

Textiles Curriculum Intent		Year 7
	The Textiles curriculum at New Line Learning Academy develops students as creative, confident and increasingly independent designers and makers. Through a carefully sequenced curriculum, students learn that successful textile design combines imagination with technical knowledge, practical skill and purposeful decision-making. Using the Design Wheel, students experience the complete design process through research, generating and developing ideas, planning, making, presenting and evaluating their outcomes. Students begin by establishing secure foundations in the formal elements of design, colour and textile processes, developing practical experience through weaving, hand sewing, machine sewing, printing and construction. These skills are deliberately revisited and refined so that students' progress from practising individual techniques towards selecting and combining processes independently. Increasing emphasis is placed on accuracy, craftsmanship, quality of finish and the ability to identify problems and adapt work during the making process. Creative research is embedded throughout the curriculum. Students explore the work of professional designers, artists and illustrators including Vivienne Westwood, Mary Blair and Tim Burton, considering how colour, visual style, character and creative influences can communicate identity, mood and narrative. Students use this research to inform their own ideas rather than simply reproducing the work of others. Practical projects become increasingly purposeful and challenging. Students' progress from foundational textile exploration into designing and manufacturing a hand puppet, combining textile techniques with character design and performance. Later, they independently design and manufacture a printed tote bag, bringing together hand sewing, machine sewing and printmaking to create a functional product for real-life use. This creates a clear progression from learning techniques, to combining techniques, to independently selecting and applying them for a defined purpose. Students also explore Textiles within its wider social, cultural, ethical and industrial context. They consider how fashion and textiles communicate creativity, culture and identity alongside exploring mass manufacture, global production, working conditions, sustainability and the environmental impact of consumer choices. This helps students understand Textiles as both a creative discipline and a significant global industry. The curriculum provides a strong foundation for KS4 Creative Design and Production, where students extend their understanding of materials and their properties, design development, prototyping and manufacturing processes. Ultimately, Textiles equips students to think creatively, design purposefully and make skilfully, while developing confidence, independence, problem solving, planning and the ability to adapt and evaluate their work.	
	Term 1 Topic	 Formal Elements Project: The Design Wheel and Colour
	 Big Picture <i>What are the main ideas and big questions in this topic?</i>	

This term introduces students to Fashion and Textiles and establishes the foundations of the design process that they will use throughout Design and Technology. Students are introduced to the Design Wheel, beginning to understand how designers move through stages of researching, generating ideas, planning, making, presenting and evaluating in order to transform an initial idea into a successful outcome. This reflects the department's wider approach to DT, where the Design Wheel connects practical and creative learning across the different specialisms.

The main focus of the term is understanding how colour and the formal elements of design can be used within Fashion and Textiles. Students begin to make purposeful creative decisions rather than choosing colours simply because they like them, considering how designers use colour to develop visually effective textile outcomes. This provides the starting point for the wider Formal Elements Project, where students will later explore weaving, sewing, printing and other textile techniques before producing a finished textile product.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by exploring what Fashion and Textiles involves and how textile designers develop ideas before producing a final outcome. They are introduced to the Design Wheel and consider how researching, generating ideas, planning, making, presenting and evaluating are connected rather than separate activities. This establishes an important disciplinary process that students will revisit throughout their DT curriculum.

Across the term, students explore questions including:

- What is Fashion and Textiles?
- What is the Design Wheel and how do designers use it?
- What are the formal elements of design?
- How is the Colour Wheel used within Textiles?
- How can colour influence the appearance of a textile design?
- How do professional designers develop and communicate creative ideas?

Students develop their understanding of colour theory within a textile's context, using the Colour Wheel to make increasingly informed choices when developing design ideas. Rather than treating colour as decoration added at the end of a project, students begin to recognise it as an important element of the design process.

Students also begin to consider how professional designers and artists influence textile design. This establishes the research skills that will be developed further during the project, where students will make explicit links between their own ideas and the work of professional designers and artists. The term provides an introduction to the wider world of the fashion and textiles industry. Students begin to understand that clothing and textile products move through processes of design and manufacture, and that fashion can reflect creativity, culture, identity and changing trends within society.

Substantive knowledge is developed through students' understanding of Fashion and Textiles, the Design Wheel, formal elements, the Colour Wheel, colour, design ideas, textile products, designers and the design process. Applied and disciplinary knowledge develops as students begin using the Design Wheel to structure their thinking and apply their understanding of colour when making design decisions. They learn that successful textile design involves researching, experimenting, selecting and developing ideas rather than immediately beginning to make a product.

