

CURRICULUM MAP  
Year 7



							EOR Assessment Point
						<b>Rotation Weeks</b> 9 and 10 19 28 and 29 38 and 39	<b>Key Concepts</b> Quality of finish of 3d product Does the product have a professional finish Is the product? Commercially viable? Does the care label given accurate aftercare information? Is the product durable? Are the construction techniques durable?
				<b>Rotation Weeks:</b> 7 and 8 17 and 18 26 and 27 36 and 37	<b>Assessment Point:</b> Summative or AFL	<b>Overarching unit intent:</b> Health and safety	
	<b>Rotation Weeks:</b> 3 and 4 13 and 14 22 and 23 32 and 33	<b>Assessment Point:</b> Summative or AFL	<b>Rotation Weeks:</b> 5 and 6 15 and 16 24 and 25 34 and 35	<b>Overarching unit intent:</b> What is the difference between needles and pins? What is each used for? What accidents can happen with needles and pins? What is the running stitch? What is the backstitch? Complete a running stitch and back stitch sample.  Careers discussions on seamstress and pattern cutters	<b>Key Disciplinary Knowledge</b> Construction of a 3d product from a design Testing the design against the specification	Mood board Specification Paper patterns Innovative designing Making 3d soft toy	
<b>Rotation Weeks:</b> 1 and 2 11 and 12 20 and 21 30 and 31	<b>Overarching unit intent:</b> What is a mood board? How can you use it to write a specification? What is a specification? Using the mood board to create a 9 point specification.  Using mood board as inspirations and specification as guidance design an innovative soft toy. Mixing themes not mixed before.	<b>Literacy Assessment</b>  <b>Key disciplinary knowledge</b>  Specification keywords spellings and comprehension test.  <b>Key Concepts</b> Aesthetics Safety Theme Components Environmental concerns Decorative techniques	<b>Overarching unit intent:</b> Create paper patterns of sections of design. Understand the construction process and how the softie will be sewn together How will paper patterns assist cutting fabric?  Use paper patterns to draw around onto correct colour felt economically.  Use fabric scissors safely to cut out felt shapes.	Understand the importance of secure knots. Pin sections of softies to main body and sew using running or backstitch.			
<b>Overarching unit intent:</b>  Health and safety. Understanding textiles room guidelines.  Creating a mood board of mixed themes.				Literacy			



# ST JAMES'

CATHOLIC HIGH SCHOOL

				<p>Read - Back stitch written instructions in hand stitch sewing.</p> <p>Sew all features to main body using running and back stitch.</p> <p>Pupils taught to blanket stitch to sew front &amp; back of softie together leaving a gap to stuff with wadding</p> <p>Catholic Social Teaching - The option for the poor (repairing clothes) and the common good</p>			
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