

## ACTIVITY THREE: UNIFORMS

### Learning Objectives

- To 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;
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;
- To investigate and analyse a range of existing products;
- To understand how key events and individuals in design and technology have helped shape the world.

### Resources

- Card/paper
- Selection of pens, pencils, paints

### MAIN TASKS

1. Look into the different types of clothes worn by soldiers over the ages, such as the following, which are mainly British:

[Roman Army](#)

[Medieval Army](#)

[English Civil War](#)

[Red Coats to Gulf Wars](#)

#### [Historical Context 8: Uniforms](#)

You might like to also source some contrasting designs from different countries e.g. a Japanese Samurai, a Napoleonic Soldier, US Civil War, Indian Soldier from pre- WWI.

2. Discuss/create a list of how the uniforms differ, and think about why, using the following questions as prompts.
  - a. What purpose does each uniform serve and what equipment, transport and weaponry are they designed to support?
  - b. Why are some brightly coloured and others camouflaged?
  - c. How well do they seem to serve their purpose?
  - d. Looking at these uniforms from the perspective of today, can you suggest some improvements to the historical uniforms?
3. Thinking about where a modern day or futuristic battle may take place, design a uniform suited to this environment. Think about suitable colours, materials, shapes, terrain/climate, weaponry, equipment. Is the battle ground in a hot or cold place, in a forest, desert or city, a dry or wet area?
4. Make as detailed a drawing as is possible, with notes and labels indicating materials, openings and fastenings, any insignia, protective elements etc.