



Textiles KS3 Year 7 Curriculum Map cover sheet

Subject: Textiles	Year Group: Year 7	Key Stage 3
Links to prior learning Links to KS2 Design and Technology: Students may have used fabric or paper to create simple designs or had some experience with basic needlework or crafting. Subject aims to reinforce fine motor skills from primary art/DT lessons. The project should connect with previous creative expression activities, promoting individual choice and ownership.	Retrieval Practice Safety rules for equipment and conduct in the classroom highlighted in discussion and sheet task retrieval. Recap vocabulary – stitch motion, how and where to create a knot in class discussion. Numeracy retrieval - Measuring and estimating materials during practical tasks. Peer assessment and discussion on techniques used.	Adaptive teaching strategies Support: Pre-threaded needles, assistance with producing templates, and visual guides for EAL/SEND learners. Extension: Students will be encouraged to incorporate more complex embroidery stitches such as cross and satin stitch alongside more elaborate applique shapes which require more skill with cutting and layering final outcomes.
Literacy Initial Research of key topics alongside annotating designs with accurate keywords highlighting specific techniques. Students will write evaluations with clear structure and reflective content. Students will also follow and create clear written responses to instructions particularly throughout set homework tasks.	Oracy Discussing design ideas and providing peer feedback. Students will be encouraged to use technical vocabulary in class discussions. There is also an aim to have students present their finished products to the class as part of their evaluations.	Numeracy Students are encouraged to measure templates and fabric accurately. Estimating and spacing stitches consistently will be the aim for all students during practical tasks. Students will also gain an understanding of proportions and symmetry in their design work.

Careers across the Curriculum Textiles education supports the development of skills aligned with a broad range of creative, technical, and manufacturing careers, such as: • Fashion Design & Costume Design • Textile and Surface Pattern Design • Product Design & Soft Furnishing • Theatre & Set Design • Crafts & Artisan Entrepreneurship • Retail & Merchandising • Textile Technology & Innovation (e.g., wearable tech, sustainable fabrics)	Wider Curriculum opportunities Mini Enterprise Projects: Design and produce small textile items (e.g., badges, pencil cases) to sell at school fairs or fundraising events. Display & Exhibition Opportunities: Showcase felt monsters during Open Evenings or on school corridors to build pride in practical work.	Super Curriculum Independent Learning Challenges: • Create a second keyring using a different theme (e.g., animal, emoji, robot). • Try new stitches or embellishment techniques at home. Digital Design Extension: • Introduce digital sketching tools (e.g., Tayasui Sketches, Canva) to develop monster ideas using tablets or PCs.
Assessment and feedback Formative: Observation of stitching practice, participation in discussions, design ideas and annotations. Summative: Quality and creativity of final keyring, written evaluation, use of technical language and a mid project assessment of key skills and tasks.		



Textiles KS3 Year 8 Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning Students will now expand on the basic hand stitches they were introduced to at Year 7 to include stitches such as Satin, Cross and Star. Students will have more opportunity to explore a wider range of fabrics, textures and stitch combinations. There will be an opportunity to build on the hand sewing skills previously learnt with the introduction of the sewing machine alongside the use of sharper cutting tools.	Retrieval Practice Visual Aids/Practice Samplers: Stitch diagrams sheets for use on the machines alongside fabric sampling by both hand and machine to recall and develop different stitch structures. The stitch diagram sheets encourage the student to manoeuvre the sewing machine beyond the general straight lines. The fabric sampling gives students an opportunity to practice the skills with a view to adapting some of the ideas to embellish their final outcome. Peer teaching and discussion: Discussion and evaluation of specific tasks throughout the project to ensure students are able to verbalise their ideas and consolidate their understanding of what they have done and where they need to go next..	Adaptive teaching strategies Support: Scaffolded templates for shape cutting and visual instructions for embroidery stitches. Clear step by step instructions alongside assistance when using the sewing machine. More Able Learners: More complex stitching alongside a combination of more challenging materials (e.g., translucent overlays and/or typography) is encouraged.
Literacy Vocabulary Building: Continuation of researching key topics alongside	Oracy Class Discussions: Exploring the theme and sharing ideas on	Numeracy Measurement and Scale: Measuring fabric pieces accurately, calculating