Key vocabulary is introduced and revisited throughout the term, including Design Wheel, formal elements, Colour Wheel, textiles, fashion, designer, research, design, manufacture, creativity, ideas, presentation and evaluation.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students arrive in Year 7 with varied experiences of Design and Technology. Some will have encountered aspects of textiles, art, designing and making during primary school, while others may have had very limited experience of specialist DT processes, equipment or the formal design process. The existing curriculum deliberately recognises this variation and uses Year 7 to establish a more consistent foundation of knowledge, practical skill and confidence. Students may already recognise colours, patterns and visual features from Art and primary design activities, but this term begins the transition towards using these purposefully as a designer. They learn that creative decisions should relate to the development of an idea and eventual outcome. This introductory term therefore establishes shared vocabulary and expectations before students' progress to increasingly technical textile processes. It also begins developing the independence, organisation and safe working habits that will become progressively more important as students move into practical making.	Students move beyond identifying colours and visual features by beginning to justify their design decisions. They are encouraged to explain why particular choices are appropriate and how colour can contribute to the effectiveness of a textile design. Students are challenged to use the Design Wheel with increasing independence, recognising where their current work sits within the wider design process and how research and initial ideas eventually contribute to a finished textile outcome. As students become more confident, they produce increasingly detailed and carefully presented design work and begin making stronger links between professional creative practice and their own ideas. This prepares them for the greater independence expected later in the project, when they will apply practical textile skills to produce detailed, high-quality outcomes and eventually personalise their textile product using decorative techniques and finishes.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term provides the design foundation for the whole Year 7 Formal Elements Project. Understanding the Design Wheel and making purposeful creative choices prepares students for Term 2, when they develop their knowledge through weaving processes and designer research, before progressing into hand sewing, sewing-machine skills, fabric printing, making and evaluation later in the year. Across the wider project, students will develop practical experience of weaving, hand and machine sewing, tie-dye, photography and fabric printing, eventually applying these skills to a finished textile product.	Students begin to explore Fashion and Textiles as a professional creative industry rather than simply a classroom practical activity. They consider how clothing and textiles are designed and manufactured and how fashion can reflect culture, identity, creativity and changing trends. As part of the wider Year 7 project, students encounter the work of influential designers such as Vivienne Westwood, providing an authentic example of how a professional designer develops a distinctive visual identity. This wider context helps students recognise that decisions surrounding colour, appearance and presentation are part of a much larger professional design process.

The research, planning and evaluation skills introduced here will also be continually refined throughout Key Stage 3. The original curriculum explicitly identifies these, alongside increasing confidence in textile techniques and sewing-machine use, as important preparation for more advanced creative and practical work at Key Stage 4.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students explore personal creativity and begin to recognise that colour, clothing and textile design can be forms of individual expression. They consider how designers communicate aspects of identity through creative choices. Students begin to appreciate how fashion and textile design are influenced by culture and changing social trends. They develop respect for different creative ideas and learn to discuss and respond constructively to the work of others. The wider DT curriculum uses global products and creative influences to encourage students to appreciate how design can reflect different cultures, identities, beliefs and values.

This term has strong connections with Art and Design through colour, the formal elements and visual presentation. Students also begin developing communication and research skills that support learning across the curriculum. The original curriculum specifically identifies the decorative and printing skills developed through the wider Textiles project as transferable between Textiles and Art and Design.

Careers Framework Skills: Creativity, Planning and Speaking

Students develop creativity by experimenting with colour and generating visual ideas rather than working towards one predetermined response. Planning develops through their introduction to the Design Wheel and understanding that successful textile products require ideas to be researched and developed before making begins. Speaking is developed as students explain their creative choices and use appropriate subject vocabulary when discussing their own and others' design ideas.



Careers: Fashion Designer, Textile Designer and Interior Designer

Students are introduced to how a Fashion Designer develops ideas for clothing, footwear and accessories; how a Textile Designer creates patterns, prints and fabrics for fashion, interiors and furnishings; and how an Interior Designer uses fabrics, materials, colours and finishes within interior spaces. These careers are all explicitly identified within the existing Year 7 DT curriculum.

Students begin to recognise that colour and textile design surround them in everyday life through clothing, furnishings and other textile products. Understanding that these products have been deliberately researched, designed and manufactured encourages students to look more critically at the designed world around them. Students develop organisation, independence, visual communication, decision-making, attention to detail and the ability to explain and refine ideas. They also begin developing responsibility for their own progress through a longer creative project.



Resources

What books, websites, videos and materials will support our learning?



Assessment

How will we show what we know, remember and can apply?

- Teacher-led materials introducing the Design Wheel and Formal Elements Project. - The Colour Wheel and visual examples used to support textile design. - Examples of professional fashion and textile design, including the work of Vivienne Westwood. - Existing department exemplars demonstrating how ideas develop into textile outcomes. - Sketching, annotation and design-development materials.	Students complete a baseline assessment to establish their prior knowledge and practical starting points. Formative assessment throughout the term uses questioning, design work and teacher feedback to assess understanding of the Design Wheel, colour and the design process. This contributes to the wider Textiles assessment journey, where students will later complete a practical skills assessment and final written assessment covering the knowledge and processes developed across the project. Substantive Knowledge: Students demonstrate understanding of Fashion and Textiles, the Design Wheel, formal elements, the Colour Wheel and the stages involved in developing a textile design. Disciplinary Knowledge: Students demonstrate their ability to use the Design Wheel to structure their ideas, apply colour knowledge purposefully and explain their creative design choices.
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Term 2 Topic		Formal Elements Project: Weaving and Designer Research
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
This term develops students’ understanding of Fashion and Textiles by moving from initial design principles into their first more focused textile-making processes. Students explore weaving as a method of constructing and developing textile surfaces, building practical confidence whilst continuing to use the Design Wheel to connect research, experimentation and making. Alongside practical work, students investigate the work of professional designers and artists, considering how creative practitioners use colour, materials and visual influences to develop distinctive outcomes. This reflects the original Year 7 curriculum, which explicitly combines weaving with making links between students’ own design ideas and the work of professional designers and artists. By the end of the term, students begin to understand that textile design involves both technical knowledge and creative decision-making: successful designers research existing work, experiment with techniques and use what they discover to inform their own ideas.		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	

Students build upon their Term 1 understanding of the Design Wheel and colour by beginning to apply these ideas within practical textile work. The focus shifts towards weaving, allowing students to experience how threads and materials can be manipulated to construct a textile surface.

Across the term, students explore questions including:

- What is weaving and how can it be used within Textiles?
- How can colour be applied within a woven design?
- How do materials and techniques affect the appearance of a textile outcome?
- Why do textile designers research the work of others?
- How can designers and artists influence our own creative ideas?
- How can experimentation help us develop a design?

