

Textiles Curriculum Intent		Year 9
	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	 Tote Bag Project: Research, Design and Creative Development
	 Big Picture <i>What are the main ideas and big questions in this topic?</i>	

This term introduces the Year 9 Tote Bag Project, where students bring together and refine the practical textile skills developed throughout Years 7 and 8. The final aim is to independently design and manufacture a printed, functional tote bag, combining textile construction with surface decoration to produce a high-quality outcome suitable for real-life use.

Term 1 focuses on the beginning of this design journey: research, creative exploration and the development of ideas. Students revisit the Design Wheel but are now expected to use it with greater independence, making informed choices about the visual direction of their product and beginning to consider how their ideas could eventually be translated into a screen-printed textile design.

The emphasis is increasingly on students thinking as designers: exploring possibilities, making purposeful creative choices and considering both the appearance and eventual function of the product.



Zoom In

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

Students begin by exploring the Tote Bag design-and-make project and considering the purpose and characteristics of the product they will eventually manufacture. They revisit the Design Wheel and recognise how research and idea development will inform later planning, printing, construction and evaluation. The Year 9 curriculum specifically expects students to work through research, planning, making and evaluation while developing creativity, independence and accuracy.

Across the term, students explore questions including:

- What is the purpose of a tote bag and what makes it functional?
- How can research inform an original textile design?
- How can colour, shape and imagery create an effective decorative design?
- How do we generate and develop rather than simply settle on our first idea?
- How can an idea be refined so that it is suitable for textile printing?
- How will the decorative design relate to the finished product?
- How can drawing and annotation communicate our intentions clearly?
- How can we balance creativity with the practical requirements of manufacture?

Students generate and develop creative ideas for the printed surface of their tote bag. Previous understanding of the formal elements, colour and visual communication supports increasingly purposeful decisions about appearance. Students also begin considering the practical requirements of screen printing. The final project requires them to create a stencil for silk-screen printing, so design development must take account of how an image will eventually be translated from a drawn idea into a printable form.

Unlike earlier projects, students are expected to take greater ownership of their creative direction. They use research to inform rather than dictate their ideas and develop alternatives before refining a final concept. The relationship between aesthetics and function also becomes increasingly important. Students recognise that the finished outcome is intended to be a real-life usable product, so successful design involves more than producing an attractive image.

Substantive knowledge is developed through students' understanding of tote bags, design briefs, research, design development, screen printing, stencils, surface decoration, function, aesthetics and manufacture. Applied and disciplinary knowledge develops as students independently research, generate and refine ideas, considering how a visual concept can be translated into a printable design and ultimately applied to a functional textile product.

Key vocabulary is introduced and revisited throughout the term, including tote bag, function, aesthetics, design development, research, surface decoration, screen printing, silk screen, stencil, manufacture, refinement and independence.

 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>
Year 9 draws deliberately upon the textile knowledge developed throughout Years 7 and 8. Students should already have experience of hand sewing, machine sewing and fabric-decoration methods, which the original curriculum identifies as the foundations for more independent designing, printing and construction in Year 9. In Year 7, students were introduced to the Design Wheel, formal elements, colour and a range of textile techniques. Year 8 required them to apply these skills within the Puppet Theatre Project, moving from artist research and character design into construction, embellishment, machine sewing, presentation and evaluation. Year 9 now requires students to draw upon these foundations with less reliance upon teacher direction. They should understand that research informs design, that ideas need to be developed before manufacture begins and that the practical processes available must influence design decisions.	The central challenge in Year 9 is independence. Students are expected to make increasingly confident decisions about their own creative direction rather than following a predetermined outcome. Students move beyond producing an attractive drawing by considering whether their design can actually be translated into an effective stencil for silk-screen printing. They therefore begin simplifying, refining and adapting visual ideas in response to the requirements of the process. More confident students develop several possibilities before selecting and refining a final concept, balancing creativity, printability, function and visual impact. This contributes towards the curriculum's overall expectation that students independently produce a professional-looking tote bag suitable for real-life use.
 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>
Term 1 establishes the creative foundation for the complete Tote Bag Project. The designs developed here will eventually be transformed into screen-printed textile surfaces before students apply their hand- and machine-sewing knowledge to construct the finished product. This represents the culmination of the KS3 Textiles journey. Students are moving from learning individual techniques towards independently deciding how to combine design, printing and construction processes within a purposeful product.	Students begin to place their own tote bag within the much wider world of commercial textile production. Textile products such as bags are not simply designed and made individually; many are manufactured at scale using industrial machinery and global production systems. Across the wider Year 9 project, students will explore how factories, including those in countries such as China, contribute to mass production and consider the social and ethical implications this can have for workers and communities.

