## Year 9 Textiles Term 1

Topic	No of	Key knowledge and skills	Resources	Progression and links	Pillar	SEND/ More able	Assessment & recording;
	lessons				(KS3 only)		factual recall checks
<b>TECHNIQUES</b>	4 PER	KNOWLEDGE	Resources on	CEIAG	Mathematics	<u>SEND</u>	<u>FORMATIVE</u>
AND TRENDS	FORTNIGHTS	<ul> <li>Understand fabrics, their</li> </ul>	teams.	Learning about artists and	See numeracy	Provide tracing and copying	Provide ongoing verbal
		properties and uses.		designers.	links when	facilities wherever possible	feedback throughout the
		<ul> <li>Discover a range of technique</li> </ul>		Learning about the various	measuring fabric	to support the development	lessons.
		and when it is best to apply	them.	career pathways in textiles	and designing	of fine motor skills.	
		- Discover the correct termin	<u> </u>	through discussion and	products.		Provide written feedback
		when using the sewing made	chine	research.		Provide one-to-one support	in red pen where
		and a range of equipment.			Creativity	where possible and do small	necessary, not always
		<ul> <li>Understand trends</li> </ul>		SMSC	Students produce	demonstrations.	with a close-the-gap task.
		<ul> <li>Discover a range of careers</li> </ul>		Developing views, feelings and	a title page that		
		fashion and textile industry	1	issues whilst making personal	needs to be	Create visual aids to help	SUMMATIVE
		<ul> <li>Discover artists and design</li> </ul>	ers	responses or when writing	creative and	students with friendly	
				about artists' work.	complete a range	reminders.	Writing is assessed
				Exploring how views differ and	of designs and		through their evaluation.
				gaining an understanding of	outcomes.	Provide good resources on	Title page, final outcomes
				artworks and design.		the whiteboard and/or hand-	and design ideas will be
					Writing	outs.	marked.
		SKILLS		NUMERACY	Students produce		
		<ul> <li>Analysing and evaluating w</li> </ul>	ork	Math is a crucial element of	an artist research	Provide flexibility with	FACTUAL RECALL
		and the work of others.		fashion design and textiles. It is	page, annotate	materials and tools.	Testing prior knowledge
		- Researching		used to measure samples and	their work and		in starter
		- Investigating		garments for fitting and keep	complete	MORE ABLE	activities/plenary
		- Creativity		sizes consistent.	research.	If a student finishes their	activities.
		- Analysing				work quickly, ask them to	
		- Hand-based sewing skills		LITERACY	These are specific	check it and think about how	
		- Machine skills		Key Terms on PowerPoint	tasks for the	they might improve it.	
		- Designing		slides	students linking to		
		- Mathematics		Development of literacy	the pillars, but	Have an extension box in the	
		- Printing		through analysis, evaluation	each pillar has	classroom filled with	
		- Drawing		and annotations.	overarching links;	interesting work.	
		- Painting		SPAG checked when work is	the overview is in		
		- Forming opinions and judg		marked.	the front of their	Set additional challenges as	
		- Observation and Awarenes	S		books.	part of CTG work.	
		- Develop fine motor skills.				From student will askin to the	
	1	- Development of ideas.				Each student will achieve the	
						best and most personal	
						outcome that they are	
						capable of, demonstrated by	
	1					an assessment at the end of	
					1	the project/activity.	

## Year 9 Textiles Term 2

Topic	No of	Key knowledge and skills	Resources	Progression and links	Pillar	SEND/ More able	Assessment & recording;
	lessons		_		(KS3 only)		factual recall checks
FASHION	4 PER	KNOWLEDGE	Resources on	CEIAG	<u>Mathematics</u>	SEND	<u>FORMATIVE</u>
<u>STATEMENTS</u>	FORTNIGHT	- Understand how fashion has	teams.	Learning about artists and	See numeracy	Provide tracing and copying	Provide ongoing verbal
		changed throughout History		designers.	links when	facilities wherever possible to	feedback throughout the
		- Discover how fashion can be used		Learning about the various	measuring fabric	support the development of	lessons.
		for political matters		career pathways in textiles	and designing	fine motor skills.	Secretary of the discrete
		- Understand fabrics, their		through discussion and	products.	B	Provide written feedback
		properties and uses.		research.	0	Provide one-to-one support	in red pen where
		- Discover a range of techniques		CNACC	Creativity	where possible and do small	necessary, not always
		and when it is best to apply them.		SMSC	Students produce	demonstrations.	with a close-the-gap task.
		- Discover the correct terminology		Developing views and feelings	a title page that	Constantinual side to help	CLIDADA ATIVE
		when using the sewing machine		whilst making personal	needs to be	Create visual aids to help	SUMMATIVE
		and a range of equipment.		responses or when writing	creative and	students with friendly reminders.	Muiting is assessed
		- Understand trends		about artists' or designers.	complete a range of designs and	reminders.	Writing is assessed through their artist
		- Discover a range of careers in the		Exploring how views differ and		Busside and usersumes as	•
		fashion and textile industry - Discover artists and designers		gaining an understanding of a range of artworks and	outcomes.	Provide good resources on the whiteboard and/or hand-	analysis and research
		- Discover artists and designers		J	Muiting	•	pages.
				designers.	Writing Students produce	outs.	Final outcomes and design
		SKILLS		NUMERACY	a research page on	Duovido flovibility with	ideas will be marked.
		- Understand how to work towards a		NUMERACY  Math is a crucial element of	fashion	Provide flexibility with materials and tools.	ideas will be marked.
		brief				materials and tools.	FACTUAL RECALL
		- Analysing and evaluating work and the		fashion design and textiles. It is used to measure samples and	statements, annotate their	MODE ADJE	Testing prior knowledge in
		work of others.		garments for fitting and keep	work and	MORE ABLE  If a student finishes their	starter activities/plenary
		- Researching		sizes consistent.	complete research	work quickly, ask them to	activities.
		- Researching - Investigating		sizes consistent.	on their chosen	check it and think about how	activities.
		- Creativity		LITERACY	topic.	they might improve it.	
		- Analysing		Key Terms on PowerPoint slides	topic.	they might improve it.	
		- Hand-based sewing skills		Development of literacy	These are specific	Have an extension box in the	
		- Machine skills		through analysis, evaluation	tasks for the	classroom filled with	
		- Designing		and annotations.	students linking to	interesting work.	
		- Mathematics		SPAG checked when work is	the pillars, but	interesting work.	
		- Drawing		marked.	each pillar has	Set additional challenges as	
		- Paper manipulation		markeu.	overarching links;	part of CTG work.	
		- Dying techniques			the overview is in	part of CTG Work.	
		- Fabric manipulation			the front of their	Each student will achieve the	
		- Painting			books.	best and most personal	
		- Printing			DOORS!	outcome that they are	
		- Forming opinions and judgements				capable of, demonstrated by	
		- Observation and Awareness				an assessment at the end of	
		- Develop fine motor skills.				the project/activity.	
		- Development of ideas.				and projectly deterrity.	
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## Year 9 Textiles Term 3

