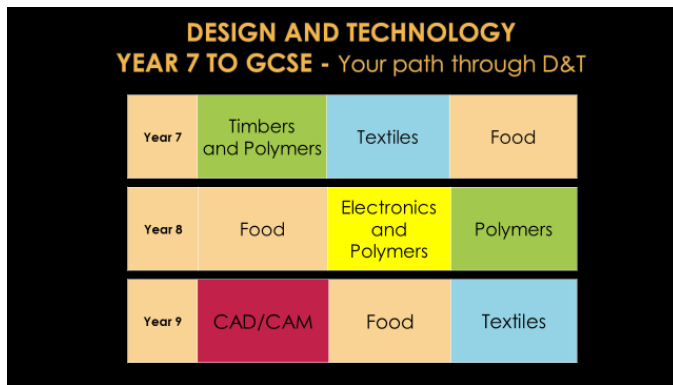




At the end of KS3

36 hours - Food

24 hours - Textiles

12 hours – Mixed electronics, polymers and textiles

28 hours - Timbers and Polymers

12 hours - CAD/CAM

Year 9 Overview 2025-26 – D&T				
Date	Wk	Week	Units Studied (12 weeks - 6 double lessons) & Learning Outcomes	Key Concepts & Assessment
Each unit taught in a rotation 3 units contained in 6 double lessons, once a fortnight over the year. Each unit contains a SoL to accompany the lesson by lesson Powerpoint with teachers notes and resources that will be required.				
Tues 2-Sep ^s	A	1	CAD/CAM	Parent and Carers month/Black History month World afro day International day of sign languages world mental health day world teachers day World cerebral palsy day
8-Sep	B	2		
15-Sep*	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	6		
13-Oct	A	7		
20-Oct	B	8		
Half-Term				
3-Nov	A	9		Mens health awareness month/disability confident month Diwali Remembrance Sunday Transgender awareness week World Diabetes Day World AIDS day Christmas Day
10-Nov	B	10		
17-Nov	A	11		
24-Nov	B	12		
1-Dec	A	13		
8-Dec	B	14	Textiles	
15-Dec	A	15		
Christmas Holiday				
5-Jan	B	16		LGBT+ History month Holocaust memorial day World Hijab Day Children's mental health week. Safer internet day Chinese New Year
12-Jan	A	ST1		
19-Jan	B	ST1		
26-Jan	A	19		
2-Feb	B	20		
9-Feb	A	21		
Half-Term				
23-Feb	B	22		Women's history month Ramadhan begins World Down Syndrome day Transgender day of visibility
2-Mar	A	23		
9-Mar	B	24		
16-Mar	A	25		
23-Mar	B	ST2		
30-Mar*	A	ST2	Food Preparation and Nutrition	
Easter Holiday				
20-Apr	B	28		Good Friday, Easter Sunday Autism and stress awareness month World Malaria Day Lesbian visibility day UK national walking month Deaf awareness week
27-Apr	A	29		
4-May*	B	30		
11-May	A	31		
18-May	B	32		
Half-Term				
1-Jun	A	33		LGBTQ+ pride month Gypsy, Roma and Traveller history month World day against child labour Autistic pride day World refugee day
9-Jun	B	ST2		
16-Jun	A	ST2		
23-Jun	B	36		
30-Jun	A	37		
7-Jul	B	38		
14-Jul	A	39		

Project1	CAD/CAM – phone holder			Key learning outcomes
6x2hr lessons	Prior	Current	Future learning	To be able to explain the reasons for using CAD/CAM Be able to explain how to produce an item via CAD/CAM for themselves. Use standard formal drawing methods Design to fit standard stock sizes Amending and building onto standard files Understand DXF files. Understand why jigs are used in manufacturing Use jigs and standard processes. Assembly methods. Quality control and assurance. Tolerance fit. Record progress in required style of new NEA tasks. Workshop safety The design process Use their imagination Ability to produce two workable ideas To render drawings to look like the materials (communication skills) Producing templates Have used a range power sanders, fret saws Two forms of bonding similar grouped materials Be able to name all basic workshop equipment Quality control and assurance. Construction Reflection on learning and further possible developments. Understand the properties of the materials and the ways it can be utilised. Be able to understand how they could improve and develop their skills. Links to history and culture: Invention and use of the WWW Development of polymers in 50's local history of ICI Sustainability/recycling Social History Flat pack furniture ‘why was it invented’ EDI access for all. Subject links: Maths accurate measurement in mm. and tolerances Science cutting with a light beam! History development of materials and tools Geography material sources and product production Careers that can be discussed: CAD operator CAM operator Product designer (everything is designed by somebody) Engineer Entrepreneur- CAD makes it easy to produce production quality files for laser cutters and 3D printers (companies started through ebay) Architect Key words for their learning (Apart from equipment names): Prototype Evaluation Tolerance Flat pack product International trading How will we know they have learnt it? Practical evidence (recorded through photographs in their book) Their ability to make each component Ability to set up and run the laser cutter Questioning throughout lessons Formal question set as homework Quality of record of development sheet Peer teaching Understanding/familiarisation at the start of the next unit. Evaluation process.