Students develop their practical competence through weaving, learning that accuracy and control influence the quality of a textile outcome. They build upon their previous colour work by making increasingly purposeful visual choices when producing practical samples. Research becomes an increasingly important part of the design process. Students investigate professional creative work and begin identifying visual features and ideas that can inform their own designs. The wider Year 7 curriculum specifically introduces students to influential designers such as Vivienne Westwood, whilst developing their understanding of how fashion reflects creativity, identity, culture and changing trends. Rather than simply copying an existing designer, students begin to understand how research can provide inspiration. They select aspects of professional work that interest them and consider how these could influence their own developing ideas. This term therefore combines research, experimentation and practical application, helping students understand how different stages of the Design Wheel interact as a project develops.

Substantive knowledge is developed through students' understanding of weaving, textile construction, materials, designers, artists, research, inspiration, colour, pattern and the design process. Applied and disciplinary knowledge develops as students apply weaving processes with increasing accuracy, make purposeful creative choices and use research into professional designers and artists to inform their own developing ideas.

Key vocabulary is introduced and revisited throughout the term, including weaving, textile, construction, materials, designer, artist, research, inspiration, influence, pattern, technique, experimentation and design development.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly upon Term 1, where they were introduced to Fashion and Textiles, the Design Wheel, formal elements and the use of colour. They understand that designing is a process involving research, ideas, planning, making and evaluation rather than simply producing a finished object. Their understanding of the Colour Wheel now supports practical decision-making as they begin working with textile materials. Students are increasingly	Students are challenged to move beyond completing a basic weaving process by developing greater accuracy, control and visual quality within their practical work. They consider how their choice and arrangement of materials can improve the appearance of the outcome and increasingly evaluate their work as it develops. Within designer research, students progress from identifying simple features towards explaining how professional work could influence their own ideas. More

expected to explain why they have selected particular visual combinations rather than relying solely upon personal preference. Term 1 also established expectations surrounding presentation, organisation and creative independence. These foundations now support students as they move into more sustained practical textile work.	confident students make selective and purposeful connections rather than simply reproducing features of an existing design. Students also begin working with greater independence, using prior learning and teacher demonstrations to make decisions and solve practical problems when their work does not initially produce the intended result.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Weaving introduces students to the idea that textiles can be constructed and manipulated through specialist practical processes. This prepares them for the next stages of the Formal Elements Project, where the practical focus develops into hand sewing and subsequently machine sewing, printing and other decorative techniques. The department's original curriculum identifies weaving, hand and machine sewing, tie-dye, photography and fabric printing as the practical experiences that build towards the final textile product. The research skills developed this term are equally important. Students will continue making connections between professional creative work and their own ideas as they progress through Textiles, Art and Design and later KS3 and KS4 creative projects. The original curriculum specifically identifies researching, planning and evaluation as skills that are progressively refined throughout KS3.	Students explore the wider world of fashion and textile design, recognising that professional designers research, experiment with materials and develop ideas before manufacturing finished products. The wider Year 7 project introduces students to influential designers such as Vivienne Westwood, helping them recognise how fashion can communicate identity and creativity and respond to cultural influences and changing trends. Students also begin to appreciate that textiles extend beyond clothing into fabrics and products used across everyday life. This develops an understanding of textile design as both a creative practice and an industry, preparing students to make increasingly informed connections between classroom techniques and professional design.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence in expressing individual ideas through materials, colour and pattern. Research into professional creative work encourages them to reflect upon inspiration and recognise that successful creative outcomes can develop from a wide variety of influences. Students consider how textiles and fashion can reflect culture, identity and changing trends, developing an appreciation of different visual influences and creative traditions. They also learn to respect the ideas and practical work of others when sharing materials, discussing designs and giving feedback. There are strong links with Art and Design through colour, pattern, visual research and experimentation. Students also develop literacy through research and annotation and strengthen practical mathematical thinking through the repeated structures and organisation required when constructing textile samples.	

Careers Framework Skills: Listening, Adapting and Problem Solving

Students develop listening by following demonstrations and instructions when learning unfamiliar textile processes. Adapting develops as they respond when materials or techniques do not produce the intended result and modify their approach. Problem Solving is developed through identifying practical difficulties within weaving and selecting appropriate ways to improve accuracy and quality.



Careers: Costume Designer, Fashion Researcher and Textile Production Technician

Students explore how a Costume Designer uses research, textiles and visual influences to create clothing for performance; how research supports the development of ideas within the fashion industry; and how textile production requires technical understanding to turn creative designs into manufactured outcomes.

The existing curriculum explicitly identifies Costume Design within its Fashion and Textiles careers and places understanding of manufacturing and factory production within the wider Textiles curriculum. Students begin recognising how woven textiles appear throughout everyday life, including clothing, furnishings and other fabric products. They develop greater appreciation of the practical skill, design decisions and manufacturing processes involved in creating objects that can otherwise be taken for granted. Students develop patience, dexterity, accuracy, concentration, research, visual analysis, independence and attention to detail. They also become more confident in responding constructively when practical work requires adjustment or improvement.

