

## Plasht Textiles Year 7 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rotation 1		Rotation 2		Rotation 3	
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>13 weeks = 26 lessons</b>		<b>12 weeks = 24 lessons</b>		<b>12 weeks = 24 lessons</b>	
<b>Year 7 Schemes of Learning</b>	<ol style="list-style-type: none"> <li>1. To allow students to master basic textiles techniques by attempting a number of skills based tasks</li> <li>2. To introduce students to systems and control</li> <li>3. To understand how to evaluate work and develop skills around evaluation</li> </ol>					

<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Evaluation of book mark</li> <li>• Ongoing product evaluation and analysis</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of book mark</li> <li>• Ongoing product evaluation and analysis</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of book mark</li> <li>• Ongoing product evaluation and analysis</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Ongoing product evaluation</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing product evaluation</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing product evaluation</li> <li>• 1<sup>st</sup> piece of progression work (Evaluation of fantasy fabric)</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of pouch bag)</li> </ul>
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>
<b>Summative Assessment</b>		<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Product</li> <li>• Paperwork</li> </ul>		<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Product</li> <li>• Paperwork</li> </ul>		<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Product</li> <li>• Paperwork</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>

## Plasht Textiles Year 8 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1 Autumn 2 Spring 1 Rotation 1			Spring 2 Summer 1 Summer 2 Rotation 2		
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>18 weeks = 29 lessons</b>			<b>16-19 weeks = approx. 29 lessons</b>		
<b>Year 8 Schemes of Learning</b>	<ol style="list-style-type: none"> <li>1. To allow students to master basic textiles techniques and then extend skills by attempting a number of practical tasks and a short project, a comforter.</li> <li>2. To develop student independence when making</li> <li>3. To generate considered designs</li> </ol>					

<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Evaluation of book mark</li> <li>• Ongoing product evaluation and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of comforter design)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Comforter)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of book mark</li> <li>• Ongoing product evaluation and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of comforter design)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Comforter)</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Ongoing product evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of comforter design)</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work (Comforter)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing product evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of comforter design)</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work (Comforter)</li> </ul>
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>• Ongoing feedback, particularly during practical lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback during, particularly during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback particularly during practical lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback particularly during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>
<b>Summative Assessment</b>			<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Products</li> <li>• Paperwork</li> </ul>			<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Products</li> <li>• Paperwork</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>

## Plasht Textiles Year 9 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1 Autumn 2 Spring 1 Rotation 1			Spring 2 Summer 1 Summer 2 Rotation 2		
No. of Weeks	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
No. of Days	<b>38</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>38</b>
No. of Lessons	<b>Approx. 16 weeks = 32 lessons</b>			<b>Approx. 16 weeks = 32 lessons</b>		
<b>Year 9 Schemes of Learning</b>	<ol style="list-style-type: none"> <li>1. To further develop practical skills so that most are able to make a 3D structure, a bag.</li> <li>2. To consider sustainability in design (and make product using all/some recycled material)</li> <li>3. To position work in the context of existing designers and the fashion industry</li> </ol>					

<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Skills diagnosis and development</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of bag design, emphasis on sustainability and existing designs)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of bag design)</li> </ul>	<ul style="list-style-type: none"> <li>• Skills diagnosis and development</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work (Evaluation of bag design, emphasis on sustainability and existing designs)</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work (Evaluation of bag design)</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>• Ongoing reflection regarding practical skills and progress</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> piece of progression work</li> <li>• Final product evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing reflection regarding practical skills and progress</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> piece of progression work</li> </ul>	<ul style="list-style-type: none"> <li>• Final product evaluation</li> <li>• 2<sup>nd</sup> piece of progression work</li> </ul>
<b>Formative Assessment with feedback</b>		<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>		<ul style="list-style-type: none"> <li>• Ongoing feedback during practical lessons.</li> <li>• Written feedback after 1<sup>st</sup> piece of progression work.</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback after 2<sup>nd</sup> piece of progression work.</li> </ul>
<b>Summative Assessment</b>			<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Product</li> <li>• Models/toiles</li> <li>• Paperwork</li> </ul>			<ul style="list-style-type: none"> <li>• At end of entire rotation.</li> <li>• Product</li> <li>• Models/toiles</li> <li>• Paperwork</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning walks</li> <li>• Folder monitoring by HoD/CM</li> <li>• Go4Schools</li> </ul>

## Plasheet Textiles Year 10 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>20</b>	<b>29</b>	<b>23</b>	<b>38</b>
<b>No. of Lessons</b>	<b>20</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>12</b>	<b>20</b>
<b>Year 10 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>Introduction</li> <li>Prototype/skills development</li> </ul>	<ul style="list-style-type: none"> <li>Test Prototype (2 weeks)</li> <li>Record prototype page</li> <li>Mood board</li> <li>Task analysis</li> <li>Progress Check</li> </ul>	<ul style="list-style-type: none"> <li>Product analysis</li> <li>Research</li> <li>Specification</li> <li>Design ideas started</li> </ul>	<ul style="list-style-type: none"> <li>Design ideas continued</li> <li>Prototype developed</li> <li>Plan of making</li> <li>Start making</li> <li>Predicted grades</li> <li>Work experience</li> </ul>	<ul style="list-style-type: none"> <li>Continue making</li> </ul>	<ul style="list-style-type: none"> <li>Continue making</li> <li>Final design</li> <li>Test and evaluate</li> <li>Exam prep</li> <li>Exams</li> <li>Reports</li> </ul>

