Design and Technology: Textiles - Key Stage 3 Curriculum Map 2023-24

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 • 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 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 Vivienne Westwood and place of fashion in a wider social context i.e. music, film, social change, technological advances **Design skills** • Analysis of task and investigation work linked to designer and existing products • Iterative design process for development of ideas, sampling, modelling etc. • Final design prototype and planning for manufacture **Skills based** Wrap skirt • Develop existing skills • Introduction of new skills: construction and shaping, decoration • Fastenings and components • In-seam pocket • 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 2023-24

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 Revision Product analysis	Core technical principles • Materials and their applications • Performance characteristics of materials • Enhancement of materials - fabric manipulation, joining and shaping, linings and interlinings Core designing and making principles • Selecting appropriate tools, equipment and processes • Accuracy in design and manufacture Taught through theory and embedded in mock NEA project	NEA Continuation of individual client based contexts for design and make Design Theory • Consolidation of theory • How technology and cultural changes can impact the work of designers Core technical principles • The use of finishes • Enhancement of materials - dyeing and printing Mary Quant inspired design • Scale of pattern, repeat patterns
Spring	Mechanical Devices • Levers and Linkages (LD) • Cams and followers (LD) • Gear trains (LD) • Velocity ratios (LD) • 'The Work of Others • Design Movements • Designers • Design companies 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 designing and making principles • Responsible design • Social, ethical, environmental considerations • Design theory Design Theory • Design influences • Design styles and movements • Designers and their work	NEA Continuation of individual client based contexts for design and make Modern industrial and commercial practice Digital design and manufacture Health and safety
Summer	Energy Generation and Storage • Fossil fuels • Nuclear Power • Renewable Energy Ecological and Social Footprint • Sustainable textiles • Responsible design 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	NEA Individual client based contexts and projects developed Mathematical skills Included in NEA – analysis of research, costings, tolerance levels, pattern development and adaptation, accuracy	Revision and exam preparation