 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
- Department resources demonstrating weaving processes and textile construction. - Teacher demonstrations and practical exemplars. - Existing designer and artist research materials used within the Formal Elements Project. - Examples of Vivienne Westwood's work used to explore professional fashion and textile design. - Colour Wheel and Formal Elements resources carried forward from Term 1. - Sketchbook/design-development activities supporting research and annotation. - Textile materials and equipment required for practical weaving.	Formative assessment takes place through practical work, questioning, research and teacher feedback. Students demonstrate their developing ability to apply weaving processes accurately and use designer/artist research to inform their own creative thinking. This contributes towards the wider Textiles practical skills assessment and final project assessment used by the department. Substantive Knowledge: Students demonstrate understanding of weaving, textile construction, materials, research, designers and the role of inspiration within the design process. Disciplinary Knowledge: Students demonstrate their ability to apply weaving techniques with increasing accuracy, respond to practical problems and use professional creative work to inform and develop their own ideas.

Term 3

Topic



Formal Elements Project: Hand Sewing Skills



Big Picture

What are the main ideas and big questions in this topic?

This term develops students' practical confidence in Fashion and Textiles through an introduction to hand sewing techniques. Building upon their previous work with colour, weaving and designer research, students begin to develop the technical skills required to join and manipulate textile materials accurately and securely.

The focus moves increasingly towards practical craftsmanship. Students learn that successful textile outcomes depend not only upon creative ideas but also upon accuracy, control, patience and appropriate use of tools and materials. Hand sewing provides an important foundation for the more advanced machine-sewing and construction processes students will encounter later in the Formal Elements Project.

By the end of the term, students should be increasingly confident in selecting and applying hand-sewing techniques, producing samples with greater accuracy and evaluating the quality of their practical work.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students build upon the practical textile experience developed through weaving by focusing more closely on joining and manipulating fabric using hand-sewing techniques. They learn how sewing can fulfil both a functional and decorative purpose within textile design.

Across the term, students explore questions including:

- Why is hand sewing used within Textiles?
- How can textile materials be joined securely?
- How do we use hand-sewing tools safely and accurately?
- How does the choice of stitch affect a textile outcome?
- How can sewing be both functional and decorative?
- What makes a high-quality textile sample?
- How can we improve the accuracy and finish of our practical work?

Students develop confidence in handling the specialist tools and materials required for hand sewing, reinforcing appropriate health and safety procedures as their practical independence increases. They practise the hand-sewing techniques identified within the department's wider Formal Elements Project, developing greater control and accuracy through repeated application.

Attention is given to the quality of the finished outcome. Students begin recognising the importance of consistent stitching, secure construction, appropriate spacing and neat finishing, understanding that technical accuracy contributes directly to the appearance and effectiveness of a textile product. Students also continue applying the visual knowledge developed earlier in the project. Colour, pattern and previous designer research can inform their practical samples, reinforcing the connection between design decisions and making skills rather than treating practical techniques as isolated activities. Evaluation becomes

increasingly important as students inspect their own practical work, identify strengths and areas for improvement and adjust subsequent samples. This develops the habit of refining work during the making process rather than waiting until a product is finished.

Substantive knowledge is developed through students' understanding of hand sewing, stitches, fabric, thread, joining, construction, decorative techniques, functional techniques, accuracy, quality and finishing. Applied and disciplinary knowledge develops as students select and apply appropriate hand-sewing processes, work safely with specialist tools and evaluate the accuracy and quality of their practical outcomes.

Key vocabulary is introduced and revisited throughout the term, including hand sewing, stitch, needle, thread, fabric, construction, joining, decorative, functional, accuracy, tension, finish, quality and evaluation.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build directly upon Terms 1 and 2. They understand the Design Wheel and recognise that practical making forms one part of a wider process involving research, experimentation, development and evaluation. Their earlier work with colour and weaving has introduced them to the manipulation of textile materials and the importance of accuracy and control. Students have also begun using professional designers and artists as sources of inspiration, allowing them to make more purposeful visual decisions within their practical work. Term 3 now develops these foundations into a more technical form of textile construction. Students move from manipulating threads through weaving towards using thread deliberately to join, secure and decorate fabric, preparing them for increasingly complex practical work.	Students progress from simply completing a stitch towards producing consistent, accurate and carefully finished practical samples. They are challenged to identify what makes one outcome more successful than another and use this understanding to refine their technique. Increasing independence is expected when selecting equipment, setting up practical work and responding to problems. Rather than immediately relying upon teacher intervention, students begin identifying why stitching may be uneven, insecure or poorly finished and adapt their technique accordingly. More confident students demonstrate greater precision and control and begin considering how different hand-sewing techniques could be applied purposefully within a larger textile product.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Hand sewing provides an essential foundation for the next stage of the Formal Elements Project, where students progress into machine sewing and fabric printing. Understanding how fabric and thread behave when joined manually helps students appreciate the principles that they will later apply using specialist machinery.	Students begin to appreciate that sewing remains an important skill within contemporary Fashion and Textiles despite the widespread use of industrial machinery. Hand techniques continue to have a role in finishing, alteration, decorative work, specialist production and bespoke textile products. Students also develop an appreciation of craftsmanship: the idea that the quality of a product is influenced by the knowledge, accuracy and care of the person making it. This helps connect their classroom practical work to the wider design

The skills developed this term also contribute directly towards the eventual production of the students' finished textile product, where a range of techniques from across the project will be brought together.

Across KS3, students will continue developing greater practical independence, accuracy and confidence with textile processes. The original curriculum identifies hand and machine sewing, weaving, printing and decorative processes as part of this progressively developing practical experience.

and manufacturing processes already identified within the Year 7 Textiles curriculum.



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Students experience the satisfaction of developing a practical skill through patience and repeated practice. They develop confidence in their ability to turn simple materials into increasingly accomplished textile outcomes and recognise the value of care and craftsmanship. Students develop an appreciation of handmade textile skills and the time and expertise involved in producing textile products. They recognise that sewing and textile crafts have practical and creative significance across different communities and cultures.