The curriculum also provides a foundation for further creative study at KS4. The original Year 9 document identifies the development of hand and machine sewing, product design, problem solving and evaluation as preparation for courses including Art, Textiles and Photography, alongside the wider KS4 creative curriculum.	This provides an important contrast with their own small-scale production. Students begin to recognise that the decisions involved in textile design extend beyond appearance to questions about how, where and by whom products are manufactured.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop their individual creative identity through greater freedom over the visual direction of their tote bag. They reflect upon how design can communicate personality and creativity while producing something intended for genuine use. Students begin considering the wider consequences of textile design and manufacture. The Year 9 curriculum explicitly introduces ethical issues surrounding clothing manufacture, factory working conditions, sustainability and the impact of consumer choices upon people and the environment. Strong links continue with Art and Design through image development, colour, composition and print design. Students apply Mathematics when considering proportion, scale and placement and develop literacy through research, annotation and justification of design decisions. Careers Framework Skills: Creativity, Planning and Problem Solving Students develop Creativity through generating and refining an individual printed design. Planning develops as they consider how research and initial ideas will progress towards stencil creation, printing and eventual manufacture. Problem Solving develops as students adapt creative ideas to meet the practical limitations and requirements of screen printing. Careers: Surface Pattern Designer, Print Designer and Product Developer Students explore how a Surface Pattern Designer develops imagery and patterns for application to fabrics and products; how a Print Designer creates visual designs suitable for specialist printing processes; and how a Product Developer helps turn an initial creative concept into a product that can be manufactured successfully. Students begin to look more critically at everyday textile products, recognising that their appearance, construction and manufacture result from deliberate decisions. They also start considering the wider implications of buying and using mass-produced textile products. Students strengthen independent thinking, creative decision-making, visual communication, research, planning and the ability to refine an idea in response to practical constraints.   	
 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 Tote Bag Project resources and exemplars. - Existing examples of printed textile products and tote bags used within the department. - Students' prior textile work and technique samples from Years 7 and 8.	Students complete a baseline assessment to establish their retained textile knowledge and practical starting points. Formative assessment then takes place through research, design development, questioning and teacher feedback.

- Design Wheel resources.
- Drawing and design-development materials.
- Existing screen-printing and stencil resources used within the project.
- The department's identified Fashion and Textiles video resources.

Substantive Knowledge: Students demonstrate understanding of the design process, tote-bag function, design development, surface decoration, screen printing and stencil design.

Disciplinary Knowledge: Students demonstrate their ability to independently research, generate and refine an original design that responds to the project requirements and can be developed successfully into a screen-printed textile outcome.

Term 2

Topic



Tote Bag Project: Final Design, Machine Sewing Trials and Printmaking Preparation



Big Picture

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

This term moves students from initial research and design development into technical preparation for manufacture. Having explored ideas for their tote bag in Term 1, students now refine a final design and begin trialling the practical techniques they will need to construct and decorate it successfully.

The term-by-term curriculum identifies this stage as designing the tote bag and trialling machine-sewing and printing techniques in preparation for manufacture. The emphasis therefore shifts towards testing, practising and refining rather than moving immediately into final construction.

Students begin to understand that a successful finished product depends upon careful preparation: designers and makers need to test processes, identify likely problems and adjust ideas before committing to a final outcome.



Zoom In

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

Students begin by reviewing the design development completed in Term 1 and selecting or refining a final tote bag design. They consider how the visual idea will translate into a practical textile outcome and how their chosen decoration will work with the construction of the bag.

Across the term, students explore questions including:

- How do we refine an initial idea into a final design?
- What information should a final textile design communicate?
- How can machine sewing be used accurately within tote bag construction?
- Why is it important to trial techniques before making the final product?
- How can printing techniques be tested and improved?
- What makes a design suitable for screen printing?
- How do we identify problems before final manufacture begins?

- How can practical testing improve the quality of the finished product?

Students revisit machine sewing, building on skills developed in Years 7 and 8. However, Year 9 expects a higher degree of independence and accuracy. Students use trials to improve control and consistency and to prepare for the construction stage that follows. They also develop their understanding of printing preparation, practising the processes that will later be used to apply the decorative design to the tote bag. The wider Year 9 curriculum explicitly requires students to create a stencil for silk-screen printing and combine this with hand- and machine-sewing techniques in the final outcome.

Trialling becomes an important part of the design process. Students compare outcomes, identify strengths and weaknesses and modify their approach before final manufacture. This reinforces the idea that the Design Wheel is not a straight line: practical testing can lead back to changes in design.

Substantive knowledge is developed through students' understanding of final design, machine sewing, printmaking, screen printing, stencil design, trials, samples, accuracy, construction and refinement. Applied and disciplinary knowledge develops as students test practical techniques, evaluate the quality of samples and use the evidence from trials to refine both their design and intended manufacturing process.

Key vocabulary is introduced and revisited throughout the term, including final design, trial, sample, machine sewing, printmaking, screen printing, stencil, refinement, construction, accuracy, quality, technique and manufacture.

