

## Subject: GCSE DT: Textiles

| Year 9            | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-------------------|---|---|---|--|---|--|
| NEA Preparation   | Practice NEA 1 – Art Nouveau Cushion  |   |   |  | Practice NEA 2 – Art Deco Garment   |  |
| Content Knowledge | <b>AO1: Identify, investigate and outline design possibilities</b><br><br>NEA Section A – Identifying & Investigating Design possibilities<br>NEA Section B – Producing a design brief & specification<br>NEA Section C – Generating Design ideas                   | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D – Developing design ideas.   | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D - Developing design ideas.   | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section E – Realising Design Ideas<br><br><b>AO3: Analyse and Evaluate</b><br><br>NEA Section F – Analysing & Evaluating                | <b>AO1: Identify, investigate and outline design possibilities</b><br><br>NEA Section A – Identifying & Investigating Design possibilities<br>NEA Section B – Producing a design brief & specification<br>NEA Section C – Generating Design ideas | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D – Developing design ideas.  |
| Skills            | Students will explore the work of artists and designers from the Art Nouveau Period. Students will develop an understanding of how to answer a project brief through the completion of a detailed design specification. Students will explore the importance of how | Students will gain a practical understanding of the process and application of the following techniques: Lino Printing, Screen Printing/Stencilling, Silk Painting, Machine | Students will gain a practical understanding of the process and application of the following textile construction techniques: Modelling, Pattern cutting, How to insert a Zip, How to produce buttons | 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. Using client feedback, students | Students will explore the task through the completion of a detailed task analysis. Students will explore the work of artists and designers from the Art Deco period. Students will  | Students will gain a practical understanding of the process and application of the following fabric manipulation techniques: Pleats/ ruffles/ gathers, using the laser cutter, reverse applique. |

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|               | <p>their design can meet the needs of their client, through the completion of a Client profile. Students will gain an understanding of how to produce detailed annotated initial design ideas, using the research they have collated.</p> | <p>Embroidery, CAD Embroidery. Students will use their knowledge of these techniques to develop and modify their design ideas.</p>   | <p>and button holes, how to produce different seams and hemming fabrics. Students will use this knowledge to develop a final design idea for their cushion.</p> | <p>will evaluate their final product against their design specification.</p>   | <p>develop the understanding of how to design a product which meets the needs of a retail outlet. 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 garment design ideas, using the research that they have collated.</p> | <p>Students will gain a practical understanding of the process and application of the following embellishment techniques: Making covered buttons, using beads, sequins and trims. Students will produce a series of developed design ideas using photoshop.</p> |
| Key Questions | <p>What are the key characteristics of Art Nouveau?<br/>How do I design a product which answers a project brief?<br/>How do I design a product which meets the needs of my client?</p>  | <p>How can I recreate my designs using different printing techniques?<br/>How can I create my designs using embroidery?<br/>How will the techniques that I use support the development of my design ideas?</p> | <p>How will I make my cushion?<br/>What construction techniques will I use to make my cushion?<br/>What will my final cushion look like?</p>                    | <p>How did I make my cushion?<br/>Does my customer like the cushion that I made for them?<br/>Does my final design meet the criteria in my design specification?</p> | <p>What are the key characteristics of Art Deco?<br/>How do I write a store profile?<br/>How do I produce a garment design which meets the needs of my client?</p>  | <p>How do I use photoshop to develop my garment designs?<br/>How can I include different fabric manipulation techniques in my garment? How can I use different embellishments in my designs?</p>  |

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| 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.<br>Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities.<br>They will gain a wider understanding of the cultural values behind Art Nouveau artefacts. They will develop an empathetic understanding of developing a product which meets the needs to their customer. |   |  |   | Students will be developing their knowledge, understanding and application of subject specific terminology.<br>Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities.<br>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. |   |
| Enrichment opportunities and futures | Students will be invited to attend a trip to the V&A where they will have the opportunity to explore artefacts from the Art Nouveau Period.  |   | Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries. Follow Fashion/Textile designers on Social media (Instagram, Twitter, etc)<br>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer. etc<br>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving. |   |   |   |

## 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<br><br>Knowledge | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D - Developing design ideas.   | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section E – Realising Design Ideas<br><br><b>AO3: Analyse and Evaluate</b><br><br>NEA Section F – Analysing & Evaluating       | <b>AO1: Identify, investigate and outline design possibilities</b><br><br>NEA Section A – Identifying & Investigating Design possibilities<br>NEA Section B – Producing a design brief & specification<br>NEA Section C – Generating Design ideas | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D – Developing design ideas.  | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D - Developing design ideas.   | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section E – Realising Design Ideas<br><br><b>AO3: Analyse and Evaluate</b><br><br>NEA Section F – Analysing & Evaluating              |
| Skills                   | Students will gain a practical understanding of the process and application of the following textile construction techniques: Modelling, Pattern cutting, Inserting a concealed zip, using boning, the production | 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. | 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 user profile. Students will  | Students will gain a practical understanding of the process and application of the following textile techniques and process: Felt making, Heat manipulation, Heat Transfer printing, Batik/Wax | Students will gain a practical understanding of the process and application of the following textile construction techniques: Modelling, Pattern cutting, How to insert Velcro, Hooks & Eyes, | 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. The production of their final product |