annotating designs with accurate keywords highlighting specific techniques. More subject specific keywords will be added to their vocabulary such as woven, non-woven, construction and embellishment. Written Evaluation: Students will reflect on their design process and final outcome through structured evaluations. Thematic Analysis: Interpreting the theme of "communication" and expressing abstract ideas through visual research and design.	different forms of communication. Peer Feedback: Giving and receiving constructive critique on design and technical skills. Collaborative Work: Sharing technique ideas and solutions in paired or group work.	seam allowances, scaling up designs. Geometry: Cutting and aligning shapes accurately for appliqué and cushion assembly. Time Management: Planning the use of time across stages to complete the project by deadline.
Careers across the Curriculum Fashion and Textiles Fashion Designer, Textile Artist, Pattern Cutter, Embroiderer Design work, understanding fabric types, decorative techniques Costume & Theatre Costume Designer, Wardrobe Assistant Appliqué, symbolic storytelling, fabric manipulation Creative Technologies	Wider Curriculum opportunities Fashion 101: Fashion Design! Join this ongoing class where they will help you create, draw, and colour a new fashion design every week - adding your own choices and utilizing your creativity along the way! https://outschool.com/classes/fashion-101-fashion-design-x12SBGCx	Super Curriculum Design Competitions Enter local or national competitions (e.g. Young Fashion Designer UK, The Stitch Festival competitions) Museum/Exhibition Visits Trips to textile museums or fashion exhibitions (e.g. V&A Museum, Fashion & Textile Museum London)

Fashion Technologist, Smart Textiles Designer Could link to future units involving e-textiles and fabric innovation		
Assessment and feedback Formative: Observation of stitching practice both hand and machine, participation in discussions, design ideas and annotations. Summative: Quality and creativity of final stitched cushion cover, written evaluation, use of technical language and a mid project assessment of key skills and tasks.		



Textiles KS3 Year 9 Curriculum Map cover sheet

Subject: Textiles	Year Group: Year 9	Key Stage 3
Links to prior learning Embroidery progression: Revisits and builds on running/back stitch; now extends into more challenging stitches like star and cross stitch. Construction understanding: Basic principles of layering, turning inside out, and soft structure support the more complex slipper construction. Creative confidence: Early experience turning original ideas into a tangible product builds students' confidence to develop Day of the Dead-inspired repeat pattern. Machine fluency: Students now approach quilting and slipper construction with greater independence and precision. Embroidery reinforcement: Revisits embroidery	Retrieval Practice Stitch Samplers: Weekly embroidery starter tasks to reinforce muscle memory and stitch structure alongside stitch diagrams sheets for use on the machines to continue to encourage the student to manoeuvre the sewing machine beyond the general straight lines. Visual References: Display boards showing key stitches, techniques and previous student examples	Adaptive teaching strategies SEND Step by step instructions given with visuals and modeling with the use of the visualiser. For some lessons PowerPoint slides of the lesson will be given at the beginning of the lesson. Step-by-step visual stitch guides sometimes given alongside scaffolded worksheets in their workbook. Option to use pre-cut fabric templates for those with fine motor difficulties, using their own printed fabric. High Attainers Develop a multi-layered stencil for more complex printing Encouraged to create more challenging line detail with their quilting on the sewing machine, exploring curved movement alongside straight

stitches and expands decorative possibilities (layering embroidery on printed and quilted surfaces). Design literacy: Previous exploration of themes helps students understand how to link visual ideas to their new project (Day of the Dead) from selected research material.		line detail. EAL Learners Use of dual-language glossaries (if applicable) alongside the use of a Chromebook. Visual cues, modelling and simplified written instructions. A4 Visual boards with simplified tasks with velcro changeable images als used.
Literacy Annotation of observational drawings and design work. Written artist/designer research using keywords and summaries.	Oracy Verbal critiques and peer assessment activities Group discussions comparing design ideas and evaluating cultural impact	Numeracy Measuring fabric accurately and using templates for slipper components. Designing and spacing stencil repeat patterns sometimes using symmetry Estimating thread lengths and print coverage alongside further estimation of quilt pattern coverage when using the sewing machine.
Careers across the Curriculum Skill being developed throughout the project are as follows: Area of Study Observational Drawing & Pattern Design Career Link Textile Designer, Illustrator, Print Designer, Surface Pattern Designer Area of Study Construction (Slippers, Quilting) Career Link	Wider Curriculum opportunities Trips & Visits: Fashion or textile exhibitions (e.g. V&A, Fashion & Textile Museum) Local design studios or workshops	Super Curriculum Personal Projects: Design and make accessories (e.g. tote bags, pencil cases, mini cushions) Fashion Illustration Practice: Sketching outfits, footwear, or repeat patterns using digital tools or traditional methods Digital Learning: YouTube tutorials - (machine sewing, surface decoration)