	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 researched tote bags, generated ideas and began developing an original decorative design. They understand that the final outcome must combine function with visual appeal and that the printed design must be suitable for the processes available. Their practical knowledge comes from across KS3. Students already have experience of hand sewing, machine sewing and fabric-decoration techniques, all of which the Year 9 curriculum identifies as prior knowledge to be further developed through more independent designing, printing and construction. The progression in Term 2 therefore lies in refinement and purposeful testing. Students are no longer practising techniques simply to learn them; they are trialling techniques because they need evidence about how best to manufacture their own product.		Students move beyond demonstrating that they can use a sewing machine or apply a print process. They are expected to evaluate which approach produces the strongest, most accurate and most appropriate outcome for their specific tote bag. More confident students compare practical trials, identify the reasons for differences in quality and adjust settings, handling or design choices accordingly. They are also challenged to refine their stencil so that it is suitable for successful silk-screen printing rather than relying on a visually complicated design that cannot be reproduced effectively. The overall aim is for students to enter the construction phase with a clear final design, tested techniques and greater confidence in the manufacturing process.	
	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>

Term 2 is the preparation stage for Terms 3 and 4, where students will construct the tote bag using machine-sewing techniques, embellish it and add the decorative design through screen printing.

This creates an increasingly professional design-and-make sequence: research → design development → practical trials → manufacture → finishing → evaluation

Students also strengthen habits that are important for KS4 creative and technical study. The Year 9 curriculum identifies product development, problem solving and reflective improvement as important preparation for later study.

Students begin to appreciate that sampling and testing are important within professional textile production. Before large numbers of a product are manufactured, designers and makers need to test techniques, evaluate quality and identify weaknesses.

This links directly to the wider Year 9 context of large-scale textile manufacture and industrial production. The curriculum introduces students to how bags and other textile products are produced using industrial machinery and mass-production methods, helping them recognise that careful preparation and quality control are essential before production increases in scale.



Authentic connections

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

Students develop confidence through seeing that improvement often comes from testing and refinement rather than producing a perfect outcome immediately. They become more comfortable with experimentation as part of the creative process. Students begin to recognise that poor-quality textile production can lead to waste. Testing processes carefully before final manufacture introduces a practical connection between quality, efficiency and responsible use of materials, supporting the wider curriculum focus on sustainability and responsible production.

Links with Art and Design continue through stencil preparation and surface design, while Mathematics supports accuracy, scale, placement and measurement. Students also develop scientific-style thinking through testing variables, comparing outcomes and using evidence to improve a process.

Careers Framework Skills: Problem Solving, Adapting and Planning

Students develop Problem Solving by diagnosing faults within sewing and printing trials. Adapting develops as they modify designs or techniques in response to practical evidence. Planning is strengthened through deciding which techniques, processes and preparation steps will be required before final manufacture.



Careers: Textile Sample Technician, Screen Print Technician and Production Planner

Students explore how a Textile Sample Technician creates and tests samples before full production, how a Screen Print Technician prepares and applies printed designs accurately to textile surfaces, and how a Production Planner organises the sequence of processes required for efficient manufacture.

Students learn that trialling and testing before committing to a final decision can improve outcomes and reduce wasted time or materials. This approach is useful well beyond Textiles whenever practical decisions need to be evaluated before completion. Students strengthen accuracy, evaluation, independent problem solving, patience, technical control and the ability to respond constructively to trial and error.



Resources

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



Assessment

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

- Students' Term 1 research and tote bag design-development work. - Department examples of final tote bag designs. - Sewing machines and existing machine-sewing guidance. - Fabric samples for construction trials. - Existing stencil and screen-printing resources used within the project. - Teacher demonstrations of the practical processes already taught. - Trial and sample sheets used to compare practical outcomes. - The department's existing Fashion and Textiles video resources.	Formative assessment focuses on students' final design and practical trials, including machine-sewing accuracy, print preparation and their ability to use feedback and testing to refine intended processes. Substantive Knowledge: Students demonstrate understanding of machine sewing, printmaking, screen printing, stencil preparation, practical trials and the purpose of refinement before manufacture. Disciplinary Knowledge: Students demonstrate their ability to test techniques, evaluate practical samples, refine their final design and make informed decisions about the processes they will use when constructing and decorating their tote bag.
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Term 3				Tote Bag Project: Constructing the Tote Bag
Topic				
	Big Picture <i>What are the main ideas and big questions in this topic?</i>			
This term moves students into the manufacturing stage of the Tote Bag Project. Having researched, designed and trialled techniques during Terms 1 and 2, students now begin constructing their functional tote bag, applying their existing machine and hand-sewing skills with increasing independence. The Year 9 curriculum expects students to combine creativity with practical skill to produce a professional-looking product suitable for real-life use. The emphasis therefore moves beyond simply demonstrating sewing techniques towards applying them accurately within a purposeful product. Students learn that successful manufacture requires careful sequencing, precision and continual quality checking. By this stage of KS3, they should increasingly be able to organise their own practical work, identify problems and make informed adjustments without relying upon constant teacher direction.				
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>			
Students begin by reviewing their final design and practical trials from Term 2 before planning the sequence required to construct the tote bag successfully. They consider which stages need to happen first and how accuracy during each stage will affect the final outcome. Across the term, students explore questions including: • How do we turn our final design into a functional textile product? • What sequence should we follow when constructing a tote bag? • How can fabric be measured and prepared accurately?				

