

Textiles- Curriculum overview

Key stage 2 (primary school knowledge)

No prior learning is assumed due to variation of teaching amongst primary schools.

- Understand how textiles engineering is used in many aspects of society
- Recognise the difference between a drawing and a design
- Demonstrate safe practices when using equipment.
- Demonstrate working in a safe manner
- Recognise what techniques will be appropriate in order to produce a product based on their designs.
- Demonstrate some practical or decorative outcomes

Key skills/content requirements at GCSE

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| <ul style="list-style-type: none"> • The impact of new and emerging technologies • Generation of energy • Modern and smart materials • Functions of mechanical devices and forces • Electronic systems • Programmable components | <ul style="list-style-type: none"> • Types of metals • Types of papers and boards • Types of plastics • Types of fabrics and fibres • Types of timbers and manufactured boards • Environmental issues • Past and present designers | <ul style="list-style-type: none"> • Develop and communicate design ideas • Textiles manufacturing • Specialist textiles equipment • Surface decoration |
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Year 7

Core aim

10-14 week rotation (aprox 10-14 hours)

In Year 7 Textiles, students are introduced to the fundamental knowledge and skills that underpin the subject. They will learn about the sources and origins of natural and synthetic fibres and explore how these fibres are processed and constructed into a variety of fabrics. Students will also begin to develop an awareness of the environmental impact of textile

Year 8

Core aim

10-14 week rotation (aprox 10-14 hours)

In Year 8 Textiles, students will build upon the knowledge, understanding, and practical skills developed during Year 7. They will explore how emerging technologies are influencing modern textile products, including the use of smart and innovative materials, and investigate how their properties can enhance product performance and functionality. Students will further develop their

production and consider the importance of sustainability within the textile industry. Students will be introduced to the design process, focusing on the development of ideas and the role of ongoing evaluation in achieving successful outcomes. They will learn how designers use feedback and reflection to refine and improve both their design work and practical products. Through a range of practical activities, students will safely develop the core skills required to manufacture textile products. They will learn and practise essential techniques, including threading a needle, hand sewing, and the safe operation of a sewing machine. Students will also explore a variety of construction and decorative methods, such as appliqué and paint/wax transfer techniques, enabling them to enhance the quality and appearance of their final products. By the end of the year, students will have developed a secure foundation of textile knowledge and practical skills that can be applied both within Design and Technology and in everyday life. Practical skills • Demonstrate how to safely operate a sewing machine • Demonstrate how to select and use hand equipment • Demonstrate basic hand stitching for construction and decoration • Demonstrate a range of decorative techniques • Develop design ideas and avoiding design fixation • Produce paper patterns • Produce prototypes • Demonstrate planning and construction of a textiles product			understanding of sustainability by examining the environmental impact of textile production, as well as wider ethical, social, and economic issues associated with the textile industry. Through a range of design and make activities, students will continue to refine their designing and practical skills. They will work to a design brief, develop a clear design specification, and generate a range of creative design ideas. Students will use feedback, self-evaluation, and iterative design processes to develop and improve their concepts. As part of their practical work, students will plan and organise the manufacturing process, selecting appropriate materials, tools, and equipment to work safely and accurately. They will design and manufacture an environmentally friendly tote bag for a specified user, applying a variety of decorative and construction techniques to produce a high-quality final outcome. Practical skills • Analysis existing products to inform designing • Develop design ideas and self-assess outcomes against the brief and specification. • Demonstrate how to produce a production plan to guide their final outcome • Demonstrate a range of decorative techniques • Continue to develop construction and decorative skills and enhance their practical knowledge		
Core knowledge	Portable knowledge	Key terms	Core knowledge	Portable knowledge	Key terms

- To be able to identify a range of natural and synthetic fabrics and their properties. - To be able to explain how natural and synthetic fibres are sourced and made into fabric. - To be able to identify a range of fabric constructions - To be able to explain the environmental impact of textiles and what they can do to reduce their carbon footprint. - To be able to explain why designers create and evolve designs.	Natural fibres Synthetic fibres- properties, sources and use. Fabric construction Environmental issues related to the wider textiles industry – 4 R of sustainability Design development Practical Use of a sewing machine Decorative techniques Developing design ideas Consideration of and working to a brief and end user Construction techniques	Thread Fibre Yarn fabric Natural Synthetic Mineral Plant Animal Construction Weaving Knitting Non-woven Needle Thread Tacking Pinning Knot Embroidery Decorative technique Paper pattern Seam allowance Design fixation Design development Brief Specification Evaluation	- To be able to explain how modern textiles enhance lives. - To be able to identify a range of modern and smart materials and explain how they work. - To be able to develop and use different ways to communicate design ideas. - To be able to develop a specification based on a range of research techniques. - To be able to use the work of art movements and artists to influence their own designs. - To be able to use investigation and analysis techniques when looking at the work of others. - To be able to develop a prototype and use it to evaluate against the specification.	Natural fibres Synthetic fibres- properties, sources and use. Modern developments in fibres/ fabrics Fabric construction Environmental issues – current design practises Textiles and fashion designers- influences, styles Practical Use of a sewing machine Range of decorative techniques. Assembling, joining and finishing fabrics to make a product Manipulating polymers Communication techniques Developing design ideas	Fibre Thread Yarn Fabric Natural Synthetic Regenerated Sustainable Natural Smart Carbon footprint Fast fashion Microplastics Landfill Needle Thread Tacking Pinning Knot Embroidery Decorative technique Paper pattern Seam allowance Design fixation Design development Brief Specification Evaluation
**** there is no year 9 textiles or 10 GCSE textiles class in 2026-2027					

Year 11	Contextual challenge: Investigate and design Producing a design brief & Specification Generating design ideas Developing design ideas <i>NEA will be completed within double lesson and single lesson used for retrieval and revision of core subject knowledge.</i>	Contextual challenge: Make Realising design ideas Analysing & evaluating <i>NEA will be completed within double lesson and single lesson used for retrieval and revision of core subject knowledge.</i>	Revision and preparation for examination Revision and preparation for exam	Understanding of properties and characteristics of a range of materials including application: Polymers Metals Timbers Paper and card Gears and levers Energy and the responsibility of the designer Construction techniques A range of factors to consider in industry: ethical, environmental, cultural, social.	Research Analysis Design development Prototype Evaluation Critical thinking Problem solving Manufacture Production Time plan Specification Brief Critical analysis Ergonomics Anthropometric Data Survey Interview Reflection Market research End user Design fixation Initial design Innovate Product analysis Designer Engineer
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GCSE external assessment:

Design & Technology GCSE (9-1) with a specialism in Textiles

- Controlled assessment - 50% of final grade to be started in Summer of Year 10,
- Written examination worth 50% of the final grade to be sat at the end of Year 11.

SMSC in D&T Textiles

In design technology social, moral, spiritual and cultural is developed in a number of ways. We teach our students to think about the impact of their designing and making on the environment, people and the wider world. We teach our students about the importance of the 4 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity is encouraged through the process of peer evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in D&T Textiles

Spiritual development and self-belief is of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in D&T Textiles

In design and technology we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lesson pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in D&T Textiles

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in D&T Textiles

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work