

Year Group: 6		Unit: Textiles
National Curriculum Aims The national curriculum for design and technology aims to ensure that all pupils: <ul style="list-style-type: none"> ➤ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ➤ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ➤ critique, evaluate and test their ideas and products and the work of others 		Technical knowledge <ul style="list-style-type: none"> ➤ Select from appropriate stitches to patch repair an item of clothing ➤ Choose and use appropriate tools (needles and threads) for repair
		Product Outcome To design a repair patch for a piece of clothing
Prior Learning: Pupils should be able to read and follow a simple recipe, pupils should be able to use a knife to safely cut ingredients,		
Curriculum	Learning Intention/possible activities	Knowledge and Key Vocabulary
<u>Evaluate</u> <ul style="list-style-type: none"> ➤ investigate and analyse a range of existing products ➤ understand how key events and individuals in design and technology have helped shape the world 	What makes a good repair patch? Children to explore real and visual images of repaired clothing. Which designs do they prefer, why? Children can consider how the audience affects the repair patch. E.g. how a child's repair patch may differ aesthetically to an adult's.	Knowledge: <ul style="list-style-type: none"> - Know a variety of stitch types and how they can be used to join fabrics. - Name a variety of materials and their properties.
<u>Design</u> <ul style="list-style-type: none"> ➤ 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 ➤ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	How can I design a patch that is appropriate to my audience? Children to select a piece of clothing or material and their audience (boy, girl, adult, grandparent etc) and consider what type of design would be most appropriate. E.g. discrete design, a patch made into a feature. Children to create a design criteria once they have established who the patch is for.	Vocabulary: Sew, stitch, blanket stitch, running stitch, decorative, embellish, repair, practical, appealing,

<p><u>Make</u></p> <ul style="list-style-type: none"> ➤ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ➤ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Make a prototype, during which the children practice their stitching in order to succeed in their final designs. Edit designs to allow for any changes/improvements identified after making prototypes. Children to use appropriate materials, following design, to make their repair patch.</p>	
<p><u>Evaluate</u></p> <ul style="list-style-type: none"> ➤ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ➤ understand how key events and individuals in design and technology have helped shape the world 	<p>How effective was my repair patch? Children to complete an evaluation form, considering how strong and aesthetically pleasing their design patch was. Children to refer to design criteria to evaluate whether it has been met.</p>	

Thinking Deeper: What other products could be repaired in a similar way? How could I develop a repair idea into a profitable product/business idea?

Links to other subjects:

- Subject Specific links- maths/measuring
- Personal Development – careers/entrepreneur
- SMSC – social – re-using
- Cultural Capital – gain understanding into the ways in which everyday clothes are made and mended
- Careers – Sewing, clothing/fashion design
- British Values –
- Equality –