- How can machine sewing create strong and accurate joins?
- When might hand-sewing techniques also be appropriate?
- How does accuracy affect the function and appearance of the product?
- How can we check quality throughout manufacture?
- How should we respond when practical problems occur?

Students apply the machine-sewing skills developed throughout Years 7 and 8, but the level of expectation is now considerably higher. The original curriculum specifically identifies prior experience of hand sewing, machine sewing and fabric decoration as the foundation for Year 9's more independent designing, printing and construction tasks.

Students begin constructing the main components of their tote bag, paying close attention to measurement, alignment, secure joining and consistency of stitching. Safe use of specialist equipment remains essential, but students are increasingly expected to recall and independently apply established procedures. Quality control is embedded throughout the making process. Students inspect work as it develops rather than waiting until the product is complete, checking whether construction is accurate, secure and appropriate for a bag intended for real-life use. Where practical difficulties occur, students identify the likely cause and consider possible solutions. This reinforces the iterative nature of the Design Wheel: manufacture may require students to adapt, correct and refine aspects of their work.

Substantive knowledge is developed through students' understanding of textile construction, machine sewing, hand sewing, joining, components, manufacture, accuracy, function, quality control and finishing. Applied and disciplinary knowledge develops as students independently sequence and apply appropriate construction processes, use specialist equipment safely and accurately, and make informed adjustments during manufacture.

Key vocabulary is introduced and revisited throughout the term, including construction, manufacture, component, machine sewing, hand sewing, join, seam, alignment, accuracy, function, quality control, durability 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 complete textile journey from Years 7 and 8, particularly their previous experience of hand sewing, machine sewing and constructing finished textile outcomes. These foundations allow Year 9 to focus less upon introducing techniques and more upon applying them independently and accurately. Term 1 provided the research and creative direction for the tote bag, while Term 2 allowed students to refine their final design and trial machine-sewing and printing techniques before committing to manufacture.	Students are challenged to move from being competent users of textile techniques towards becoming independent makers. They should increasingly organise their own materials, recall safe procedures and identify the next appropriate stage of construction. The standard of manufacture also increases. Students are expected to consider consistency, durability, accuracy and professional finish, recognising that a functional tote bag must be strong enough for its intended real-life use. More confident students identify potential construction problems before they occur, make precise adjustments and demonstrate consistently controlled

Students therefore enter Term 3 with a final design and practical experience of the processes they intend to use. They are now expected to use this preparation to make informed decisions rather than simply following instructions step by step.	machine sewing. The aim is not simply to complete the bag, but to manufacture it to the highest standard their developing skills allow.
 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>
Term 3 establishes the main construction of the tote bag before students move further into surface decoration, screen printing, embellishment and refinement. This represents an important point in the KS3 progression. Students have moved from practising individual textile techniques in Year 7 and applying them within the creative Puppet Theatre Project in Year 8 towards independently manufacturing a functional textile product in Year 9. The curriculum identifies machine and hand sewing, product development and problem solving as valuable foundations for future creative study at KS4.	Students compare their own small-scale manufacture with how textile products such as bags are produced commercially. The Year 9 curriculum specifically introduces industrial machinery, large-scale manufacturing and global textile production, including the role of factories in countries such as China. This provides useful context for their own making. While students may manufacture one product from beginning to end, industrial production can divide manufacture into specialised stages designed to produce large quantities efficiently. Students begin recognising that manufacturers need to balance speed, cost, quality and consistency, while also considering the social and environmental consequences of how products are produced.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence and pride through independently transforming their design work into a functional physical product. They recognise the satisfaction that can come from precision, craftsmanship and developing practical expertise. Students begin considering the people involved in textile manufacture beyond the classroom. The wider curriculum explores factory working conditions, sustainability and the impact of consumer choices upon workers, communities and the environment, encouraging students to think critically about how everyday textile products are produced. Students apply Mathematics through measurement, alignment, proportion and accuracy. Connections with Art and Design continue through the relationship between construction and the intended visual outcome, while the practical testing and refinement process develops aspects of scientific and technological thinking. Careers Framework Skills: Planning, Adapting and Leadership Students develop Planning by independently organising the sequence of manufacturing processes. Adapting develops when they respond to construction difficulties and modify their approach. Leadership develops through taking responsibility for their own practical progress, safe equipment use and effective management of the working environment.   	