	Lesson 1- Intro to CAD/CAM and drawing styles.			
	Some experience of 2D design with vinyl cutter Experience of drawing in oblique with rendering and annotation	Introducing students to CAD/CAM and how industry uses these for prototypes and production. World wide trade in designing and manufacturing products. Students introduced to isometric drawing to widen their 3D sketching. Jigs and standard forms of supply.	Used in GCSE To be able to select the best style of 3D drawings to use. An understanding of the way the commercial world works	
	Lesson 2- Intro to 2D Design package and sketching.			
	Mixed range of skills on 2D Design	CAD drawings in 2D and formal 3 rd angle orthographic drawing.	Required for GCSE and a useful life skill to be able to read a working drawing	
	Lesson 3- Using the laser cutter, DXF files cont. ideas			
	No prior knowledge	Enable students to manufacture there project through the laser cutter, learning how to send files and set the laser cutter up, including all H&S requirements. DXF files	Be able to set up and run the laser cutter independently for GCSE Aware of the dangers of using powerful lasers	
	Lesson 4- workshop skills/ CAD/CAM skills			
	Workshop skills from yr 7&8 should allow independent use of fret saws and sanders. Jigs seen in yr 8 Forms of supply in yr 7	Combining their hand skills with CAM and standard processes. Use of jigs and standard tooling. Production methods. Quality control. Assembly of products, tolerance fitting.	All part of the skills bank which could be used at GCSE. Tolerance GCSE term.	
	Lesson 5- Assembly/ Recording their learning making processes			
	Yr 8 electronics explanation sheet	Recording development of designs through screen shots.	Recording making for GCSE NEA tasks	
	Lesson 6 – Orthographic drawing / Assessments			
	Drawing of house produced in lesson 2 In previous units	Producing orthographic working drawings from their completed product. Assessment with reflection and development on key aspects.	GCSE requirement to make working drawings of prototypes. Analysis and Evaluation tasks	
Good Their ideas show some imagination but remain 2D They have learnt the basic steps on how to use 2D design. They have been able to use the workshop tools safety with minimal intervention. Produced a prototype and can name the majority of the equipment and techniques they have learnt about. Better Their ideas show good imagination and are often multi layered or slotted. They understand the 2D design program and are able to alter and perfect their drawings. The prototype of their idea is well made showing a good degree of quality control. They can follow instructions to set up and use the laser cutter. They show confidence in using the equipment. Excellent Their ideas are highly imaginative and contain a number of parts which are not totally reliant on glue for construction. The use 2D Design very well and are able to assist their peers. They understand the process they have been through to help them produce a prototype of their best idea; it is very well made and often complex. Quality control has been applied. They can use the laser cutter with only a staff check and can assemble their prototype often explaining further developments they would like to make if not restricted by time.				

