

Year 10 DT and Textiles Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Modelling/ collaboration designing  (Chair project)	<ul style="list-style-type: none"> <li>To apply understanding of design limitations/expectations to a specification</li> <li>Investigation into new and emerging technologies</li> <li>To understand the benefits of Rapid Proto typing (3D printing)</li> <li>To apply scale to designs and making effectively</li> <li>To identify the need for modelling before manufacture of a product</li> </ul>	<ul style="list-style-type: none"> <li>Applying prior understanding of skills used to independent and individual tasks</li> <li>Ability to design, draw and manufacture a simple 3D product</li> <li>Ability to work as part of a small team to manufacture a complete working product</li> <li>To improve communicational skills and teamwork</li> <li>Accuracy when using a range of tools and processes when modelling</li> <li>Evaluating designs to improve the end product, considering the brief, spec and client.</li> </ul>	<ul style="list-style-type: none"> <li>Time management</li> <li>Accuracy within scales</li> <li>Project management</li> <li>Meeting deadlines</li> <li>Scales of production – industry links</li> </ul>	<ul style="list-style-type: none"> <li>To effectively collaborate within a group utilising skill of others</li> <li>Project management</li> </ul>	<ul style="list-style-type: none"> <li>DESIGN -identify and solve their own design problems</li> <li>DESIGN – Develop specifications to inform design</li> <li>DESIGN – Develop and communicate design ideas using annotated sketches, detailed plans and 3D modelling.</li> <li>EVALUATION- Investigate new and emerging technologies</li> </ul>	<ul style="list-style-type: none"> <li>Quality of the end product</li> <li>Understanding of materials and their properties to select the correct one</li> <li>Ability to select the right materials and tools for the different processes</li> <li>Ability to understand design limitations</li> <li>Accuracy of scale</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Logic building</li> <li>Business studies</li> <li>Maths – scale</li> <li>Careers</li> </ul>
Papers and Boards  (Packaging for Perfume bottle)	<ul style="list-style-type: none"> <li>To investigate into properties within papers and boards</li> <li>To understand the workings of nets</li> <li>To recognise brand identity</li> <li>To develop greater understanding of iconic design/designers</li> <li>To work accurately and safety with a range of hand tools.</li> </ul>	<ul style="list-style-type: none"> <li>Developing and creating workable nets through experimentation with different materials</li> <li>Identifying the correct tools for the different processes</li> <li>Accurately lining up text/graphics and nets</li> <li>Transferring a hand drawing idea onto a CAD package</li> <li>Analysis ideas by taking other opinions into consideration (designing for others)</li> </ul>	<ul style="list-style-type: none"> <li>Colour theory</li> <li>Gender stereo types</li> <li>Brand identify, looking at successful examples and analysis why they are affective.</li> <li>Understanding scales of manufacture and alternative ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>Using alternative CAD packages (Photo shop etc)</li> <li>Matching up nets and graphics using different CAD packages</li> <li>Creating an iconic brand</li> </ul>	<ul style="list-style-type: none"> <li>DESIGN – Develop and communicate design ideas using annotated sketches, detailed plans and 3D modelling.</li> <li>EVALUATION- Investigate new and emerging technologies</li> <li>TECHNICAL KNOWLEDGE – To understand and use the properties of materials</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy when using hand tools</li> <li>The end-product – a workable net</li> <li>Designing to suit the needs of different users.</li> <li>Low stakes testing in starters</li> <li>Ability to make links to industrial processes</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>Geography – deforestation etc</li> </ul>
Practice NEA	<ul style="list-style-type: none"> <li>To investigate into the work of others to support design decisions</li> <li>To conduct research relevant to the brief</li> <li>To collect and understand the relevance of collecting measurements (anthropometric data etc) to in form design decisions.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse data collected to make in formed design decisions</li> <li>To practice a range of communicational techniques to explore design possibilities</li> <li>To create models using a range of processes and materials</li> <li>To create a details Specification that reflects analysis of results.</li> </ul>	<ul style="list-style-type: none"> <li>Wider range of designers investigated</li> <li>Modelling techniques used in industry</li> </ul>	<ul style="list-style-type: none"> <li>Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>DESIGN -identify and solve their own design problems</li> <li>DESIGN – Develop specifications to inform design</li> <li>DESIGN – Develop and communicate design ideas using annotated sketches, detailed plans and 3D modelling.</li> </ul>	<ul style="list-style-type: none"> <li>Marked against the AQA specification and march scheme.</li> </ul>	
Start GCSE NEA A01	Same as above but now completed independently as per the exam board guidelines.						