Careers: Garment Technologist, Manufacturing Technician and Production Supervisor

Students explore how a Garment Technologist helps ensure textile products can be manufactured successfully and meet expected standards; how a Manufacturing Technician uses specialist equipment and technical knowledge within production; and how a Production Supervisor helps coordinate manufacturing processes and maintain quality and efficiency.

Students strengthen practical sewing skills that can be used for making, repairing and adapting textile products. They also develop greater appreciation of the knowledge and labour involved in manufacturing apparently simple everyday items such as bags. Students develop independence, accuracy, organisation, perseverance, time management, practical problem solving and responsibility. They increasingly learn to manage a sustained task without needing every stage directed for them.

 Resources What books, websites, videos and materials will support our learning?	 Assessment How will we show what we know, remember and can apply?
- Students' final tote bag designs and Term 2 practical trials. - Department Tote Bag Project resources and exemplars. - Sewing machines and existing specialist Textiles equipment. - Fabrics, threads and construction materials already identified within the project. - Teacher demonstrations and established machine-safety guidance. - Visual construction guides and practical exemplars. - Quality-control examples demonstrating different levels of accuracy and finish. - The department's existing Year 9 Fashion and Textiles video resources.	The mid-point practical skills assessment evaluates students' planning, designing and making, including safe equipment use, accuracy of technique and progress towards a practical outcome linked to the project brief. Substantive Knowledge: Students demonstrate understanding of textile construction, machine and hand sewing, manufacturing sequence, safe working, function and quality control. Disciplinary Knowledge: Students demonstrate their ability to independently construct a functional textile product, apply sewing techniques accurately and adapt their practical approach to improve quality and finish.

Topic 4

Topic



Tote Bag Project: Screen Printing, Embellishment and Refinement



Big Picture

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

This term continues the manufacture of the Year 9 Tote Bag Project, with students moving from core construction into surface decoration, embellishment and refinement. The department's term-by-term plan identifies Terms 3 and 4 as the stage where students construct the tote bag using machine-sewing techniques, embellish the product and apply the final design through screen printing.

Students now bring together the two main strands of the project: textile construction and surface design. They apply the stencil and printmaking work prepared earlier in the project, considering how accurately the design is positioned and transferred onto the bag and how additional embellishment can enhance the final outcome.

By the end of the term, students should have a substantially completed tote bag that demonstrates both practical competence and a considered visual identity.



Zoom In

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

Students begin by reviewing the construction completed during Term 3 and checking that the tote bag is sufficiently accurate, secure and functional before applying decorative processes.

Across the term, students explore questions including:

- How can screen printing be applied successfully to a textile product?
- How do we position a printed design accurately?
- What makes a stencil suitable for silk-screen printing?
- How can we achieve a clear and controlled print?
- How can embellishment improve a textile product?
- When does additional decoration enhance rather than weaken a design?
- How can construction and surface decoration work together?
- How can we refine the product to achieve a professional-looking finish?

Students apply the screen-printing methods identified within the Year 9 curriculum, using their prepared stencil to transfer a decorative design onto the tote bag. The original curriculum explicitly states that students design and manufacture a tote bag using screen printing to apply a decorative design inspired by their research and creative ideas. Students consider the practical factors that influence the quality of the print, including placement, control and clarity. Where outcomes are less successful, they evaluate what has happened and make appropriate adjustments.

They also use embellishment to add further visual interest to the tote bag. Decorative decisions are expected to remain purposeful and consistent with the overall design rather than being added simply to fill space. Throughout the term, students refine both the appearance and practical finish of the bag. They check seams, construction, print quality and overall presentation, recognising that a high-quality product depends upon the successful integration of function, craftsmanship and aesthetics.

Substantive knowledge is developed through students' understanding of screen printing, stencil design, surface decoration, embellishment, construction, print placement, quality, refinement, aesthetics and function. Applied and disciplinary knowledge develops as students apply a print process accurately to a constructed product, make purposeful decorative decisions and refine the outcome in response to practical evidence.

Key vocabulary is introduced and revisited throughout the term, including screen printing, silk screen, stencil, surface decoration, embellishment, placement, print quality, refinement, aesthetics, function, craftsmanship and finish.