Project	Food Preparation and Nutrition – International Cuisines			Key learning outcomes																																							
6 x 2hr lessons	<table><tr><th>Prior</th><th>Current</th><th>Links to future tasks</th></tr><tr><td colspan="3">Lesson 1 - Introduction to British dishes (English, Irish, Scottish and Welsh), Intro to some international cuisines (Italian, Moroccan, French, Spanish). PASTA PRACTICAL</td></tr><tr><td>Good use of systems in Food room. Recall of health and safety in room and personal hygiene. Use of general equipment. Using and storing high risk foods. Many Food preparation techniques from 7 & 8 - Bread making, Emulsion sauce, Tomato based sauce, Starch Based sauce, rubbing in method etc.</td><td>Discuss the digital book the definition of "cuisine". Introduce task to research a county. Complete an information sheet that shows your knowledge of the cuisine of that county. Work in teams to produce pasta a pasta dough, shape using a pasta maker and cook.</td><td>Knowledge linked NEA for GCSE. Life skills of knowing where food originates from. Pasta can be made as part of Rotary Chef Comp and GCSE NEA task.</td></tr><tr><td colspan="3">Lesson 2 – Pasta Salad Practical</td></tr><tr><td>Recall safe food storage, use of high risk foods, use of hob, simmering techniques</td><td>Demonstrate to explain most difficult skills. Students to complete work with progressive independence this year. Emphasis on health and safety and independent working.</td><td>Life skills handling of high risk foods. Independent practical work.</td></tr><tr><td colspan="3">Lesson 3 – Mini Quiche Practical</td></tr><tr><td>Recall accurate measuring, chopping and peeling techniques, use of oven, using high risk foods, controlling temperatures.</td><td>Making Pastry for the first time. Understand importance of allowing the pastry to chill to relax the glut. Introduce term – shortening. Rolling out for the first time. Explain the term Coagulation when making the filling.</td><td>Using and storing high risk foods (GCSE). Food science for GCSE – Shortening and coagulation.</td></tr><tr><td colspan="3">Lesson 4 – Bread Rolls Practical</td></tr><tr><td>Good use of systems in Food room. Recall of health and safety in room and personal hygiene. Recall of Naan bread in year 7,</td><td>Proving bread for the first time. Understand the importance of yeast and CO² in bread production.</td><td>GCSE technical skills include making a bread dough, using yeast and understanding the bread making process. Understanding the functional and chemical properties of foods.</td></tr><tr><td colspan="3">Lesson 5 – Victoria Sandwich Cake Practical</td></tr><tr><td>Good use of systems in Food room. Recall of health and safety in room and personal hygiene. Use of general equipment including the oven.</td><td>Understanding aeration and the chemical reactions that take place in cake making. Using an electric whisk for the first time.</td><td>GCSE technical skills include understanding the functional and chemical properties of the ingredients on cakes to produce the correct texture/taste.</td></tr><tr><td colspan="3">Lesson 6 – Own Style Pizza Practical</td></tr><tr><td>Independent practical last lesson of KS3. Recall of health and safety in room and personal hygiene. Use of general equipment. Using and storing high risk foods.</td><td>Own choice independent practical to showcasing skills from year 7, 8 and 9. Photo of finished item, write up about what went well and what could be improved.</td><td>Assessed in line with GCSE criteria. Progress to GCSE Food Preparation and Nutrition.</td></tr></table>			Prior	Current	Links to future tasks	Lesson 1 - Introduction to British dishes (English, Irish, Scottish and Welsh), Intro to some international cuisines (Italian, Moroccan, French, Spanish). PASTA PRACTICAL			Good use of systems in Food room. 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Independent practical work.	Lesson 3 – Mini Quiche Practical			Recall accurate measuring, chopping and peeling techniques, use of oven, using high risk foods, controlling temperatures.	Making Pastry for the first time. Understand importance of allowing the pastry to chill to relax the glut. Introduce term – shortening. Rolling out for the first time. Explain the term Coagulation when making the filling.	Using and storing high risk foods (GCSE). Food science for GCSE – Shortening and coagulation.	Lesson 4 – Bread Rolls Practical			Good use of systems in Food room. Recall of health and safety in room and personal hygiene. Recall of Naan bread in year 7,	Proving bread for the first time. Understand the importance of yeast and CO ² in bread production.	