TEXTILES

	CORE KNOWLEDGE				CORE SKILLS				
9A	EXCELLING	The 6R's thoroughly, including associated social, moral and cultural issues. Carbon footprint. Carbon offsetting. Globalisation. General classification of: fibres including natural, manufactured and regenerated. Knowledge of fabrics including woven/non-woven and knitted. Performance characteristics of these materials. Aware of a wide range of printing, dyeing and decorative techniques. Industrial and workshop finishes for these materials. 'Smart' materials. Pre-manufactured components, Anthropometrics & ergonomics. Importance of prototyping materials with materials such as calico. Precise tool and equipment names of a wide range of hand and machine e.g. computerised embroidery machine, over locker, embellisher etc. and their characteristic uses. Industrial and workshop processes such as lay plans, lockstitch. Health and safety including risk assessment, COSHH & safety symbols.				EXCELLING	Identify complex links between products and their materials & manufacture. Identify design trends in existing products. Perform primary and secondary research to write a design brief and develop it into a thorough specification. Produce a comprehensive range of creative designs, communicated through quality annotated sketching including CAD. Develop an idea into a final design suited to available resources. Plan complex manufacturing. Consistently select appropriate materials tools and processes and use them safely. Solve practical problems. Make quality products with a high degree accuracy using a 1.5cm seam allowance. Provide comprehensive notes and photographic evidence of manufacturing stages. Critically analyse manufacturing processes and their own products. Consistently use correct SPAG.				**9A**
9B									**9B**
8A									**8A**
8B									**8B**
7A									**7A**
7B									**7B**
6A									**6A**
6B									**6B**
5A									**5A**
5B									**5B**
4A									**4A**
4B	SECURING				SECURING				**4B**
3A	DEVELOPING KS3	Full names and uses of equipment they have used. Names and properties of materials they have used. Names and methodology of the processes they have used. Health and safety rules for the workshop and how to apply them. What a design brief is. What a design specification is and how it can be useful.	DEVELOPING KS4	The 6R's simply. Basics details and performance characteristics of natural and manufactured fibres/fabrics. Have knowledge of a range of decorative techniques and fastenings. Basic ergonomics. Correct names and uses of a limited range of workshop hand-tools and machines. Some industrial processing methods. Health & safety in the workshop.	DEVELOPING KS3	Research a given design brief and prepare a basic design specification. Communicate designs with sketches including annotation explaining function, form and some manufacturing details. Plan manufacturing with familiar processes. With guidance, make a more complex product with accuracy. Be able to evaluate their products with reference to the design brief.	DEVELOPING KS4	Comment on some design features of existing products. Do basic research and prepare a basic specification. Communicate a range of feasible designs with sketches and some simple CAD/CAM. Develop an idea into a simple final design. Plan straightforward manufacturing. Select appropriate tools and methods with some guidance and use them safely. Solve simple practical problems. Make products using a 1.5cm seam allowance. Provide notes and photo evidence of manufacturing.	**3A**
3B									**3B**
2A									**2A**
2B									**2B**
1A									**1A**
1B									**1B**
P8	PREPARING for GCSE	Basic names of tools – needle, thread, iron, sewing machine etc. Basic names of materials – wool, cotton, silk. Basic health and safety rules for the workshop.			PREPARING for GCSE	List some criteria that their product should meet. Create simple designs linked to a given design brief. Communicate designs with simple sketches and labels which identify key features. List manufacturing tasks in order. With guidance, make a simple product with some accuracy. Identify good parts of their design, and parts which could be improved.			**P8**
P7									**P7**
P6									**P6**
P5									**P5**
P4									**P4**
P3									**P3**
P2									**P2**
P1									**P1**

The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.