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| Year 9 | **Topic: Sustainability**  **Period: Spring 2** |
| **Overview of topic:**  Students will be introduced to the 6Rs: Rethink, Refuse, Reduce, Repair, Reuse and Recycle and the implications on the textiles industry. Not only for the environment impact but also the human impact. Focusing on Reuse students will be taught a range of hand embroidery techniques in preparation of designing a motif that can be embroidered onto an existing item. They will then, through independent study and reading come to understand the sheer volume of plastic waste within our daily lives and make a REUSEable shopping bag from deadstock fabric. | |
| **Key** **knowledge:**  The 6Rs – Rethink, Refuse, Reduce, Repair, Reuse, Recycle  Ethical considerations on child labour and textile workers’ working conditions and pay.  Implications and statistic on plastic waste within the textiles industry and our daily lives.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Sewing Machine**  **Cotton**  **Fair Trade**  **Environmental** | **Sustainable**  **Biodegradable**  **Compostable**  **Hem/Seam** | | **Key skills:**  ***Know how to…***  ***Create a range of hand embroidery stitches including running stitch, back stitch, split stitch and French knots to add decoration to an existing textile item for example a cap, t-shirt or cushion cover.***  ***Measure and cut a bag pattern from deadstock fabric, construct using the sewing machine independently.*** |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  ASPIRE DAY – Sewing Bee  Sewing Bee Club | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**  Voices: Child Labour  **Wider Reading Opportunities/Links:**  Over-Dressed. The Shockingly High Cost of Cheap Fashion, Elizabeth L. Cline Fixing Fashion. Rethinking the Way We Make, Market and Buy Our Clothes., Michal Lavergne  [www.fairtrade.org.uk](http://www.fairtrade.org.uk) |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |