

KEVICC KS3 Curriculum: Design & Technology	Subject: Product design - Textiles	Key terms and vocabulary.
Year: 8 Term: Various	Topic: Bag for Life	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?
<p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <ul style="list-style-type: none"> • Understanding of design techniques that allow the development of creative concepts through sketching modelling and reflection in an iterative manner. • Effective sewing techniques and the functions of various components. • Develop an understanding of production methods and processes • Understand the role of quality assurance and control in the production of products. • Refine critical appraisal skills in relation to new design opportunities and existing product analysis. • Enrich design and manufacturing vocabulary that can be applied to a range of design contexts. (Use of ACCESS FM evaluation and notation structure). • Improve awareness of safety in relation to sewing, heat press, and manufacturing techniques, including 3D printing and laser cutting. • Develop an awareness of sustainability in manufacturing and the impact products can have on the environment. • Improve problem solving skills in evolution of bag through sketching, modelling, development and realisation. 		<p>Vocabulary regularly tested verbally in class and also tested at end of module unit test.</p> <p>Key Words. Aesthetics Customer Cost Environmental Safety Scale/Size Function Materials Ergonomics Social and Moral Issues Inclusion Input</p>
<p>What prior learning supports understanding of this content? The modular specialist product design and textiles units covered in Years 7&8 provide a foundation of research, analysis, designing and making skills that underpin the work covered by this element of the curriculum.</p>	<p>How does this content link to future learning? All research, analysis, design and making skills are directly transferrable to other D&T areas and curriculums. Content is linked to both the GCSE and 'A' Level courses.</p>	<p>Process Output Hemming Overlock Sewing Manipulation Heat setting Heat press Right side Wrong side Tacking Pinning</p>
<p>Reading: Students are asked to investigate a range of sources and to evaluate the materials relevance, the designers thinking and to apply the ACCESS FM analysis and notation system.</p>	<p>Writing: Students are helped to evaluate and notate designs using help sheets based on the ACCESS FM system following discussions and questioning. Notes are made during the research, designing, development and evaluation stages of the project.</p>	<p>Designing Development Exploration Sustainability Recycle Reuse Life cycle</p>
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Students will peer assess and self evaluate ideas, skills and knowledge formally midway through the project. Staff will assess work on design research & design sheets, the practical itself and evaluation and sketched improvements. Peer assessment will also occur at design stages as part of the selection process.</p>		