<b>TEXTILES</b>							
Historical Costumes	<ul style="list-style-type: none"> <li>Learning about the history of textiles and fashion</li> <li>Basic pattern drafting for different shapes</li> <li>Advanced sewing skills</li> <li>Industrial techniques</li> </ul>	<ul style="list-style-type: none"> <li>Be able to create a garment that has been designed to reflect a period of time.</li> <li>Able to independently use a rang of processes to create a garment to a high standard</li> <li>Able to use finishing techniques suitable to the garment</li> <li>Able to use CAD/CAM to support them in the making of the garment</li> <li>To apply embellishments independently</li> <li>to draft an accurate pattern</li> </ul>	<ul style="list-style-type: none"> <li>To understand and recognise developments of fashion relating to economic issues</li> <li>To make links between mass production techniques over time relating to economic developments</li> <li>To recognise and carry out machine maintenance</li> <li>To make links between fashion designers and design eras</li> <li>To recognise how products are made from patterns and templates</li> </ul>	<ul style="list-style-type: none"> <li>To select and practise a range of sewing techniques independently</li> <li>To set up and operate machines with minimal guidance</li> <li>To independently create CAD designs to support communication and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>MAKE- Select from and use specialist tools, techniques, processes, equipment and machinery precisely</li> </ul>	<ul style="list-style-type: none"> <li>Low stakes tests</li> <li>Independence and ability to recall information</li> <li>Accuracy when investigating techniques</li> <li>Final product accuracy</li> </ul>	<ul style="list-style-type: none"> <li>History – different periods of fashion, production of materials over time, in ports and exports.</li> </ul>
Hand sewing/3D printing and Designers	<ul style="list-style-type: none"> <li>Smart materials used in textiles</li> </ul>	<ul style="list-style-type: none"> <li>Creating a simple 3D product using the correct CAD software</li> </ul>	<ul style="list-style-type: none"> <li>To understand how garments have developed over time and historical influences</li> </ul>	<ul style="list-style-type: none"> <li>To independently design a product to be 3D printed with several features to the design</li> </ul>	<ul style="list-style-type: none"> <li>TECHNICAL KNOWLEDGE – To understand and use the properties of materials</li> <li>DESIGN –3D modelling.</li> </ul>	<ul style="list-style-type: none"> <li>Low stakes testing</li> <li>Practise GCSE questions</li> <li>Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>History – looking at factors that influenced change (War time, women's rights)</li> </ul>

	<ul style="list-style-type: none"> <li>Nano materials and their functions</li> <li>Wider environmental factors</li> <li>Identifying designers and their styles/influences</li> <li>Polymers</li> <li>CAD/CAM (advantages and disadvantages)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how materials have changed and recognising their visual improvements</li> </ul>	<ul style="list-style-type: none"> <li>To identify how CAD/CAM is used in industry and to be able to identify examples</li> <li>To consider the future of smart materials in textiles and how it can improve the function – medical supplies</li> </ul>	<ul style="list-style-type: none"> <li>To independently set up the 3D printer</li> <li>To apply understanding of environmental and wider issues within their reasoning for material choices.</li> </ul>	<ul style="list-style-type: none"> <li>EVALUATION- Investigate new and emerging technologies</li> </ul>		
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