Links with Art and Design continue through decorative application, colour and visual composition. There are also connections with Mathematics through measurement, spacing and consistency, whilst the fine motor control required for accurate stitching develops practical precision.

Careers Framework Skills: Planning, Adapting and Teamwork

Students develop planning by organising materials and considering the sequence required to complete practical processes successfully. Adapting is developed as students identify faults or difficulties and modify their technique to improve subsequent work. Teamwork develops through sharing equipment responsibly, supporting safe practical routines and helping to maintain an effective working environment.



Careers: Tailor, Alterations Specialist and Embroidery Technician

Students explore careers where accurate hand-sewing and textile-construction skills are important. A Tailor constructs and adjusts garments to achieve an accurate fit; an Alterations Specialist repairs and modifies existing garments; and an Embroidery Technician applies controlled decorative stitching to textile products.

These careers deliberately extend the careers encountered in Terms 1 and 2 by focusing upon the technical craft and construction side of Textiles rather than repeating broader design roles. Hand sewing provides students with a practical life skill that can be used to repair, alter and maintain textile products. Developing confidence with simple repairs can extend the useful life of clothing and other fabric items rather than requiring them to be immediately replaced. Students develop dexterity, patience, accuracy, organisation, independence, concentration and attention to detail. They also strengthen their ability to evaluate their own performance and persist with a practical process in order to improve its quality.

 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
• Department resources and demonstrations for the hand-sewing techniques already taught within the Formal Elements Project. • Teacher-produced stitch samples and practical exemplars. • Needles, threads, fabrics and the existing specialist Textiles equipment. • Health and safety guidance for practical textile work. • Visual step-by-step instructions supporting practical independence. • Existing student exemplars showing different levels of accuracy and finish. • Design work from Terms 1 and 2 to support colour and decorative choices.	Formative assessment takes place through observation of practical work, questioning, completed samples and teacher feedback. Students demonstrate their developing ability to work safely and apply hand-sewing techniques with increasing accuracy and independence. Substantive Knowledge: Students demonstrate understanding of hand sewing, textile construction, tools and materials, functional and decorative stitching, accuracy and finishing. Disciplinary Knowledge: Students demonstrate their ability to apply hand-sewing techniques safely and accurately, evaluate the quality of their work and adapt their approach to improve the finished outcome.

Topic 4 Topic		Formal Elements Project: Machine Sewing and Printmaking
Big Picture <i>What are the main ideas and big questions in this topic?</i>		
This term develops students' practical confidence by introducing sewing-machine skills and textile printmaking techniques. Building upon the hand-sewing skills developed in Term 3, students begin to work with specialist equipment and explore how practical techniques can be combined to create more refined textile outcomes. A key focus is learning to operate the sewing machine safely and accurately, including joining two pieces of fabric successfully. Students also explore ways of transferring designs onto fabric through printing, reinforcing the connection between creative design ideas and practical textile production. These techniques form an important part of the wider Formal Elements Project, which combines weaving, hand and machine sewing, tie-dye, photography and fabric printing before students create a finished textile product.		
Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>		
Students begin by transferring their understanding of textile construction from hand sewing into the use of the sewing machine. They learn that machine sewing can increase speed, accuracy and consistency but requires careful preparation, safe working practices and control. Across the term, students explore questions including: • How can a sewing machine be used safely?		

- How do we join fabric accurately using a sewing machine?
- What makes machine stitching neat, secure and consistent?
- How can designs be transferred onto fabric?
- What is the purpose of printmaking in Textiles?
- How can colour, pattern and printing enhance a textile outcome?
- How can machine sewing and decorative techniques work together?

Students develop familiarity with the sewing machine and practise the skills required to operate it responsibly. The original curriculum places particular emphasis on students learning to use the machine safely to join two pieces of fabric accurately, making this a central technical outcome for the term. As confidence develops, students focus increasingly on accuracy, control and finish, recognising how stitching quality affects the appearance and function of a textile product. They build upon their hand-sewing experience by comparing manual and machine processes and understanding when different methods may be appropriate.

Students also explore fabric printing, experimenting with ways of transferring creative designs onto textile surfaces. Previous learning about colour, designer research and formal elements informs these practical decisions, ensuring that printing is connected to the wider design process rather than completed as an isolated technique.

Throughout the term, students are expected to reflect upon practical outcomes and make adjustments where necessary, developing greater independence when responding to mistakes or unexpected results.

Substantive knowledge is developed through students' understanding of machine sewing, fabric construction, joining, printmaking, textile surfaces, decorative techniques, safe working practices, accuracy and finishing. Applied and disciplinary knowledge develops as students operate specialist equipment safely, apply machine-sewing and printing processes accurately, and make purposeful decisions about how practical techniques can enhance a textile design.

Key vocabulary is introduced and revisited throughout the term, including sewing machine, machine stitch, fabric, seam, joining, printmaking, textile surface, decorative technique, accuracy, control, finish, safety and construction.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
	Students build directly upon their previous work with the Design Wheel, colour, weaving, designer research and hand sewing. They already understand that successful textile outcomes depend upon both creative thinking and accurate practical application. Their hand-sewing work has introduced the principles of joining fabric securely, using thread carefully and evaluating the quality of a finished practical sample. This provides an essential foundation for understanding what the sewing machine is designed to achieve more efficiently.		Students are challenged to move beyond simply operating a sewing machine by developing greater precision, consistency and control. They are expected to join fabric accurately, recognise common practical errors and adjust their technique without relying continually upon teacher intervention. Within printmaking, students progress from experimenting with a technique towards making more deliberate choices about placement, colour and visual effect. They begin considering how printed elements could contribute to the quality and identity of a finished textile product.