GCSE technical skills include making a bread dough, using yeast and understanding the bread making process. Understanding the functional and chemical properties of foods.	Lesson 5 – Victoria Sandwich Cake Practical			Good use of systems in Food room. Recall of health and safety in room and personal hygiene. Use of general equipment including the oven.	Understanding aeration and the chemical reactions that take place in cake making. Using an electric whisk for the first time.	GCSE technical skills include understanding the functional and chemical properties of the ingredients on cakes to produce the correct texture/taste.	Lesson 6 – Own Style Pizza Practical			Independent practical last lesson of KS3. Recall of health and safety in room and personal hygiene. Use of general equipment. Using and storing high risk foods.	Own choice independent practical to showcasing skills from year 7, 8 and 9. Photo of finished item, write up about what went well and what could be improved.	Assessed in line with GCSE criteria. Progress to GCSE Food Preparation and Nutrition.	Recall how to work safely and hygienically in a Food room. How to organise the practical workspace correctly and safely, work with a partner during practical sessions. Understand what a cuisine is and the features and characteristics of cuisines from Britain and other countries. Select and adjust the cooking process and length of time to suit the ingredients. Change the taste and aroma through the use of infusions, herbs and spices. Make a pastry dough using the technical skills of shortening, shaping and finishing accurately. Understand the term coagulation. Be able to understand how they could improve and develop their skills. Reflection on learning through assessment of each practical. Links to GCSE Specification 3.1 Food Preparation skills Skill 1: General practical skills – Recall from year 7 and 8 and select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives. Change the taste and aroma through the use of infusions, herbs and spices. Presentation and food styling. Use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning, presenting and finishing. Skill 2: General knife skills - Recall from year 7 & 8. Skill 3: Preparing vegetables – Recall from year 7 & 8. Skill 4: Use of the cooker - Recall from year 7 & 8. Skill 5: Use of equipment - Use of pasta machine. Skill 6: Cooking methods - Recall from year 7 & 8. Skill 7: Prepare, combine and shape - Recall from year 7& 8. Skill 10: Dough - Making a dough (pasta) Use technical skills of gluten formation (pasta). Shaping and finishing (roll out pastry, use a pasta machine). Skill 12: Setting mixtures - Use protein to set a mixture on heating such as denatured and/or coagulated protein in eggs. 3.4.1.4 Bacterial contamination - the different sources of bacterial contamination, the main sources and methods of control, the general symptoms of food poisoning. 3.4.2.1 Buying and storing food - Temperature control: freezing: -18°C, chilling: 0 to below 5°C, danger zone: 5 to 63°C, cooking: 75°C, reheating: 75°C, ambient storage, temperature danger zone 3.4.2.2 Preparing, cooking and serving food - Personal hygiene, clean work surfaces, separate raw and cooked foods, appropriate care with high risk foods. 3.5.2 British and international cuisines - food products from British tradition and two different cuisines. Distinctive features and characteristics of cooking, equipment and cooking methods used, eating patterns, presentation styles, traditional and modern variations of recipes. 4.3.6 Marking criteria: Task 2 Food preparation assessment—A time plan will be produced showing dovetailing of different processes. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting ideas. Analyse the cost of the final dishes Links to history and culture: Development of manufacturing/retailing of food. Favourite family foods. Use of food/recipes from other countries and cultures. TV chefs and personalities/ TV shows. Subject links: Maths – Measurement, fraction, division, ratios. Science – Bacterial growth and dangerous levels, starches, function/reactions of ingredients together, use of gas and electricity. EFL – Healthy eating guidelines. PE - Healthy eating guidelines. Geography – sourcing of foods, countries of origin. Careers that can be discussed: Chef/Baker/Confectioner etc Dietician/Nutritionist Farming/Food manufacturing Restaurant ownership and Management Food retail Food technologist Food journalist Nurse/Nurse nurse Environmental Health Officer Key words for their learning (Apart from equipment names): Cuisine Starch Shortening Coagulation How will we know they have learnt it? After the first rotation-Reflect on levels and EBI advice from last unit looking at progress towards meeting/exceeding targets. Homework – Research a countries cuisine. Q&A during practical sessions. Constant verbal feedback and EBI’s given whilst doing practical activities, record these on their blue sheet. Assessment on completion of practicals. Practical evidence (recorded through photographs in their book of each practical). End of year exam. Peer Assessment of recipe Ideas. Own practical’s assessed in line with GCSE criteria. Formal feedback: after third practical and at end of project. Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum? Discussion about cultures and foods with this country. Why is the range of foods available so broad? Why do people want such a great range of foods to choose from? Discussion about people travelling and bringing back ideas. Discussion about immigration and why people bring there culture and food with them. All linked to GCSE text book. Common misconceptions Use of incorrect terminology - cooking not food, food tech not FPN etc Misuse of sieve and colander Not understanding cooked rice is a high risk food.
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Good Understand that cuisines are varied from across Britain and other countries. Help group make fresh Pasta dough. Dough is formed and shapes are cut. Safe and hygienic working practice has been followed. Vegetables chopped with some uniformity and accuracy. Rice is a little overcooked. Use a sharp knife, pan and equipment safely. Work with a high risk food correctly. Make a finished product. Better Understand food products from different cuisines including equipment and cooking methods used, eating patterns, presentation styles, traditional and modern variations of recipes. Prepare, combine and shape ingredients to make a dough, dough is formed with uniformity and accuracy. Pasta has been cooked correctly and handled well. Good quality products suitable for sale. Chop with uniformity and accuracy. Rice has been cooked correctly and handled well. Judge if meat is cooked correctly, work without much assistance from the teacher. Prepare and produce products safely, and hygienically with some time management and some consideration to the quality and presentation. Excellent Be able to <u>explain</u> food products from two different cuisines. Distinctive features and characteristics of cooking, equipment and cooking methods used, eating patterns, presentation styles, traditional and modern variations of recipes. Lead a group to make a pasta dough. Shape and finish using a pasta machine, then cook. Pasta has been prepared and cooked correctly. Safe and hygienic working practice has been followed. A high quality product suitable for sale. Rice has been cooked correctly. Prepare and produce practical safely, and hygienically with excellent time management and demonstrate quality and good presentation skills.																																											

Project	Textiles - Cushion using decorative textile techniques			Key learning outcomes
6 x 2hr lessons	Prior	Current	Future Learning	Recall Workspace health and safety Naming of tools and equipment and describing their functions Recall how to set up a sewing machine correctly and safely. Be able to analysis a design brief. Naming parts and functions of the sewing machine. Threading up a sewing machine correctly, (including bobbin). Practice use of sewing machine using a variety of stitches The design process – what is a design brief and how to design to a client’s needs. Create a design to fit the client’s needs Create an applique sample to inform design idea Be able to Tie dye fabric for a prototype Create a set of manufacturing aids Correct and safe use of Fabric and paper scissors Accurately stitch an applique design on Use of their imagination and creativity. Understand volumes of production (one off, batch & mass) giving real life examples. Use of manufacturing aids, (Pattern) to accurately measure and cut fabric and give examples of manufacturing aids used in textile production. Have used a range of tools and equipment to complete various textile techniques. including marking out using a template, cutting with fabric scissors, using a heat press, using an overlocker, using pins, using a sewing machine to produce decoration and construct the prototype, Hand stitching to add decoration, constructing a seam, constructing a button hole fastening. Sewing on a button. Be able to identify when to use certain construction techniques. Be able to name tools and equipment used in the Textiles workspace.. Quality control and assurance. Reflection on learning through diary of making. Be able to understand how they could improve and develop their skills. Be able to evaluate products.
