

## Year 8 Textiles - Kites Long Term Plan 2023-24

| Term |   | Lesson 1  | Lesson 2   | Lesson 3  | Lesson 4   | Lesson 5  | Lesson 6   | Lesson 7  |
|------|---|---|--|---|--|---|--|---|
|      | C<br>u<br>r<br>r<br>i<br>c<br>u<br>l<br>u<br>m<br>C<br>o<br>n<br>t<br>e<br>n<br>t | Expectations<br>Health and Safety<br>Textiles as a career   | Equipment<br>Names and functions of equipment used   | Sewing machine<br>How to use a sewing machine and thread it. Pupils to complete a driving test.   | Receive the brief<br>Mind map of initial ideas.<br>Research - pupils will look at a range of fabric/textured baby books. They should create an ACCESSFM on them and gather research on the products. | Research into designers – annotated research board.<br><br>Pupils will be shown what a good research board looks like and create their own to begin the development/i deas process. | The 6 R's.<br>Pupils to explore the 6 R's and know why they are important.<br><br>Pupils will consider this when designing their kites. How can they incorporate the 6R's? | Research boards – complete and develop deign ideas. Pupils should have a final design by the end of the lesson. |
|      | R<br>e<br>t<br>r<br>i<br>e<br>v<br>a<br>l   | Recall - prior knowledge learnt from previous years. What can pupils remember?                            | Recall from last lesson. What are the expectations? What did you discuss in the last lesson?   | Equipment recall, naming and description of some equipment looked at in the previous lesson   | Sewing machine recall, demonstrate and understanding from the previous lesson  | What are mind maps used for? Why are they useful during the initial ideas process?  | Subject specific vocabulary. Keywords recall   | What are the 6 R's?   |
| Term |   | Lesson 8  | Lesson 9   | Lesson 10   | Lesson 11  | Lesson 12   | Lesson 13  |   |
|      | C<br>u<br>r<br>r<br>i<br>c<br>u<br>l<br>u<br>m<br>C<br>o<br>n<br>t<br>e<br>n<br>t | Prototype – Pupils to create a scaled down version of their kite design. Pupils to annotate their design. | Practical - Cut out patterns, checking accuracy of pieces, sizes, pinning and tacking. (This will be in rotation over the next 3 weeks).<br>Assembly | Practical - Cut out patterns, checking accuracy of pieces, sizes, pinning and tacking. (This will be in rotation over the next 3 weeks)<br>Assembly | Practical - Cut out patterns, checking accuracy of pieces, sizes, pinning and tacking. (This will be in rotation over the next 3 weeks)<br>Assembly  | Any final completion of the project.<br><br>Testing, outside.   | End of project assessment. Evaluation of the product.  |   |

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|  | R<br>e<br>t<br>r<br>i<br>e<br>v<br>a<br>l | Keywords recall.<br>Pupils to list keywords and terms they have learnt so far. | Complete a plan of make, what is needed to do to complete the outcome. They should use subject specific vocabulary. | Health and safety hazard awareness. | Technique recall. | Subject vocab recall - Key words and definition match up | Brain dump. Everything that has been learnt so far. |  |
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