Students also bring knowledge of colour and visual design from Terms 1 and 2, which now supports the development of printed textile surfaces. These cumulative foundations allow Term 4 to place greater emphasis on technical confidence and independence.	More confident students are challenged to combine decorative and construction techniques effectively and produce increasingly detailed, well-finished practical outcomes, reflecting the original curriculum expectation that students work independently and produce high-quality textile work.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term marks an important transition from practising separate textile techniques towards preparing students to construct a final textile product in Term 5. Machine sewing provides the technical skill required to assemble fabric accurately, whilst printing adds further opportunities for creative personalisation and surface design. The wider Year 7 curriculum identifies confidence with the sewing machine and decorative techniques as important skills that students will continue to develop through Key Stage 3 and into more advanced creative work at Key Stage 4. The term also reinforces the full Design Wheel: students are now moving from research and experimentation towards making, while continuing to evaluate and refine work as their project progresses.	Students deepen their understanding of how textile products move from design into manufacture. The original curriculum encourages students to consider how clothing is designed and produced within factories and how specialist machinery supports large-scale textile production. They also begin to recognise the difference between handmade, small-scale production and machine manufacture, developing a broader understanding of how practical processes change depending upon the type and quantity of products being produced. This helps students connect their classroom sewing and printing techniques to professional textile production and the wider fashion industry.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence and pride through mastering unfamiliar practical equipment and seeing their ideas transformed into textile outcomes. They recognise that patience, control and creativity can combine to produce work of increasing quality. Students develop responsibility by following safe working procedures around shared specialist equipment. They also begin to appreciate the skill involved in textile manufacture and the people responsible for producing clothing and textile products. Links with Art and Design continue through surface decoration, pattern, colour and printmaking. There are also links with Mathematics through accurate measurement, alignment and spacing, and with Science through understanding materials and how they respond to physical processes. Careers Framework Skills: Listening, Planning and Adapting Students develop listening by following detailed safety instructions and practical demonstrations for specialist equipment. Planning develops as they organise the correct sequence of processes before sewing or printing. Adapting is developed as students respond to stitching or printing errors and modify their technique to improve subsequent outcomes.   	

Careers: Sewing Machinist, Print Technician and Garment Production Operative

Students explore how a Sewing Machinist constructs textile products using specialist machinery, how a Print Technician applies designs to fabric and other surfaces, and how a Garment Production Operative contributes to the manufacture and assembly of textile products.

Students gain practical understanding of how sewn textile products are constructed and decorated, helping them appreciate the skill and processes behind clothing and household textiles. Greater confidence with sewing also provides a foundation for future repair, alteration and creative making. Students develop accuracy, independence, organisation, patience, fine motor control, concentration and responsibility. They also strengthen their ability to follow technical processes carefully and respond constructively when practical work needs improvement.

	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
	• Department sewing-machine demonstrations and safety guidance. • Existing practical exemplars showing accurate machine-sewn joins. • Fabric, thread and specialist sewing equipment used within the project. • Department printmaking resources and examples of printed textiles. • Colour and designer research carried forward from earlier terms. • Step-by-step visual guides supporting safe independent machine use. • Student samples demonstrating different levels of accuracy and finish.		Formative assessment takes place through practical observation, questioning and review of textile samples. Students demonstrate their developing ability to operate the sewing machine safely, join fabric accurately and apply printmaking techniques with increasing control. This contributes directly to the department's wider practical skills assessment for the Year 7 Textiles project. Substantive Knowledge: Students demonstrate understanding of machine sewing, safe equipment use, fabric joining, printmaking, decorative techniques, accuracy and finishing. Disciplinary Knowledge: Students demonstrate their ability to use specialist equipment safely, apply sewing and printing techniques accurately, identify practical problems and adapt their approach to improve the quality of their textile work.

Term 5

Topic



Formal Elements Project: Making a Sewn Product



Big Picture

What are the main ideas and big questions in this topic?

This term brings together the knowledge and practical techniques students have developed across the Formal Elements Project as they begin to make a finished textile product. The focus moves from practising individual processes towards combining them purposefully within a complete outcome.

Students draw upon their earlier work with colour, weaving, hand sewing, machine sewing and decorative techniques to plan and construct a product that demonstrates increasing technical confidence. The original Year 7 curriculum explicitly identifies the creation of a finished textile product as the point at which students apply the skills developed across the unit.

By the end of the term, students should recognise that successful textile outcomes depend upon planning, accuracy, safe working, technical control and thoughtful decision-making, as well as creativity.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by reviewing the range of techniques developed across the year and considering how these can be brought together within a finished textile product. They revisit the Design Wheel, recognising that they are now moving firmly into the making stage whilst continuing to refer back to earlier research, design ideas and practical experimentation.

Across the term, students explore questions including:

- How do designers turn an idea into a finished textile product?
- Which techniques are most appropriate for our product?
- How can we organise practical work successfully?
- How can fabric be joined accurately and securely?
- How can decorative techniques improve the appearance of a product?
- Why is accuracy important during construction?
- How can we identify and correct practical problems while making?
- What makes a textile product well finished?

Students apply the hand- and machine-sewing skills developed previously, using these processes as part of the construction of their finished outcome. They are expected to work with greater confidence and independence when handling textile materials and equipment.

The wider Formal Elements Project also provides students with experience of weaving, tie-dye, photography and fabric printing, allowing them to draw upon a range of creative influences and processes as their work develops. Particular emphasis is placed on the quality of manufacture. Students consider whether joins are secure, stitching is controlled and the overall product is constructed carefully. The project also allows students to personalise and embellish their work, reflecting the original curriculum expectation that more confident students develop detailed, high-quality outcomes using decorative techniques and finishes.