	Lesson 1 Recall knowledge on how to set up and use a sewing machine from year 7 to experiment with stitches. Analyse a design brief in detail.			
	H&S in the textiles room. Setting up and threading a sewing machine. Using Straight stitch Names of machine parts and their function	Analysis a design Brief. Explore different lengths and widths of zig zag stitch.	Link to GCSE when pupils to analysis NEA context and create their own brief. Have now developed a wider understanding of the stitches accessible using a machine. Application of this on own GCSE projects	
	Lesson 2 – Create a design idea for a prototype. Create an applique sample to help inform the design idea. Tie dye fabric for the prototype.			
	Setting up and threading a sewing machine. Recall tools and equipment. H&S. Recall design and annotation skills from previous units. Possible prior knowledge of tie dye from home or primary. Using zig zag stitch on a machine. Required for Applique	Create a design for the front of the cushion based on research and the client’s wants and needs. Design will be fully annotated using the samples to show iterative design. A list of key words is used to help with the annotation. Create an applique sample. Simple shape provided to scaffold task. Tie Dyed fabric. Introduction to different types of dyes. Discussion over the environmental impact of the types of dyes.	Life skill – Developing creative thinking. Working within the restraints of a client’s needs – Required at GCSE Understanding of environmental impact of everyday choices when buying clothing	
	Lesson 3 - Create a set of manufacturing aids and start to cut out the fabric shapes using the manufacturing aids			
	Possible understanding of a manufacturing aid from prior units. Use of paper scissors and possible prior use of fabric scissors. Possible use of pattern pieces at KS2	Pupils to produce manufacturing aids to cut out shapes for the applique. Teacher to demonstrate how these manufacturing aids are to be made. Review of the sewing machine – setting up. Students use the manufacturing aids to cut out shapes of their fabric. Visual instructions available for students to use as a reference.	GCSE - More emphasis on independence when planning steps of making. Progress towards a more complex prototype at KS4	
	Lesson 4 - Apply cut out applique design to the front of the cushion cover. Add further decorative techniques.			
	Possible use of pattern pieces at KS2 Setting up a sewing machine and threading up. Functions of a sewing machine. Use of tools and equipment. H&S. Possible use of hand stitching at KS2. Decorative machine stitching from KS3.	Students to complete surface decoration by independently selecting the correct tools and equipment.	Progress towards a more complex prototype - develop more complex construction and decorative techniques, encourage independent use of tools and equipment.	
	Lesson 5 – Use an overlocking machine to neaten the edges of the cushion. Manufacture a hem for the backs of the cushion.			
	Use of tools and equipment. H&S. Use of an over locker from Y7.	Continue to develop understanding of when an over locker is used. Understand the use of a hem.	Independence in identifying the correct construction techniques for the intended proto type.	
	Lesson 6 Construct fastening to the back of cushion. Assemble the prototype using a plain seam so it is complete. Complete an evaluation of the final prototype.			
