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| **Our Lady Queen of Peace**Catholic Engineering College | Curriculum Overview |
| **Year 7 – D&T Textiles** |

|  | **Knowledge & Understanding** | **Subject Specific Literacy Development** | **Cultural Capital / Enrichment Opportunities** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Reading for meaning** | **Key Vocabulary** |
| **D&T Textiles Rotation**1 hour per fortnightRotate at the halfway point of the year  | **‘Mobile Monsters’ Project**During this mini project students will design and make a monster themed mobile phone sock.  | * Health and safety in Textiles
* Basic tools and equipment
* Operating the sewing machine
* Presenting and communicating design ideas
* Origins of fibres
* Fabric construction
* Following a manufacturing plan
* Measuring accurately
* Modelling
* Final outcome
 | There is a mixture of the following recall tasks:Current TopicVocabularyPrior TopicMisconceptionsRecall 5 | What impact does textiles have on the environment? | Health and SafetyRiskHazardFibreAestheticsEnvironmentMeasuring AccuracyTolerance Sewing MachineAnnotationConstructionModelling Seam allowanceManufacturingBespokeHand EmbroideryDecoration | Through reading for meaning activities.Staying safe Homework linked to careers Where materials originate from. Ethical debate on sources of fibers.Needs of others – design briefs, end used of products. |

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| **Key Assessments** **in Year 7 D&T Textiles** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| SeptemberBaseline assessment  | **Baseline Assessment** Multi-material test across the design and technology curriculum | To assess prior knowledge To inform planning to address gaps in learning and /or pre-empt common misconceptions. | * Feedback through standardised designated sheet and teacher input, with improvement time given.
* SIMS digital mark book.
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| Lesson 4 | **Knowledge and understanding of Basic Textiles Equipment**Key piece – identify and explain the use of basic tools and equipment commonly used in textiles. | To allow students to demonstrate their knowledge and understanding of specialist tools, equipment and machinery. | * Feedback through standardised designated sheet and teacher input, with improvement time given.
* SIMS digital mark book.
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| Lesson 9 | **Practical Skills**Practical outcome of Paper model of phone sock. | To allow students to demonstrate their ability to make accurate mathematical modelling.To allow students to demonstrate their ability to select and use specialist tools, techniques, processes, equipment and machinery precisely. | * Photograph of practical outcome to show individual response.
* Feedback through standardised designated sheet and teacher input, with improvement time given.
* SIMS digital mark book.
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