Students increasingly evaluate work during manufacture rather than waiting until the product is complete. They identify practical difficulties, make adjustments and recognise that adapting a design or process can be an important part of successful making.

Substantive knowledge is developed through students' understanding of textile construction, joining, sewing, decorative techniques, manufacture, finishing, quality, accuracy, embellishment and the Design Wheel. Applied and disciplinary knowledge develops as students select and combine previously learned techniques, organise a sequence of practical work, use equipment safely and adapt their making when practical problems arise.

Key vocabulary is introduced and revisited throughout the term, including construction, manufacture, join, seam, sewing, embellishment, decoration, accuracy, finish, quality, sequence, practical outcome, adaptation and evaluation.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build upon the full sequence of learning from Terms 1–4. They understand the Design Wheel, have explored colour and designer research, and have developed practical experience through weaving, hand sewing, machine sewing and printmaking. Their previous practical work has taught them how to use textile equipment safely, how fabric and thread behave during construction and how accuracy influences the quality of a finished outcome. They have also begun developing the habit of evaluating their practical work and adapting their approach when techniques do not initially produce the intended result. Term 5 now requires students to bring this knowledge together. Rather than practising techniques in isolation, they must make decisions about how and when to apply them within a complete product, increasing the level of independence and responsibility expected.	Students are challenged to move from completing teacher-directed samples towards managing a more sustained making process. They are expected to organise materials, follow the correct sequence of construction and apply learned techniques with increasing independence. The quality threshold also rises. Students are encouraged to produce secure joins, consistent stitching and carefully finished outcomes, while recognising and correcting faults during manufacture. More confident students are challenged to personalise their product through appropriate decorative techniques and finishes, reflecting the original curriculum expectation that pupils create more detailed and high-quality outcomes as their practical confidence develops.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This term represents the culmination of the practical making phase of the Year 7 Formal Elements Project. It prepares students directly for Term 6, where they will present and evaluate both the product and the skills they have developed. The ability to move from research and design into construction is central to the wider Design and Technology curriculum. The department explicitly uses the Design Wheel to connect researching, generating ideas, planning, making, presenting and evaluating across DT specialisms.	Students deepen their understanding of how textile products move from design into manufacture, recognising that professional production involves a sequence of planning, construction, quality control and finishing. The wider Year 7 curriculum introduces students to how clothing is designed, manufactured and produced within the textiles industry. This helps students see their own making process as a simplified version of the stages used within professional textile production.

Students also strengthen the practical confidence required for later Textiles learning. The original curriculum identifies sewing-machine confidence, decorative techniques, research, planning and evaluation as important foundations for more advanced creative and practical work through KS3 and towards KS4.	Students also begin to appreciate the importance of craftsmanship and quality control, recognising that the success of a product depends upon both its creative design and the accuracy with which it is manufactured.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop pride and confidence through seeing a long-term creative idea develop into a tangible finished outcome. They experience the satisfaction that comes from patience, persistence and increasingly independent practical work. Students consider the skill and labour involved in producing textile products and begin to appreciate that clothing and other fabric items are the result of complex design and manufacturing processes. The wider DT curriculum also encourages students to consider issues connected with clothing manufacture, production and responsible consumer choices. Links with Art and Design are reinforced through colour, decoration, visual composition and personalisation. Students also apply Mathematics through measurement and accuracy and develop literacy through following instructions, interpreting design information and reflecting upon practical decisions. Careers Framework Skills: Planning, Leadership and Adapting Students develop planning by organising the sequence of construction and preparing materials before practical work begins. Leadership develops through taking responsibility for safe and purposeful working within a shared practical environment. Adapting is developed as students respond to faults, revise practical decisions and modify their approach to improve the quality of the final product. Careers: Sample Machinist, Quality Control Inspector and Bespoke Maker Students explore how a Sample Machinist produces accurate prototype garments or textile products from design ideas, how a Quality Control Inspector checks manufacturing standards and identifies faults, and how a Bespoke Maker produces individually made textile products where precision and finish are particularly important. Students develop practical skills that support independent making, repair and future creative projects. They also gain a greater appreciation of the design, labour and technical knowledge behind everyday textile products. Students strengthen organisation, independence, accuracy, perseverance, time management, decision-making and attention to detail. They also develop the ability to manage a longer task and respond constructively when the making process does not go exactly to plan.	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
- Students' existing design and research work from the Formal Elements Project. - Teacher demonstrations supporting the construction sequence.	Assessment focuses on the quality and independence of students' practical work. Teachers assess how effectively students plan, construct and refine their



- Department practical exemplars and finished-product examples.
- Sewing machines, hand-sewing equipment, fabrics, threads and existing project materials.
- Printing and decorative materials already introduced through the unit.
- Visual step-by-step construction guides.
- Health and safety guidance for specialist Textiles equipment.

textile product, including safe equipment use, accuracy and application of previously learned techniques.

Substantive Knowledge: Students demonstrate understanding of textile construction, sewing processes, decorative techniques, manufacturing sequence, accuracy, quality and finishing.

Disciplinary Knowledge: Students demonstrate their ability to combine textile techniques within a finished product, work with increasing independence, solve practical problems and adapt their making to improve the quality of the final outcome.

Term 6

Topic



Formal Elements Project: Presentation, Evaluation and Feedforward



Big Picture

What are the main ideas and big questions in this topic?

