Topic: Introduction to Textiles Technology

	Food and Nutrition	Progress		
Topic	**Key ideas**	**R**	**A**	**G**
Food safety and hygiene, Nutrients and cookery skills	I can **describe** why health and safety is important when working in the Textiles room			
	I can **identify and explain** natural and synthetic fabrics and their sources			
	I can **demonstrate** wet textiles techniques including tie dye, dip dye and block dye			
	I can **create** an inspiring mood board, which shows colour, pattern and imagery			
	I can **describe** and **explain** the parts of the sewing machine and I know how to thread it up correctly			
	I can **identify** and **discuss** a range of social, moral, cultural and environmental issues that are linked within the Textiles industry			
	I can **demonstrate** a range of quality hand embroidery stitches			

Lesson	Learning Focus	Assessment	Key Words
1 & 2	Why is health and safety so important in Textiles? What is a natural fabric? What are their sources? What fabrics can absorb dylon dyes? How do you create pattern with tie dye? Block dye? Dip dye?	ILO: Create a mood board with a Day of the Dead theme and	Health, safety, mood board, wet textiles, dylon dye, natural fabrics, tie dye, dip dye, block dye, concertina, button, barrier, absorb, fix.
3 & 4	What does a design need to include? Can you explain how to complete a straight, back, chain stitch and French knot?	Starter activity—review Formative questioning and green pen ILO—4 tasks set	Design, labelling, decorative techniques, hand embroidery, straight, back, chain stitch and French knot.
5 & 6	How do you thread up a sewing machine? What are the common problems when using a sewing machine? How do you avoid/rectify them? How do you control the speed of the sewing machine and maintain control? Socrative test and improvements	Formative questioning and green pen	Sewing machine, thread, spool, pressure foot, foot pedal, control, speed.