

Year 12 Fashion & Textiles Curriculum Overview

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Basic skill recall and practice	Project 1	Project 2	Project 2	Project 3	Begin NEA
Knowledge	Textiles core theory and machine skills Theory 1.1-1.5	Following a commercial pattern Theory 1.1 & 1.6-1.10	No waste & lay plans Theory 1.1 & 1.11-2.1	Sustainability Theory 2.2 -2.10	Pattern Cutting Theory 2.2-2.10	Research & investigate
Alive and British Values	We are resilient We are interdependent We are creative	We are resilient We are interdependent We are creative We are organised	We can research We are interdependent We can contribute We can review	We are resilient We are interdependent We are creative	We are resilient We are interdependent We are creative	We can research We are interdependent We can contribute We can review
Assessment	End of unit test Practical grade	End of unit test Practical grade	End of unit test Practical grade	End of unit test Practical grade	End of unit test Practical grade	End of unit test NEA grade
Careers	Retail	Fashion stylist	Influencer	New product development	Model	photographer

The course incorporates all the skills learnt through KS3 & KS4. These skills are taught with more depth and complexity to stretch and challenge students to be creative.

Year 13 Fashion & Textile Curriculum Overview

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
Skills	Investigating & Identifying design possibilities.	Development of design proposal	Development of prototype	Analyse & Evaluate	Revision Practice
Knowledge	Writing a brief and specification Theory 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5	Reflection & improvements Theory 3.1.1,3.1.2, 3.1.6, 3.1.7	Modifications, accuracy & justification Theory 3.1.1, 3.1.2, 3.1.8, 3.1.9, 3.1.10, 3.1.11	Evidence & feedback. Production methods Theory 3.1.12, 3.1.13, 3.1.14 3.2.1,- 3.2.10,	Recall and build knowledge.
Alive and British Values	We value ourselves We can question We value diversity and choice	We can communicate We are creative	We can communicate We are creative	We can review We are organised	We are resilient We are organised We are interdependent
Assessment	End of unit test Practical grade	End of unit test Practical grade	Mock End of unit test Practical grade	End of unit test Practical grade ,	End of unit test Practical grade Theory
Careers	Costume design	Theatre design and props	Knitwear design	Virtual modelling	Pattern & print design

How will studying this subject in Key Stage Five help students to make their unique contribution to the world?:

Completing a fashion & textiles A level will give creative students fulfilment and satisfaction to go into many varieties of careers. Designing and making clothing and textile products to such a high level can lead to a successful career in fashion design. Sustainability is the key focus to become a designer of our future.

'Clothes influence how we look at someone. They help create an idea of what we think about their personality. Wearing what makes you comfortable is a statement, and people will respect your individuality. This is an essential detail of why fashion is important.'

Year 12 Product Design Curriculum Overview

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Project 1 – recycled lamp	Project 2 – Remodelling a DSLR	Project 3 - furniture	Project 3 - furniture	Project 3 - furniture	Begin NEA Identifying & investigating design possibilities
Knowledge	Theory: 3.1.1; 3.1.2	Theory: 3.1.2; 3.1.3; 3.1.4	Theory: 3.1.4	Theory: 3.1.4; 3.1.4.5	Theory: 3.1.5; 3.1.6; 3.1.7, 3.1.8	Theory: 3.1.9; 3.1.10; 3.1.11
Alive and British Values	We are organised	We can communicate	We value diversity and choice We are organised We can question	We value diversity and choice We are organised	We value diversity and choice We are organised	We can review We can communicate
Assessment	Project feedback Consolidation questions – summative feedback Termly assessment – mock style	Project feedback Consolidation questions – summative feedback Termly assessment – mock style	Project feedback Consolidation questions – summative feedback Termly assessment – mock style	Project feedback Consolidation questions – summative feedback Termly assessment – mock style	Project feedback Consolidation questions – summative feedback Termly assessment – mock style	Project feedback Consolidation questions – summative feedback Termly assessment – mock style
Careers	Architectural technician	Teacher	Technical illustrator	Technical specialist	Interior design	Jewellery designer, Graphic designer

How will studying this subject in Key Stage Five help students to make their unique contribution to the world?:

Students will have learnt the relevant knowledge to act discerningly as a designer and manufacturer in a world where sustainability and inclusivity are increasingly more important. They will develop a range of practical skills over a number of different material areas and will be beginning to be able to apply principles of quality control to the products the design and make, as their confidence grows.

Year 13 Product Design Curriculum Overview

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
Skills	Identifying & investigating design possibilities. Producing a designing brief and specification.	Developing a design proposal	Developing a design prototype	Analysing & evaluating	Revision skills
Knowledge	Theory: 3.2.1; 3.2.2; 3.2.3; 3.2.3.4; 3.2.4	Theory: 3.2.5; 3.2.6; 3.2.7; 3.2.8	Theory: 3.2.9; 3.2.10	Revision	Revision
Alive and British Values	How technology & cultural changes impact on the work of designers. We can question We can communicate	Environmental issues. Social, moral & ethical issues Responsible design. We can question We are creative We can review	We are organised We are resilient	We can question We can review	We are organised
Assessment	Consolidation questions - summative feedback Termly assessment – mock style	Consolidation questions - summative feedback Termly assessment - mock style	Consolidation questions - summative feedback Termly assessment – mock style	Consolidation questions - summative feedback	Consolidation questions - summative feedback
Careers	Industrial design, furniture design, engineering, architecture. The list is vast				

How will studying this subject in Key Stage Five help students to make their unique contribution to the world?:

Students will be growing in confidence and independence as they begin to develop their own solution to a specific design problem. Their ability to apply the knowledge and understanding gained from course theory to their NEA (e.g. inclusive design and adapted products, product lifecycles and sustainability) will grow as they apply what they know to a real prototype. Their ability to analyse, review and evaluate their own practice as well as their own products will be essential to their skillset as they venture into further education, training or employment.