This term concludes the Year 7 Formal Elements Project by asking students to present, evaluate and reflect upon the textile product they have created and the skills they have developed across the year. The focus moves from making towards reviewing the success of the design process as a whole.

Students revisit the Design Wheel and consider how effectively they have moved through researching, generating ideas, planning, making, presenting and evaluating. They reflect on the quality of their finished textile product, identify strengths and areas for improvement, and begin to understand how evaluation should inform future work rather than simply describe what has already been completed.

By the end of the term, students should be able to explain how their practical and creative skills have developed and use feedback to identify clear next steps for future Textiles learning.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students begin by reviewing the finished textile product created during Term 5 and considering how successfully it reflects the ideas and practical techniques developed across the Formal Elements Project.

Across the term, students explore questions including:

- How successfully does the final product reflect the original design ideas?
- Which textile techniques were used most successfully?
- What makes a textile product well-presented and well finished?

- How can we evaluate practical work accurately?
- What evidence can we use to support an evaluation?
- How can feedback help improve future work?
- Which skills have developed most across the project?
- What should we do differently next time?

Students revisit the wider design journey, reflecting on how colour, designer research, weaving, hand sewing, machine sewing, printing and construction contributed to the final outcome. They begin to understand that evaluation should consider both the process and the product. The term also reinforces the importance of presentation. Students are expected to communicate their work clearly and thoughtfully, showing pride in the outcome and explaining the decisions they made during the project. Feedforward becomes a key part of the learning. Students use teacher and peer feedback to identify practical and creative targets, helping them recognise that evaluation should lead directly into future improvement.

Substantive knowledge is developed through students' understanding of evaluation, presentation, feedback, feedforward, quality, finish, success criteria, design process and reflection. Applied and disciplinary knowledge develops as students assess the quality of their own work, use evidence to justify judgements, respond constructively to feedback and identify realistic next steps for future practical development.

Key vocabulary is introduced and revisited throughout the term, including evaluation, presentation, reflection, feedback, feedforward, success criteria, quality, finish, strength, improvement, evidence and refinement.

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students draw upon the full Year 7 Textiles journey. They understand the Design Wheel and have developed practical experience through colour work, weaving, designer research, hand sewing, machine sewing, printing and construction. They have already begun evaluating practical samples throughout the year, so this term develops that skill into a more formal review of the completed project. Students are now expected to move beyond simple comments such as “I like it” or “it went well” and instead use evidence from the product and process to support their judgements. Their accumulated practical experience also gives them a much stronger basis for identifying meaningful targets for future improvement.	Students are challenged to produce specific, evidence-based evaluations rather than descriptive reflections. They are expected to explain why aspects of the product were successful or less successful and connect these judgements to practical techniques, accuracy, design decisions and finish. More confident students compare their final outcome with their original intentions and success criteria, identifying where the product evolved during manufacture and whether those changes improved the outcome. Students are also expected to use feedback constructively and generate precise feedforward targets that could genuinely improve future Textiles work.
 Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>	 Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>

This term completes the Design Wheel and reinforces evaluation as an essential part of Design and Technology. Students learn that a finished product is not the end of the design process; designers review outcomes, identify weaknesses and use this knowledge to refine future work. The evaluation and feedforward skills developed here will support all later DT projects, particularly in Year 8 and Year 9 where students will be expected to work with increasing independence and produce more sophisticated design and practical outcomes. This term also helps students recognise their own progression across Year 7, preparing them to build on established textile skills rather than starting again from the beginning in future projects.	Students deepen their understanding of how evaluation operates within professional design and manufacture. Finished products are routinely tested, reviewed and refined before being produced on a wider scale. They also begin to recognise the importance of presentation within creative industries, where designers need to communicate both the final outcome and the thinking behind it. This helps connect classroom evaluation with professional design practice.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students reflect on their personal progress and develop pride in the skills they have built over the year. They recognise that improvement comes through practice, reflection and willingness to respond positively to feedback. Students learn to give and receive feedback respectfully and understand the importance of acknowledging the work and ideas of others. They also reflect on the wider cultural and creative influences that have shaped their project. This term strengthens links with English through evaluative writing and justification, Art and Design through presentation and critique, and PSHE through reflection, confidence and responding constructively to feedback. Careers Framework Skills: Speaking, Listening and Adapting Students develop speaking by presenting and explaining their final outcome, listening by responding carefully to peer and teacher feedback, and adapting by using feedback to identify how future work could be improved. Careers: Quality Assurance Assistant, Design Reviewer and Exhibition Technician Students explore how a Quality Assurance Assistant checks products against expected standards, how a Design Reviewer evaluates whether products meet intended requirements, and how an Exhibition Technician helps present creative work effectively for an audience. Students develop the habit of reviewing their own work honestly and using feedback to improve future performance. This supports learning well beyond Textiles, helping them become more reflective and independent learners. Students strengthen reflection, evaluative writing, communication, self-assessment, organisation and the ability to respond constructively to feedback.	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>



- Students' finished textile products and design work from the full project.
- Original design ideas and planning materials.
- Teacher-produced evaluation prompts and success criteria.
- Peer-feedback templates and discussion activities.
- Examples of strong evaluated textile outcomes.
- Department presentation exemplars.

Students complete the final summative written assessment for the Textiles project, demonstrating the theoretical knowledge developed across the year. Evaluation of the finished product also contributes to the final assessment.

Substantive Knowledge: Students demonstrate understanding of the key concepts, processes, practical techniques, materials, safety and evaluation knowledge developed across the Formal Elements Project.

Disciplinary Knowledge: Students demonstrate their ability to evaluate the final product using evidence, explain the success of design and practical decisions, and identify meaningful feedforward targets for future improvement.