 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 directly upon Term 2, where they trialled machine-sewing and printmaking techniques, and Term 3, where they began constructing the tote bag using those skills. They also bring forward their KS3 understanding of colour, surface decoration and printing from Year 7, alongside the decorative and construction experience developed through the Year 8 Puppet Theatre Project. The Year 9 curriculum is specifically designed to build on students' prior experience of hand sewing, machine sewing and fabric decoration, with students now expected to apply these processes independently through designing, printing and construction. This term therefore expects students not just to recall a technique, but to combine several techniques successfully within one final functional product.	Students are challenged to achieve greater precision and control in their practical work, particularly when applying screen printing to a finished textile surface. They must make more sophisticated judgements about embellishment, recognising that the strongest outcome is not necessarily the one with the most decoration. Decorative choices should support the original design and enhance the overall appearance without compromising function. More confident students demonstrate strong quality control, refining print placement, stitch accuracy and finishing details to produce the professional-looking real-life product expected within the Year 9 curriculum.
 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>
Term 4 completes the main tote bag before students move into Term 5, where they design and make a second product that sits alongside the bag, such as a laptop case, glasses case or purse. This next stage is important because students will be expected to transfer their existing textile knowledge into a new but related product rather than repeat exactly the same outcome. The combination of construction, printmaking, embellishment and refinement also supports progression towards KS4 creative study. The Year 9 curriculum explicitly identifies textile construction, product development and reflective improvement as important foundations for further study.	Students compare their own screen-printing and finishing processes with the wider world of industrial textile manufacture. The Year 9 curriculum introduces how textile products such as bags are produced on a larger scale using industrial machinery and mass-production methods. This allows students to consider how surface decoration and finishing might operate differently when hundreds or thousands of identical products are required. The wider curriculum also develops students' understanding of sustainability and responsible production, encouraging them to recognise that wasted materials, poor-quality manufacturing and unnecessary production all have social and environmental consequences.



Authentic connections

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

Students develop confidence in combining technical and creative skills within a product that reflects their own design decisions. They experience the satisfaction of seeing an idea move from research and drawing through to a completed printed textile outcome. Students consider the consequences of textile production and recognise the importance of reducing waste and creating products that are durable and fit for purpose. This supports the curriculum's wider focus on sustainability, factory working conditions and the ethical impact of consumer choices.

Strong links continue with Art and Design through printmaking, composition and surface decoration. Students also apply Mathematics through scale, positioning and measurement and develop technical thinking through the controlled application of a practical process.

Careers Framework Skills: Adapting, Creativity and Problem Solving

Students develop Adapting by modifying technique when printing or embellishment does not produce the intended result. Creativity is developed through purposeful surface design and decorative choices. Problem Solving develops through identifying practical faults and selecting appropriate methods to improve print quality and finish.



Careers: Screen Printer, Textile Finisher and Quality Assurance Technician

Students explore how a Screen Printer applies controlled printed designs to textile surfaces, how a Textile Finisher improves the appearance and final quality of textile products, and how a Quality Assurance Technician checks products for consistency, faults and manufacturing standards.

Students develop greater appreciation of how printed textile products are made and how decorative effects are achieved. They also strengthen their understanding of why quality, durability and careful use of materials matter in both making and purchasing products. Students develop technical precision, quality control, creative decision-making, persistence, self-evaluation and the ability to refine work in response to practical outcomes.



Resources

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

- Students' final tote bag designs and stencil work.
- Department screen-printing demonstrations and existing practical resources.
- Silk screens, stencils and printmaking materials used within the project.
- Students' developing tote bags from Term 3.
- Embellishment materials and textile equipment
- Department exemplars showing different levels of print quality and finish.
- Existing health and safety guidance.
- The department's Year 9 Fashion and Textiles video resources.



Assessment

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

Practical assessment focuses on students' ability to apply screen printing and embellishment successfully, refine their product and maintain accuracy, quality and safe working throughout manufacture.

Substantive Knowledge: Students demonstrate understanding of screen printing, stencil use, embellishment, surface decoration, refinement and quality of finish.

Disciplinary Knowledge: Students demonstrate their ability to apply decorative techniques independently, solve practical problems and refine their tote bag so that construction, function and visual design work successfully together.

Term 5 Topic	 Tote Bag Project: Designing and Making a Coordinating Textile Product
	Big Picture <i>What are the main ideas and big questions in this topic?</i>
This term extends students' Year 9 Textiles work by asking them to design and make a second product that sits alongside the tote bag, such as a laptop case, glasses case or purse. This is the specific focus identified within the department's term-by-term curriculum. The key challenge is transfer of learning. Rather than repeating the tote bag, students use the skills and knowledge developed across Years 7–9 and apply them to a new product with a different purpose. They must consider function, construction, appearance and how the second product can relate visually to the tote bag. By the end of the term, students should demonstrate greater independence in selecting and applying appropriate textile techniques to produce a coordinated, functional outcome.	
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>
Students begin by considering what type of product could successfully complement their tote bag. The department identifies possible outcomes such as a laptop case, glasses case or purse, allowing the project to extend existing skills into a new context rather than simply reproduce the same product. Across the term, students explore questions including: • What purpose will the second product need to fulfil? • How should the new product relate to the tote bag? • Which textile techniques are most appropriate for this outcome? • How can previous machine-sewing skills be transferred to a different product? • How should the product be planned before construction begins? • How can colour, print or embellishment create a coordinated design? • How can construction be adapted to suit a different function? • What makes a textile product both functional and visually successful? Students draw upon their existing understanding of machine sewing, hand sewing, printmaking and embellishment, which the Year 9 curriculum identifies as the practical skills being refined through independent design and construction. The design process becomes increasingly independent. Students consider the function of their chosen product, generate and refine ideas and plan how it will be constructed before moving into practical manufacture. They also consider visual coordination. The second product should relate appropriately to the tote bag through design choices such as colour, surface decoration or overall style, helping students think beyond an isolated product towards a small, coordinated range. Practical work requires students to select and apply	

techniques already developed across KS3 rather than being taught an entirely new process. This allows teachers to assess how successfully students can transfer existing knowledge into an unfamiliar design-and-make challenge.