Topic	No of	Key knowledge and	d skills	Resources	Progression and links	Pillar	SEND/ More able	Assessment & recording;
-	lessons	'				(KS3 only)	-	factual recall checks
FASHION	4 PER	KNOWLEDGE		Resources on	CEIAG	Mathematics	SEND	FORMATIVE
SHOW	FORTNIGHT		Discover how a fashion show is	teams.	Learning about artists and	See numeracy	Provide tracing and copying	Provide ongoing verbal
			created and put together		designers.	links when	facilities wherever possible to	feedback throughout the
			Understand fabrics, their		Learning about the various	measuring fabric	support the development of	lessons.
			properties and uses.		career pathways in textiles	and designing	fine motor skills.	
		-	Discover a range of techniques		through discussion and	products.		Provide written feedback
			and when it is best to apply them.		research.		Provide one-to-one support	in red pen where
		-	Discover the correct terminology		Help arrange a fashion show	Creativity	where possible and do small	necessary, not always
			when using the sewing machine		and understand the different	Students arrange a	demonstrations.	with a close-the-gap task.
			and a range of equipment.		elements involved.	fashion show and		
		-	Understand trends			pick a theme, they	Create visual aids to help	<u>SUMMATIVE</u>
		-	Discover a range of careers in the		SMSC	produce a title	students with friendly	
			fashion and textile industry		Developing views and feelings	page that needs to	reminders.	Writing is assessed
		-	Discover artists and designers		whilst making personal	be creative and		through their artist
					responses or when writing	complete a range	Provide good resources on	analysis and research
					about artists' or designers.	of designs and	the whiteboard and/or hand-	pages.
					Exploring how views differ and	outcomes.	outs.	
					gaining an understanding of a			Final outcomes and design
					range of artworks and	<u>Writing</u>	Provide flexibility with	ideas will be marked.
		<u>SKILLS</u>			designers.	Students produce	materials and tools.	
		-	Help organise a fashion show			a research page on		FACTUAL RECALL
		-	Be able to pick a theme and work		NUMERACY	the chosen theme,	MORE ABLE	Testing prior knowledge in
			as a group to bring it to life		Math is a crucial element of	annotate their	If a student finishes their	starter activities/plenary
		-	Understand how to work towards		fashion design and textiles. It is	work and	work quickly, ask them to	activities.
			a brief		used to measure samples and	complete artist	check it and think about how	
		-	Analysing and evaluating work		garments for fitting and keep	research.	they might improve it.	
			and the work of others.		sizes consistent.			
		-	Researching			These are specific	Have an extension box in the	
		-	Investigating		<u>LITERACY</u>	tasks for the	classroom filled with	
		-	Creativity		Key Terms on PowerPoint slides	students linking to	interesting work.	
		-	Analysing		Development of literacy	the pillars, but		
		-	Hand-based sewing skills		through analysis, evaluation	each pillar has	Set additional challenges as	
		-	Machine skills		and annotations.	overarching links;	part of CTG work.	
		-	Designing		SPAG checked when work is	the overview is in		
		-	Mathematics		marked.	the front of their	Each student will achieve the	
	1	-	Drawing	1		books.	best and most personal	
		-	Painting				outcome that they are	
	1	-	Forming opinions and judgements	1			capable of, demonstrated by	
		-	Observation and Awareness				an assessment at the end of	
		-	Develop fine motor skills.				the project/activity.	
		-	Development of ideas.					