<table>
<tr><td>Year: 8
Subject:
Design and Technology
Textiles</td><td colspan="2">Curriculum Intent:
Students will use their prior learning from Year 7 to further develop an understanding of properties of fabrics through the analysis, design, and development of a bag suitable for a festival. The introduction of new subject specific vocabulary and their application will develop students' ability to communicate their ideas effectively by understanding the world of design, using a brief and a specification. Students will learn how to use new tools, processes, and equipment through challenging practical activities, learning and using knowledge of health and safety in the workshop to enable them to safely manufacture their product. The skills and knowledge learnt in year 7 are developed and challenged as a lead into GCSE Textiles.</td><td>  </td></tr>
<tr><td></td><td colspan="3">Year 8
Festival Bag project</td></tr>
<tr><td>Topic Titles (in order of delivery)</td><td colspan="2">1. Festival Task exploration
2. Design brief and specification
3. Product analysis
4. Initial designs ideas
5. Continuation of designs
6. Final design ideas
7. Planning the production of the bag product
8. Refresher on using the sewing machine
9. Creating templates- bag, handles, pockets</td><td>10. Learning the decoration techniques of tie-dyeing, iron- on transfer, applique
11. Learn how to select and attach an appropriate components/ method of closing their bag zips, snap fasteners, Velcro
12. Knowledge of the parts of the sewing machine and problem-solving skills
13. Learning how to create straps/ handles
14. Evaluation - learning to analyse and evaluate the product.</td></tr>
<tr><td>Key knowledge / Retrieval topics</td><td colspan="3">• What are the properties of the fabric available?
• How do you use your knowledge to select and reject fabrics based on their properties?
• What are the needs of your intended end user?
• What constraints are given by the brief and how will you work within/ around them?
• Which decoration techniques will be most appropriate for use based on the specification you have written?
• How do your ideas meet the specification points?
• How can you identify opportunities for challenge to improve your product?
• How can you ensure high quality when manufacturing your bag?
• What do designers do to mitigate the negative impacts of their products on the environment?
• How do the principles of biomimicry solve real-world problems and how can we use these principles within our own practice?</td></tr>
<tr><td>Understanding / Sequence of delivery</td><td colspan="3">To enable students to develop their prior learning from Year 7, their practical activities safely, a knowledge of health and safety specific Following this, a knowledge of properties of fabrics for the purpose of tie-dying, iron-on transfer enables students to understand why they are working with the chosen materials to support their decision making and understand how they are appropriate for the specific product.
With this knowledge and experience they should be able to design a range of bag designs suitable for a festival based on analysis of products and knowledge of materials and processes.</td></tr>
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<tr><td></td><td colspan="2">These areas of knowledge should then support students moving forward to learning how to use appropriate tools, techniques and equipment safely and with the appropriate materials.
The final stage of the process is to evaluate their process and outcome to suggest how they might make improvements going forward and reflect upon their learning.</td></tr>
<tr><td>Key vocabulary</td><td>Analyse and evaluate
Design ideas
Annotation
Target market
Sew
Stitch
Applique
Seam allowance
Templates</td><td>Needle
Thread
Shears and scissors
Thread
Sewing machine
Zip
Components-zips, snap fasteners, Velcro
Biomimicry (taking inspiration from nature to solve design problems for the future)
Decoration Techniques
Tie-dye
Applique
Iron-on transfer
Logo</td></tr>
<tr><td>Assessment</td><td colspan="2">
<table>
<tr><th></th><th>Knowledge and understanding</th><th>Design solutions and food choice</th><th>Plan and prepare</th><th>Practical skills</th><th>Analyse and evaluate</th></tr>
<tr><td>4</td><td>Demonstrate some accurate knowledge and understanding of principles and processes/ properties.</td><td>Use some technical language and methods of communication to develop design some solutions in familiar and unfamiliar contexts.</td><td>Use some mathematical skill and scientific knowledge to select a range of appropriate equipment and materials.</td><td>Safely apply some competent technical skills, processes and techniques in the production of products/ prototypes/ dishes.</td><td>Analyse and evaluate design solutions and outcomes to draw some plausible conclusions using appropriate technical language/ terms.</td></tr>
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3	Demonstrate relevant knowledge and understanding of principles and processes/ properties.	Produce straightforward solutions that meet the requirements of the problem in familiar and unfamiliar contexts.	Use simple scientific knowledge and mathematical skills to prepare products and select some appropriate materials and equipment.	Safely apply a range of skills, processes and techniques in the production of familiar products/ prototypes/ dishes.	Make straightforward comments about their work and the work of others using some appropriate language and some technical terms.
2	Demonstrate some relevant knowledge and understanding of principles and processes properties.	Produce basic solutions that meet some requirements of the problem in a familiar context using appropriate means to explain their ideas.	Use some simple scientific knowledge to plan and prepare a simple product including the use of basic mathematical skills.	Safely apply limited skills, processes and techniques in the production of familiar products/ prototypes/ dishes.	Make straightforward and obvious comments about their work and the work of others using everyday language and some technical terms.
1	Demonstrate limited knowledge and understanding of principles and processes/ properties.	Product limited solutions that meet some requirements of the problem in a familiar context using limited means to explain their ideas.	Use limited scientific knowledge to follow a plan effectively and use basic mathematical skill.	With support, safely apply limited skills, processes and techniques in the production of familiar product/ prototypes/ dishes.	Limited and straightforward comments about their work and the work of others.