Substantive knowledge is developed through students' understanding of product function, construction, coordination, machine sewing, hand sewing, surface decoration, embellishment, manufacture, quality and finish. Applied and disciplinary knowledge develops as students independently select appropriate techniques, adapt prior learning to a different product and make informed decisions about function, construction and appearance.

Key vocabulary is introduced and revisited throughout the term, including coordinating product, function, construction, manufacture, design development, machine sewing, embellishment, surface decoration, quality, finish, adaptation and product range.

 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 KS3 Textiles journey. In Years 7 and 8 they developed experience of hand sewing, machine sewing, decorative techniques, construction and the Design Wheel. In Year 9 they have already researched, designed, trialled techniques, constructed and screen printed their tote bag. The original Year 9 curriculum expects students to build upon prior knowledge through increasingly independent designing, printing and construction tasks. Term 5 therefore asks students to demonstrate that this knowledge is transferable. They are expected to recognise which techniques are useful for a new product and adapt them appropriately rather than relying on a fixed sequence of teacher-directed instructions.	Students are challenged to make more independent decisions about what they make, how they make it and which techniques they select. Rather than copying the construction of the tote bag, students consider the needs of a different product. Different products may require different proportions, joins or practical decisions, so students must adapt their previous knowledge to suit its function. More confident students develop a strong visual relationship between the two products while maintaining high standards of accuracy and finish. They are expected to produce an outcome that feels deliberately coordinated rather than simply using leftover materials or decorative ideas.
 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>
Term 5 represents one of the clearest examples of independent application within the KS3 Textiles curriculum. Students are no longer simply learning or practising techniques; they are selecting and transferring them into a new product-design challenge. This directly supports progression into KS4, where students will need to respond to design contexts, develop ideas, select appropriate materials and processes and justify their decisions with greater independence. The Year 9 curriculum identifies product development, problem solving and independent construction as important preparation for later creative study.	Students begin to consider how textile products are often developed as part of coordinated ranges rather than as isolated objects. Commercial products may share visual features, materials or design language while performing different functions. This sits within the wider Year 9 exploration of the global textiles industry and mass manufacture, where students consider how textile products are produced at scale using industrial machinery and how production choices can affect workers, communities and the environment.

The two-product project also prepares students for Term 6, where they will present and evaluate the products made and reflect upon the skills and techniques learned.	Students therefore begin to see how individual product development connects to wider commercial decisions about consistency, manufacture, quality and consumer appeal.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
Students develop confidence in their own judgement by taking greater ownership of both the design and manufacture of a second product. They recognise how independence and creative decision-making contribute to a stronger sense of personal achievement. Students continue to consider the wider impact of textile manufacture, including sustainability, factory conditions and responsible production. The Year 9 curriculum explicitly asks students to think critically about how consumer choices affect people and the environment. Links with Art and Design continue through colour, coordination and surface decoration, while Mathematics supports measurement, proportion and accurate construction. Students also apply planning and evaluative skills that transfer across practical and creative subjects. Careers Framework Skills: Planning, Creativity and Adapting Students develop Planning by deciding how their chosen product will be designed and constructed. Creativity develops through producing a coordinated but distinct second outcome. Adapting is strengthened as students transfer existing textile knowledge to a product with different functional requirements. Careers: Accessories Designer, Product Range Developer and Small-Batch Textile Maker Students explore how an Accessories Designer develops functional textile products such as bags and cases; how a Product Range Developer creates related products that share a consistent design identity; and how a Small-Batch Textile Maker produces coordinated items using practical construction and finishing skills. Students strengthen their confidence in designing and making useful textile products independently. They also develop a better understanding of how existing skills can be transferred to new practical problems rather than having to start from the beginning each time. Students develop independent decision-making, planning, adaptation, accuracy, time management, creative thinking and the ability to transfer knowledge between different practical contexts.	
 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' completed or developing tote bags. - Department examples of suitable coordinating products - Students' textile samples and prior technique work from Years 7–9. - Sewing machines and existing specialist textile equipment. - Fabrics, threads and decorative materials already used within the course. - Existing design and construction guides. - Department exemplars demonstrating quality and finish.	Assessment focuses on students' ability to independently design and manufacture a second textile product, selecting appropriate techniques and applying them accurately to meet the intended function. Substantive Knowledge: Students demonstrate understanding of product function, construction, machine and hand sewing, surface decoration, coordination and quality of finish. Disciplinary Knowledge: Students demonstrate their ability to transfer existing textile skills to a new product, make independent design and construction



- The department's existing Year 9 Fashion and Textiles video resources.

decisions and produce a coordinated functional outcome to an increasingly high standard.