	Setting up and threading sewing machine. Use of pins Use of iron. Evaluation skills.	Students to finish the assembly of their cushion by using a plain seam and overlocking the edges. From the diary of making, brief and client profile, students create a QC checklist to measure their prototype against it. This is then used for their evaluations and assessment, which will be more in depth than Y7 & 8.	More detailed evaluation at GCSE. Students apply QC checklist to NEA Practical outcomes. Apply understanding of construction skills learnt in Y9 to more complex outcomes at GCSE	
	Good You can understand the basic points in a design brief. You can recall how to set up a sewing machine independently. You can generate a creative design idea. You can independently set up a sewing machine. You can use your design to create a set of manufacturing aids. You can accurately use the over locker. You have fully constructed			

Assessment of Cushion in line with GCSE criteria. AO1 section B 3.3.1 Investigation, primary and secondary data - how to write a design brief. Students should consider their own needs, wants and interests and those of others (secondary research). Students also research appropriate material for their context. Informs their design ideas. AO2 - Design & make prototypes that are fit for purpose. Students design a cushion to i the manufacturing process. Tie dying process for front of cushion. 4.4.4.3 Section C: Generating design ideas - Students should explore a range of possible ideas linking to the contextual challenge (using samples to model, investigations and client’s wants and needs). AO2 - Design & make prototypes that are fit for purpose, 3.3.4 Design strategies Students to create sample work to show understand of how to manufacture their design, part of the iterative design process Students to manufacture a cushion recalling prior knowledge and using new skills. 3.2.8 Specialist techniques and processes - The use of production aids. How materials are cut shaped and formed to a tolerance. Students to create manufacturing aids and use for their applique. AO2 4.4.4.5 Section E: Realising design ideas students begin the manufacturing process of applique to attach fabric shapes. AO2, 4.4.4.5 Section E: Realising design ideas students continue to manufacture the prototype with a variety of construction techniques. AO2, 3.2.8 Specialist techniques and processes - The use of production aids. Students to use jig to aid manufacture of button holes. AO3 4.4.4.6 Section F: Analysing & evaluating - Their final prototype(s) will also undergo a range of tests on which the final evaluation will be formulated. Students to use an assessment sheet to self-assess and peer-assess work.
Links to history and culture: Manufacturing industry. Textile products they own Natural and Synthetic dyes – When these become prevalent in our culture. Environmental impacts of the different types of dying. Tie Dye – How it is used in traditional culture to modern day.
Subject links: Maths – Measurements, Scale Music – Theme Art – Drawing skills/creativity Geography – environmental impacts
Careers that can be discussed: Dressmaker/Tailor Textile Designer Fashion designer Sewing Machinist Pattern Cutter Garment Technologist Fabric Technologist Textile Technician Interior Designer Teacher Fashion/Textile Buyer Surface pattern designer Freelance designer/maker Dye Technician Textile historian
Key words for their learning (Apart from equipment names):

	your cushion cover, using a plain seam. You can suggest what is good and bad about your prototype in your evaluation. Better You understand how analyse a design brief. You can sew a straight and zig zag stitch. You can generate and creative and imaginative design taking the needs and want of the client into consideration. You can apply a fabric shape using the decorative technique applique. You can create a set of accurate manufacturing aids. You can accurately cut out your manufacturing aid using paper scissors. You understand why you need to use the different construction techniques for you prototype. You have accurately fully constructed your cushion cover, using a plain seam. You can pick out aspects of your prototype to check against your quality control checklist. Excellent You analyse a design brief in detail ready to apply it to a design idea. You can experiment with length and width of stitching. You can generate a creative, imaginative and innovative design idea which follows your design brief. You can accurately sew around the edge of a fabric shape using the decorative technique applique. You understand how your manufacturing aids work together. You can accurately cut out your fabric using your manufacturing aid and scissors. You can independently manufacture 2 different construction techniques. You have constructed a high quality prototype with a fastening. You can give specific points and justify these against your QC checklist.	Design brief Specification Volumes of production Manufacturing aids Construction Decorative Standard component Prototype Quality control Evaluation Applique Tye Dye Paper pattern – The name for the manufacturing aid used in textiles How will we know they have learnt it? Diary of making – reflection on learning Peer assessment of design brief. Teacher assessment of design idea. Homework. Practical evidence (recorded through photographs in their book) Questioning throughout lessons End of year exam Understanding/familiarisation at the start of the next unit. Evaluation process. Principles of instruction – new materials in small steps & provide models <i>Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?</i> Textiles in different culture, for example the use of dyes and their origins. A range of diverse images e.g models wearing Tye dye used to represent a range of ethnicities, Body types of genders. Transgender model Valentina Sampaio. Theme is appropriate to all cultures and ethnicities.
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