<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>Students are asked to reflect on their ambitions and goals for the subject having seen inspiring work and considering own capabilities. This is a written task.</li> </ul>	<ul style="list-style-type: none"> <li>Students are given a first chance to engage with the mark scheme which will be used for final piece of GCSE coursework. They see how the work they are currently producing would stack up in a 'real' situation. Progression between this work and future work is considered.</li> <li>Design task chosen by students. Ability and motivation considered.</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against exemplar work - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against exemplar work - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against exemplar work - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against exemplar work - ongoing</li> </ul>
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>Evaluation of partly completed prototype at end of half term</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to cross checking work against exemplar work and mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against mark scheme - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against mark scheme - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against mark scheme - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cross check work against mark scheme - ongoing</li> </ul>
<b>Formative Assessment with feedback</b>	<p>Teacher assesses initial piece of written work to gauge:</p> <ul style="list-style-type: none"> <li>English Language ability</li> <li>First impression of motivation and</li> </ul>	<ul style="list-style-type: none"> <li>Students and teacher award possible final marks and comments for work after first draft.</li> </ul>	<ul style="list-style-type: none"> <li>Students and teacher award possible final marks and comments for work after first draft.</li> </ul>	<ul style="list-style-type: none"> <li>Students and teacher award possible final marks and comments for work after first draft and during production –</li> </ul>	<ul style="list-style-type: none"> <li>Student and teachers award possible final marks and comments for work at appropriate points during production -</li> </ul>	<ul style="list-style-type: none"> <li>Student and teachers award possible final marks and comments for work after first draft - ongoing.</li> </ul>

	<p>ability of student. Discussed with individual students.</p> <ul style="list-style-type: none"> <li>Formative assessment during practical activity delivered through informal chats (teacher facilitation.)</li> </ul>			ongoing.	ongoing.	<ul style="list-style-type: none"> <li>Exams marked by teacher.</li> </ul>
<b>Summative Assessment Including Controlled Assessment</b>		<ul style="list-style-type: none"> <li>After making products are assessed using the same mark scheme that would be applied to the final piece of GCSE work Final marks are awarded.</li> <li>Students revise for and then sit a test which covers the main concepts learnt in the practical skills project. This initial test is used as a first indicator to inform the possible outcome of the final exam which makes up a total 40% of the final result.</li> </ul>	<ul style="list-style-type: none"> <li>Final drafts of work marked by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Final drafts of work marked by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Final product marked by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Final drafts of work marked by the teacher.</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>Progress check</li> <li>Departmental standardisation</li> <li>Learning walks</li> <li>Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>Departmental standardisation</li> <li>Appraisal</li> <li>Learning walks</li> <li>Go4Schools</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Reports</li> <li>Go4Schools</li> </ul>

## Plasnet Textiles Year 11 Curriculum & Assessment Map 2014-15

Half-terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>No. of Weeks</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>
<b>No. of Days</b>	<b>38</b>	<b>32</b>	<b>20</b>	<b>29</b>	<b>23</b>
<b>No. of Lessons</b>	<b>20</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>12</b>
<b>Year 10 Schemes of Learning</b>	<ul style="list-style-type: none"> <li>Final coursework tie up</li> <li>Industrial and commercial processes</li> <li>Test</li> <li>Year 11 Predicted Grade</li> </ul>	<ul style="list-style-type: none"> <li>Fibres and fabrics Test</li> <li>Analysing products Test</li> <li>Designing products Test</li> <li>Mock Examination</li> </ul>	<ul style="list-style-type: none"> <li>Components and equipment Test</li> <li>Ethical Design and manufacture Test</li> <li>Reports</li> <li>Fashion show</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability Test</li> <li>Technology Test</li> <li>Final Predictions</li> </ul>	<ul style="list-style-type: none"> <li>Final revision and working through whole examinations/ topics that are causing concern</li> <li>Final Examination</li> </ul>
<b>Self-assessment Frequency</b>	<ul style="list-style-type: none"> <li>Final reflections regarding coursework success.</li> <li>Consider how well topic is understood, act on teacher formative assessment.</li> <li>Knowledge boards</li> </ul>	<ul style="list-style-type: none"> <li>Consider how well topic is understood, act on teacher formative assessment. Knowledge boards</li> </ul>	<ul style="list-style-type: none"> <li>Consider how well topic is understood, act on teacher formative assessment. Knowledge boards</li> </ul>	<ul style="list-style-type: none"> <li>Consider how well topic is understood, act on teacher formative assessment. Knowledge boards</li> </ul>	
<b>Peer Assessment Frequency</b>	<ul style="list-style-type: none"> <li>Peer marking of test. Focus on language use, spelling and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Peer marking of test. Focus on interpreting questions.</li> </ul>	<ul style="list-style-type: none"> <li>Peer marking of test. Focus on extending answers.</li> </ul>	<ul style="list-style-type: none"> <li>Peer marking of test. Focus on common mistakes and misconceptions.</li> </ul>	
<b>Formative Assessment with feedback</b>	<ul style="list-style-type: none"> <li>Teacher assesses test to quality check peer assessment and add suggestions to improve progress.</li> <li>Earmark students requiring extra input and encourage them to come to extra sessions</li> </ul>				
<b>Summative Assessment Including Controlled Assessment</b>	<ul style="list-style-type: none"> <li>Final coursework results recorded</li> <li>Test result and improved test result recorded on Go4Schools</li> </ul>				
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Departmental standardization</li> <li>Go4Schools</li> </ul>	Progress check Learning walks Go4Schools	Learning walks Go4Schools	Learning walks Go4Schools	Departmental Standardisation Appraisal Learning walks Go4Schools