Footwear Designer, Fashion Designer, Soft Furnishing Designer Area of Study Theme Research (Day of the Dead) Career Link Cultural Researcher, Curator, Museum Education Officer		Pinterest & Instagram - for contemporary textile artist research Competitions: The Great British Sewing Bee: This would be an event which involves students showcasing learnt basic sewing skills to create a specific item or project. This could also take the form of a hosted mini-sewing competition. School exhibitions of work / Summer Showcase Open Evening would be a great opportunity to display work from the current project. Also an end of year showcase of work completed possibly alongside the current awards evening.
Assessment and feedback Formative Verbal feedback during construction and printing Peer assessment on design development and stitch execution		

Workbook check-ins with some written teacher comments

Summative

Finished Slippers - Assessed against criteria for creativity, construction quality, and decoration. This is shown on a sheet at the back of their workbook.

Workbook - Process evidence including research, design, making, annotation, and evaluation. This will include their overall grade shown alongside their target grade.

KS3 Textiles Long Term Plan

Subject Knowledge Students should be taught to:	Year 7 Monsters Madness - Keyring	Year 8 Communication - Cushion Cover	Year 9 Day of the Dead - Slippers
Research/Design - How to work safely with required equipment - Use research and exploration, to build a wealth of knowledge both visual and written on specific topics - Identify and solve their own design problems and understand how to refine their ideas further - Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations - Use a variety of approaches to generate creative ideas - Develop and communicate design ideas using annotated sketches, detailed plans, sampling and modelling	- Identifying specific equipment in the Textiles room. Understand how to work safely in the Textiles room - Explore monster identities and shapes through verbal, visual and written mediums - Product developed to a specification and the needs of the user - Product is appealing as experimentation takes place to practice and evaluate potential techniques - Practice and drawing methods used to develop creative ideas - Ideas communicated as 2D designs through to a 3D model outcome	- Investigation into pop art culture, its artists and ideas. Tie and dye as a cultural technique investigated - Wide variety of experimentation to investigate a solution to the problem, including practical investigations into techniques, mood boards - Specification developed to cover all of the essential elements including user, techniques - Design ideas developed using a variety of tools – sketches, stencils, computer generated graphics, practical experimentation	- Outside speaker to introduce the topic of dress a girl around the world, cultural issues and needs discussed, dresses must be modest, decorated with natural forms etc - Variety of printing techniques used to decorate fabric – block, stencils and - All 3 projects encourage students to develop their communication skills in 2D by sketching, collage and practicing a variety of mark making techniques
Make - Select from and use specialist tools, techniques, processes, equipment and machinery - Select from and use a wider, more complex range of materials, components, and ingredients taking into account their properties	- Hand stitching using a needle and thread used to create basic embroidery stitches - Properties of materials are experimented with and evaluated to assess their suitability	Tools available include spray diffusers, heat press. Techniques tie and dye, sublimation printing, spray inks, fabric pens.	

Evaluate - Analyse the work of past and present professionals and others to develop and broaden their understanding - Investigate new and emerging technologies - Test, evaluate and refine their ideas and products against a specification, taking into account the views of the intended users and other interested groups - Understand developments in design and technology, it's impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	Ideas tested and refined both on paper (design ideas and final design on 3D model) and practically – batik method chosen practiced	- Work of a range of pop artists evaluated to give design ideas and inspiration - Sublimation printing practised - Design ideas evaluated against specification, peer views taken into account,	- Wide variety of graphic designs of sweets evaluated and reproduced - Sweets project uses computer controlled sewing machine - Electronics in Textiles investigated and used in badge design project - Dress project makes students aware of their responsibilities as designers making dresses that will be used by children in an LEDC
Technical knowledge - Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions - Understand how more advanced electrical and electronic systems can be powered and used in their products	Drawstring sleeve modelled and made to ensure the correct functioning of the bag	Properties of materials discussed as man made fibres always used for sublimation printing	- Electronic circuit made with thread to light up badge - Dresses have to be made from natural fibres to allow for perspiration and to be washed by hand - Computer controlled sewing machine used to do lettering for sweets project



