

Year Group: 4	Term: Spring	Topic: Textiles
NC Links		
To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To select from and use a wider range of materials and components, textiles to their functional properties and aesthetic qualities		
Links to Rights Respecting		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
Links to Caedmon Curriculum Drivers		
Aspirations and Careers		
<ul style="list-style-type: none"> -embracing challenges that help us to grow -understanding that resourcefulness can help us to be the best version of ourselves -understanding how our learning links to the wider world -having an awareness of the local labour market 		
Links to North East Ambition		
<p>Link a lesson to the career of a fashion designer. What does the job entail? What skills are needed in the job? What do you use textiles for? Why is it important to understand the properties and qualities of materials?</p> <p>Link a lesson to the career of a Clothing/Textile Technologist. What does the job entail? What skills are needed in the job? Why is it important to have an understanding of textiles for this job?</p> <p>Gatsby Benchmark 4 - Linking curriculum learning to careers</p>		
Topic Overview		
By the end of this topic, children will be able to identify the features, benefits and disadvantages of a range of fastening types. They will write design criteria and design a sleeve that satisfies the criteria then make a template for their book sleeve. Children will assemble their case using any stitch they are comfortable with.		
Possible Visits/Visitors		
Visit from a textiles artist/print designer		

Essential Subject Skills to be covered

- Write a design criteria for a product, articulating decisions made.
- Design a personalised book sleeve.
- Make and test a paper template with accuracy and in keeping with the design criteria.
- Measure, mark and cut fabric using a paper template.
- Select a stitch style to join fabric.
- Sew neatly using small regular stitches.
- Incorporate a fastening to a design.
- Test and evaluate an end product against the original design criteria.
- Decide how many of the criteria should be met for the product to be considered successful.
- Suggest modifications for improvement.
- Articulate the advantages and disadvantages of different fastening types.

Overall Learning Outcomes

By the end of this unit, children will have approached a design brief and developed an idea for a product based on this. They will have explored various fabrics, joining techniques and stitches. They will discuss their ideas through talk and writing. They will learn how to decorate their work purposefully. They will evaluate their product and discuss strengths and weaknesses of their work.

Learning Intentions (for use in self-assessment at end of topic)

- To identify and evaluate different types of fastenings
- To design a product to meet design criteria
- To make and test a paper template
- To assemble a book jacket

Sequence of lessons

- Children begin by looking at different types of fastenings and describing the benefits and disadvantages of them
- They move on to devising a design criteria, selecting a style of book sleeves and drawing their designs
- Children test their designs by producing a paper template

- Children finish their sequence of lessons by attaching and decorating their book sleeves in line with their design criteria. They then evaluate their product.

Suggested Strategies for Recording Learning

- Design and sketch ideas
- Explore existing products and designs
- Disassemble existing products and record findings
- Write comments/teacher to write verbal feedback.
- Annotate ideas
- Photograph work