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|               | <p>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>Using client feedback, students will evaluate their product against their design specification.</p> | <p>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>resist. Students will develop their design ideas through the exploration of previously learnt textile techniques.</p> | <p>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>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 | <p>How will I make my garment? What construction techniques will I use to make my garment? What fabrics will I use</p>  | <p>How will I make my garment? How will I ensure that my garment is produced to a high standard?</p>   | <p>What will I design and make? Who will use my product? What are their needs and wants?</p>  | <p>How do I make my own felt? What is heat manipulation? What is heat transfer printing?</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</p>  |

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|                                      | to make my garment?<br>What are the washing/care instructions for my garment?  | Does my client like the garment I have designed?<br>Does my final design meet the criteria in my design specification? | What is a focus group?<br>How do I design a product which meets all the criteria in my design specification?   | What is batik/wax resist?<br>How can I recreate my design ideas using fabric and a variety of textile techniques? |   | 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.<br>Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities.<br>They will gain a wider understanding of the cultural values behind Art Deco artefacts.<br>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.<br>Students will be developing their application of practical numeracy skills through the production of scaled drawings and calculating fabric quantities.<br>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.<br>Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries.<br>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer, etc.  |  | 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.<br>With the skills gained students can be given the opportunity to produce their own products at home or at Textile Club.<br>Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries.<br>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer, etc.<br>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving. |   |   |   |

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|  | Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving. |  |
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## Subject: GCSE DT: Textiles

| Year 11                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2 |
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| NEA                      | GCSE NEA  |  |  |   |  |          |
| Content<br><br>Knowledge | <b>AO1: Identify, investigate and outline design possibilities</b><br><br>NEA Section A – Identifying & Investigating Design possibilities<br>NEA Section B – Producing a design brief & specification<br>NEA Section C – Generating Design ideas | <b>AO1: Identify, investigate and outline design possibilities</b><br><br>NEA Section C – Generating Design ideas<br><br><b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D – Developing design ideas. | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section D – Developing design ideas.<br>NEA Section E – Realising Design Ideas        | <b>AO2: Design and make prototypes that are fit for purpose</b><br><br>NEA Section E – Realising Design Ideas<br><br><b>AO3: Analyse and Evaluate</b><br><br>NEA Section F – Analysing & Evaluating | Having submitted their NEA for assessment at the start of the Summer Term, students will use this term to revise for their written exam. |          |
| Skills                   | 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  | 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   | Students are to complete any modelling, pattern modifications and design development. Students will use a variety of research methods to identify and source the | 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.                  |  |          |



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|               | <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?<br/>Who will use my product? What are my customer's/client's/user's needs and wants?<br/>What are my initial ideas?</p>   | <p>How will I make my product? What materials will I use to make my product?<br/>What textile techniques will I use to make my product?<br/>How can I develop my design ideas?<br/>What does my customer/client/user think about my design ideas?</p>  | <p>How will I make my product? What will my product do?<br/>What materials will i use to make my product?</p>   | <p>How did I make my product?<br/>Does my user like the product that I made for them?<br/>Does my final design meet the criteria in my design specification?</p>   |  |  |

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| 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/<br>numeracy/<br>SMSC/<br>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<br>opportunities<br>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> |   |   |   |   |   |

## Curriculum Map template

### Subject: GCSE DT: Textiles

| 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 | <b>3.1 – Core technical principles</b><br>3.1.1 – New and emerging technologies   |          | <b>3.1 – Core technical principles</b><br>3.1.2 – Energy generation and storage<br>3.1.3 – Developments in new materials<br>3.1.4 – Systems approach to designing<br>3.1.5 – Mechanical devices   |          | <b>3.1 – Core technical principles</b><br>3.1.6 – Materials and their working properties.   |          |
| Knowledge             | Students will gain the knowledge and understanding of:<br>The impact new and emerging technologies have on industry.<br>Different types of enterprise based on the development of effective business innovation.<br>The impact of resource composition on the planet.<br>How technology push/market pull affects choice.<br>Changing job roles due to the emergence of new ways of working driven by technological change.<br>Changes in fashion and trends in relation to new and emergent technologies.<br>Respecting people of different faiths and beliefs.<br>How products are designed and made to avoid having a negative impact on others.<br>Positive and negative impacts new products have on their environment.<br>The contemporary and potential future use of different |          | Students will gain the knowledge and understanding of:<br>How energy is generated and stored and how it is used as the basis for the selection of products and power systems.<br>Developments in technologies and the production and uses of new materials, modern materials, smart materials, composite materials and technical textiles.<br>How electronic systems, including programmable components provide functionality to products and processes; and enhance and customise their operation.<br>The functions of mechanical devices to produce linear, rotary, reciprocating and |          | Students will gain the knowledge and understanding of:<br>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"> <li>• Papers and boards</li> <li>• Natural and manufactured timbers</li> <li>• Metals and alloys</li> <li>• Polymers</li> <li>• Textiles</li> </ul> The physical properties of the above materials related |          |

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|  | production techniques and systems.<br>How the critical evaluation of new and emerging technologies informs design decisions.   | oscillating movements.<br>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/<br>numeracy/<br>SMSC/<br>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.<br>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer. etc<br>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.  |  |   |

## Subject: GCSE DT: Textiles

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

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| 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/<br>numeracy/<br>SMSC/<br>Character | Students will be developing their knowledge, understanding and application of subject specific terminology.  |
| Enrichment<br>opportunities<br>and futures   | Enrichment - Watching Great British Sewing Bee, Next in Fashion, Read Fashion magazine, visit museums and galleries, watch fashion documentaries.<br>Careers- fashion designer, marketing, seamstress, upholstery, advertising, buyer. etc<br>Employability skills- planning, independent work, dexterity, fine motor skills, design, critical thinking, creativity, Problem solving.  |