

Design and Technology: Textiles - Key Stage 3 Curriculum Map 2026/27

Students in Y7&8 rotate and cover all 3 specialist areas (DT, Textiles, Food). In Y9 students study 2 specialist areas of their choice.

Year 7	Year 8	Year 9 (Some GCSE content and NEA approach)
Safe working procedures – link to industrial practice Introduction to ‘What are Textiles?’ - Wider context - Fibres and fabrics - Smart textiles and wearable electronics African themed design and make project – Supporting developing countries - Research of cultural influence in design Environmental considerations as a designer Sustainability – use of re-cycled materials, non-toxic dye, fair trade textiles Design skills - Development of ideas - Pattern repeats - Presentation of ideas including layout, rendering, outlining, annotation - Explanation of ideas - Evaluation and testing, modifications Making skills - Resist dye work methods/block printing - Learning to use machine stitching - Overlocking - Decorative techniques – applique, hand embellishments - Hand stitching in mixed materials	Fashion brief – The work of others - Introduction to the work of designers (Mary Quant) - Product analysis for research - Fibres properties - Care of products/care labelling - Manufacturing specification Design skills - Iterative design to develop initial ideas into final design - Fashion drawing and presentation using model templates - Evaluation and testing, modifications Making Skills - Making a pair of shorts - Use of pattern pieces and symbols - Stock forms of fabrics - Decorative techniques - Making and attaching patch pockets - Waistline casings/hems	Fashion Accessories brief/Contextual Challenge - The work of past designers is often used as an influence in the development of current fashion trends. - Introduction to GCSE Assessment Objectives - The work of others: Vivienne Westwood and place of fashion in a wider social context i.e. music, film, social change, technological advances Design movements Design skills - Analysis of task and investigation work linked to designer/design movements and existing products - Iterative design process for development of ideas, sampling, modelling etc. - Final design prototype and planning for manufacture Skills based Bag and stationery/make-up roll - Develop existing skills - Introduction of new skills: construction and shaping, decoration, fabric painting, silk painting - Pockets, straps, flaps - Fastenings and components - On-going evaluation and modifications using a diary approach - Product testing and evaluation

Textiles – GCSE Design and Technology (Textile- Based Materials)/A-Level Fashion and Textiles 2026/27

Term	Year 10	Year 11	Year 12	Year 13
Autumn	Materials and their working properties - Paper and boards (LD) - Natural and Manufactured Timbers (LD) - Metal and Alloys (LD) - Polymers (LD) Textiles - Fibres and fabrics – source, construction, properties - Fabric finishes and surface treatments Product Analysis (skills and on-going through variety of products) Developments in New Materials - Modern/Smart/Technical - Wearable electronics/conductive textiles practical project	NEA Individual projects developed based on chosen exam board context - Client based - Investigation and research - Design strategies - iterative - Specialist techniques and processes - Use of testing and evaluation Scales of Production and industrial practice - The Work of Others - Design Movements - Designers - Design companies Revision Product analysis	Core designing and making principles - Responsible design - Social, ethical, environmental considerations - Design theory - Socio-economic influences on fashion and textiles - Design methods and processes - Enterprise and marketing - Fashion cycles - Enhancement of materials - fabric manipulation, joining and shaping, linings and interlinings Preparation for NEA Skills-based tasks to prepare students to apply key processes to the NEA: - Creating mood and research boards - Drawing skills - Creative sampling - Construction techniques - Colour and fibre trends - Client and market research - Short design activities	
Spring	Mechanical Devices - Levers and Linkages (LD) - Cams and followers (LD) - Gear trains (LD) - Velocity ratios (LD) Scales of Production and industrial practice Mock NEA project Iterative approach based on a contextual design challenge	NEA Individual projects developed based on chosen exam board context - Client based - Investigation and research - Design strategies - iterative - Specialist techniques and processes - Use of testing and evaluation - Completion of prototype product Environmental, social and economic challenge Product Analysis Revision	Core technical principles - Materials and their applications - Performance characteristics of materials - Enhancement of materials - fabric manipulation, joining and shaping, linings and interlinings - Yarn production - Mixtures and blends - Woven, non-woven and knitted fabrics - The use of finishes - Enhancement of materials - dyeing and printing Start of NEA portfolio AO1 Section A – Identifying and investigating design possibilities	

Summer	Energy Generation and Storage • Fossil fuels • Nuclear Power • Renewable Energy Ecological and Social Footprint • Sustainable textiles • Responsible design Communication of design ideas • Freehand, isometric, perspective, exploded diagrams NEA context exploration and start of iterative design process	Maths is assessed throughout the examination in different forms, but will be Design and Technology specific questions Inclusion in NEA – analysis of research, costings, tolerance levels, pattern development and adaptation, accuracy	Core technical principles • Methods of joining and use of components • The use of fastenings and trims • Interfacings, underlining, linings and interlinings • Fabric finishes AO1 Section B – Producing a design brief and specification AO1 Section Development of design proposals Mathematical skills Included in NEA – analysis of research, costings, tolerance levels, pattern development and adaptation, accuracy	
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