

**Year Groups**  
**Years**  
**5**

**Aspect of D&T**  
**Textiles**  
  
**Focus**  
**Combining different fabric shapes**

**What could children design, make and evaluate?**  
tablet case mobile phone carrier  
shopping bag insulating bag hat/cap  
garden tool belt slippers sandals  
fabric advent calendar fabric door stop  
other – specify

**Intended users**  
themselves younger children older  
children teenagers parents school grandparents  
teachers gardeners other – specify

**Purpose of products**  
celebration educational interests hobbies  
environmental lifestyle religious protection  
other – specify

**Health and safety**  
Pupils should be taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments should be carried out prior to undertaking this project.

**Possible resources**  
existing textile products for investigation and deconstruction linked to their product  
  
wide selection of textiles including reclaimed and reusable fabrics, dipryl  
  
pins, needles, thread, measuring tape, left/right handed fabric scissors, pinking shears iron, iron transfer paper, sewing machine  
  
range of fastenings, materials for insulating or strengthening e.g. bubble wrap, wadding, interfacing  
  
finishing materials e.g. sequins, buttons, fabric paints

**Key vocabulary**  
seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces  
  
name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper  
  
design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

**Key learning in design and technology**  
  
**Prior learning**  
• Experience of basic stitching, joining textiles and finishing techniques.  
• Experience of making and using simple pattern pieces.  
  
**Designing**  
• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.  
• Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer-aided design.  
• Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.  
  
**Making**  
• Produce detailed lists of equipment and fabrics relevant to their tasks.  
• Formulate step-by-step plans and, if appropriate, allocate tasks within a team.  
• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.  
  
**Evaluating**  
• Investigate and analyse textile products linked to their final product.  
• Compare the final product to the original design specification.  
• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.  
• Consider the views of others to improve their work.  
  
**Technical knowledge and understanding**  
• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.  
• Fabrics can be strengthened, stiffened and reinforced where appropriate.

**Investigative and Evaluative Activities (IEAs)**  
• Children investigate, analyse and evaluate a range of existing products which have been produced by combining fabric shapes. Investigate work by designers and their impact on fabrics and products. Use questions to develop children’s understanding e.g. *Is the product functional or decorative? Who would use this product? What is its purpose? What design decisions have been made? Do the textiles used match the intended purpose? What components have been used to enhance the appearance? To what extent is the design innovative?*  
• Children investigate and analyse how existing products have been constructed. Children disassemble a product and evaluate what the fabric shapes look like, how the parts have been joined, how the product has been strengthened and stiffened, what fastenings have been used and why.  
• Children investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles.

**Focused Tasks (FTs)**  
• Develop skills of threading needles and joining textiles using a range of stitches. This activity must build upon children’s earlier experiences of stitches e.g. improving appearance and consistency of stitches and introducing new stitches. If available, demonstrate and allow children to use sewing machines to join fabric with close adult supervision.  
• Develop skills of sewing textiles by joining right side together and making seams. Children should investigate how to sew and shape curved edges by snipping seams, how to tack or attach wadding or stiffening and learn how to start and finish off a row of stitches.  
• Develop skills of 2-D paper pattern making using grid or tracing paper to create a 3-D dipryl mock-up of a chosen product. Remind/teach how to pin a pattern on to fabric ensuring limited wastage, how to leave a seam allowance and different cutting techniques.  
• Develop skills of computer-aided design (CAD) by using on-line pattern making software to generate pattern pieces. Investigate using art packages on the computer to design prints that can be applied to textiles using iron transfer paper.

**Design, Make and Evaluate Assignment (DMEA)**  
• Set an authentic and meaningful design brief. Children generate ideas by carrying out research using e.g. surveys, interviews, questionnaires and the web. Children develop a simple design specification for their product.  
• Communicate ideas through detailed, annotated drawings from different perspectives and/or computer-aided design. Drawings should indicate design decisions made, the methods of strengthening, the type of fabrics to be used and the types of stitching that will be incorporated.  
• Produce step-by-step plans, lists of tools equipment, fabrics and components needed. Allocate tasks within a team if appropriate.  
• Make high quality products applying knowledge, understanding and skills from IEAs and FTs. Incorporate simple computer-aided manufacture (CAM) if appropriate e.g. printing on fabric. Children use a range of decorating techniques to ensure a well-finished final product that matches the intended user and purpose.  
• Evaluate both as the children proceed with their work and the final product in use, comparing the final product to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for intended user and purpose, considering others’ opinions. Communicate the evaluation in various forms e.g. writing for a particular purpose, giving a well-structured oral evaluation, speaking clearly and fluently.

**Related learning in other subjects**  
• **Spoken language** – ask questions, formulate, articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints.  
• **Science** – work scientifically investigating properties of fabrics. Children plan different types of scientific enquiries to answer questions.  
• **History** – significant person/people in their locality linked to textiles and products e.g. William Morris, Amanda Wakeley.

**Related learning in other subjects**  
• **Mathematics** – apply knowledge of how 2-D nets can be formed into 3-D shapes; apply skills of accurate measuring using standard units i.e. cm/mm.  
• **Art and design** – investigate methods of adding colour, pattern and texture on to textiles and how to make their own textiles through weaving or felt making.  
• **Computing** – children express themselves and develop ideas using a range of information and communication technology

**Related learning in other subjects**  
• **Art and design** – use and apply drawing skills.  
• **Writing and computing** – write and record a radio advert, making use of persuasive writing features, sound effects and music to promote the final product or event it is advertising.  
• **Computing** – children express themselves and develop ideas using a range of information and communication technology resources.  
• **Spoken language** – consider and evaluate others’ viewpoints. Give a well-structured oral evaluation to include relevant technical vocabulary.

<b>Cultural Capital</b>	
<b>Visits and visitors</b> Seamstress Year 12/13 textile students from KLB Deb Williams (specialism)	<b>Experiences and events.</b> <a href="https://bristolsewingschool.co.uk/workshops-and-courses/">https://bristolsewingschool.co.uk/workshops-and-courses/</a>
<b>Key Texts</b>	<b>Links</b> <a href="https://www.data.org.uk/resource-shop/primary/9-to-11-years/designer-bags/">https://www.data.org.uk/resource-shop/primary/9-to-11-years/designer-bags/</a>  <a href="https://www.data.org.uk/resource-shop/primary/9-to-11-years/designing-with-textiles/">https://www.data.org.uk/resource-shop/primary/9-to-11-years/designing-with-textiles/</a>  <a href="https://www.data.org.uk/resource-shop/primary/textiles/fancy-a-bag/">https://www.data.org.uk/resource-shop/primary/textiles/fancy-a-bag/</a>
<b>Community events and links</b> Clothes banks Clothes 4 cause	<b>Global issues</b> Textile waste and its impact on the environment.
<b>Famous People</b> William Morris Amanda Wakeley	<b>Life Skills</b> Problem solving Perseverance Creativity