KS4 Textiles Curriculum Map cover sheet

Subject:	Year Group	Key Stage
Links to prior learning Hand Embroidery Extended into 3D embroidery, embellishment, and use in fabric manipulation opportunities throughout the projects. Basic Pattern Use Refined particularly in students' garment project construction and shoe design ideas in Year 10. Workbook Presentation Developed into more independent and critical project sketchbooks at GCSE.	Retrieval Practice Sketchbook reviews and reflections using white boards and post-its Technique challenge tasks set on smart board with set time to complete and choices for possible development.	Adaptive teaching strategies Step by step instruction with visuals. Simplified tasks given using a visual board with velcro changeable images alongside clear instruction. Technique demo videos for catch-up or reinforcement particularly with homework tasks. A3 laminated sheets available with key words/techniques, sentence starters, research scaffolding support alongside possible evaluation questions all on the one sheet. Opportunities to challenge high ability students through exploring techniques with more detail, giving access to more challenging materials and encouraging more independent use of resources. The buddy system is also encouraged where some of the more able students will check in with their peers to help with ideas and development.

Literacy Artist analysis essays Annotated sketchbooks using key vocabulary Classroom written feedback during discussions using their white boards Peer and self-assessment using post-its	Oracy Peer-to-peer feedback using sentence starters Students are also encouraged to discuss with their peers particular ideas to help them develop their ideas further.	Numeracy Independent time management Risk-taking in experimentation, more to challenge their initial ideas and come out of their comfort zone. Creative problem-solving is encouraged particularly when developing design ideas. Accuracy with measuring particularly with seam allowances, creating pattern templates and estimating shrinkage on fabric manipulation tasks.
Careers across the Curriculum A career poster with profiles of professionals in textiles and related fields is currently displayed on a board in the classroom. Project work to explore job roles such as: • Textile Designer • Fashion Designer • Costume Designer for theatre/film • Surface Pattern Designer • Textile Engineer	Wider Curriculum opportunities Textiles Intervention Students are encouraged to come after-school for up to an hour once a week to complete additional textile techniques, complete sample work, and experiment further with mixed media. Textiles Showcase Organize or participate in school or community shows to highlight textile work completed during the year.	Super Curriculum Museum and Gallery Visits Students are encouraged to visit museums or galleries with strong textile collections (e.g., Victoria & Albert Museum, Fashion and Textile Museum) for Inspiration particularly from historical and contemporary textiles to gain a better understanding of cultural and artistic contexts. Competitions and Challenges Students can enter national or regional textile/fashion design competitions (e.g., The Fashion and Textile Museum Young Fashion Designer Award, British Textile Biennial Youth

• Sustainable Fashion Consultant • Production Manager in fashion/textile factories • Creative Entrepreneur Workshops and Experiences: Visits to museums - V&A, Fashion Textiles Museum. Opportunities to do workshops at these museums. Talks by industry professionals. Online webinars about creative careers. Cross-Curricular Links: Incorporate ICT skills through digital textile design software. Business studies links via entrepreneurship in fashion. Science connections through textile material properties and sustainability.		Competitions). This will motivate, encourage high standards, innovation, and portfolio enhancement.
Assessment and feedback Formative Assessment Regular sketchbook checks. Students are also given task sheets that need to be regularly updated with what they plan to do and why. Teacher comments will also be left on this.		

Verbal feedback during practical sessions

Summative Assessment

Based on AQA Assessment Objectives:

AO1: Research ideas (moodboards, artist analysis)

AO2: Experimenting with materials and techniques (sampling)

AO3: Recording ideas (observational drawing, design ideas)

AO4: Personal final outcomes

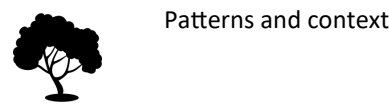
Grades given with comment on tasks sheets at the completion of projects. Students are expected to respond to how they can improve elements further with a view to improving areas on the next project.

At the end of year 10 they get a mark sheet with an overall break of their marks and end of year grade.

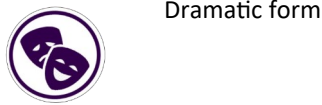
In year 11 two sets of marks will be submitted to AQA. Individual marks for each objective for their coursework then for their external exam.



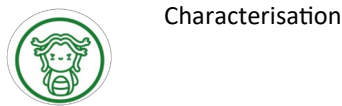
Key to symbols



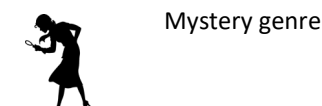
Patterns and context



Dramatic form



Characterisation



Mystery genre



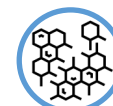
Fiction



Non-fiction



Structure



Truth



Shakespeare

