unit 4: Common Specialist technical principles		Unit 5D - Polymers		Unit 5E – Textiles	
Specification Content	3.2 – Specialist technical principles 3.2.2 – Forces and stresses 3.2.3 – Ecological and social footprint 3.2.7 – Scales of production		3.2 – Specialist technical principles 3.2.1 – Selection of materials or components 3.2.4 – Sources and origins 3.2.5 – Using and working with materials 3.2.6 – Stock forms, types and sizes 3.2.8 – Specialist techniques and processes 3.2.9 – Surface treatments and finishes		3.2 – Specialist technical principles 3.2.1 – Selection of materials or components 3.2.4 – Sources and origins 3.2.5 – Using and working with materials 3.2.6 – Stock forms, types and sizes 3.2.8 – Specialist techniques and processes 3.2.9 – Surface treatments and finishes	
Knowledge	Students will gain the knowledge and understanding of: How materials and objects can be manipulated to resist and work with forces and stresses. How materials can be enhanced to resist and work with forces and stresses to improve functionality. The ecological issues in the design and manufacture of products. The meaning and application of the 6R's. The social issues in the design and manufacture of products. How products are produced in different volumes. The reasons why different manufacturing methods are used for different production volumes.		Within the context of the above material areas: Polymers and Textiles, Students will gain the knowledge and understanding of: How to select materials and components with consideration of functionality, aesthetics, environmental factors, availability, cost, social factors, cultural factors, ethical factors. The primary sources of materials and the main processes involved in converting into workable forms. How different properties of materials and components are used in commercial products, how properties influence use and how properties affect performances. How material properties can be modified for specific purposes. How to shape and form materials using cutting, abrasion and addition. The commercially available types and sizes of materials and components. The use of production aids. The use of specialist tools and equipment which can be used to shape, fabricate, construct and assemble products out of different materials and components. The importance of working to tolerance levels. Different commercial production processes. The application and use of quality control to include measurable and quantitative systems used during manufacture. The preparation and application of treatments and finishes to enhance functional and aesthetic properties of different materials.			

Assessment	Specification content is delivered through weekly lessons. Students are required to reflect on and apply their knowledge and understanding of lesson content through the completion of lesson worksheets, which are assessed, and feedback given. Students are to complete a formal assessment at the end of the unit (end of unit test), which assesses their ability to recall knowledge and understanding of specification content.
Literacy/ numeracy/ SMSC/ Character	Students will be developing their knowledge, understanding and application of subject specific terminology.
Enrichment opportunities and futures	Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries. Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer. etc Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.