Term 6

Topic



Tote Bag Project: Presentation, Evaluation and KS3 Reflection



Big Picture

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

This term concludes both the Year 9 Tote Bag Project and students' KS3 Textiles journey. Having designed and manufactured a printed tote bag and a coordinating second product, students now present their completed work, evaluate its success and reflect upon the knowledge and practical skills they have developed across Years 7, 8 and 9.

The focus moves from making towards evaluation, reflection and feedforward. Students consider how successfully their products combine function, aesthetics and quality of manufacture, and whether the decisions made throughout the design process resulted in outcomes that meet their intended purpose.

Students also revisit the Design Wheel, recognising how research, design development, practical trials, manufacture, refinement and evaluation have worked together. By the end of the term, students should be able to articulate how they have progressed from learning individual textile techniques in Year 7 to independently designing and manufacturing functional textile products in Year 9.



Zoom In

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

Students begin by presenting their completed tote bag and coordinating textile product, considering the overall quality, relationship between the two outcomes and how effectively their original ideas have been realised.

Across the term, students explore questions including:

- How successfully do our finished products meet their intended purpose?
- How effectively have we combined function and aesthetics?
- Which textile techniques have been applied most successfully?
- How successful is the screen-printed design?
- How accurately and securely have the products been constructed?
- Do the two products work successfully as a coordinated range?
- How have our practical skills developed since Year 7?
- How independently can we now work through the design process?
- What would we change if we manufactured the products again?

- Which skills could we take forward into KS4 and future creative work?

Students evaluate both the process and the finished products. They consider research and design development, practical trials, machine and hand sewing, screen printing, embellishment, construction and refinement. Greater emphasis is placed upon evidence-based evaluation. Rather than stating that an element is simply good or successful, students identify specific features of their work and explain why these contribute to or detract from the overall outcome.

Students also consider the relationship between function, aesthetics and manufacture. A successful product should not simply look attractive; it should be accurately constructed, durable and appropriate for its intended real-life use. Finally, students reflect upon their wider KS3 development, recognising how their independence, practical confidence and ability to solve design-and-make problems have increased.

Substantive knowledge is developed through students' understanding of evaluation, presentation, function, aesthetics, quality, manufacture, success criteria, feedback, feedforward and refinement. Applied and disciplinary knowledge develops as students critically evaluate completed products, justify judgements using evidence and identify specific improvements that could inform future design and practical work.

Key vocabulary is introduced and revisited throughout the term, including evaluation, presentation, reflection, function, aesthetics, quality, craftsmanship, success criteria, evidence, refinement, feedback, feedforward and independence.

 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 complete KS3 Textiles curriculum. In Year 7, they established foundational knowledge of the Design Wheel, formal elements, colour and textile processes including weaving, hand sewing, machine sewing, printing and construction. In Year 8, students combined these skills within the Puppet Theatre Project, using research into Mary Blair and Tim Burton to develop a character before constructing and embellishing a puppet, creating a machine-sewn backdrop and using their textile outcomes within a performance. Year 9 has required students to work with significantly greater independence. Through the Tote Bag Project, they have researched and developed ideas, trialled processes, used machine sewing, created a stencil for silk-screen printing, constructed and embellished a functional tote bag and transferred their skills into a second coordinating product.	Students are challenged to produce increasingly critical and balanced evaluations. They should recognise that a product can be successful in one respect but less successful in another; for example, a strong visual design may still contain weaknesses in construction or durability. Students support judgements with specific evidence from their products and compare finished outcomes with their original intentions rather than relying upon personal preference. More confident students evaluate the entire design-and-make process, identifying how decisions made during research, designing or practical trials influenced the quality of the eventual outcome. Feedforward should also become increasingly precise. Rather than stating that they need to “sew more neatly”, students identify the particular technical skill or stage of manufacture they would refine and explain how this would improve a future product.

Students therefore have a substantial body of practical experience against which they can evaluate their current strengths and development.			
	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>
Term 6 completes a clear progression across KS3 Textiles: Year 7 – learning and practising fundamental textile techniques Year 8 – combining and applying techniques within a sustained creative project Year 9 – independently selecting, refining and applying techniques to functional textile products. Students leave KS3 with experience of the complete design process, from research and creative development through to testing, manufacture, presentation and evaluation. This provides a foundation for progression into KS4 Creative Design and Production, where students develop their understanding of materials and their properties, design development, prototyping, manufacturing processes and the wider influences affecting designed products.		Students reflect upon the contrast between their own experience of producing individual textile products and the large-scale global manufacture of textiles explored during Year 9. They recognise that commercial designers and manufacturers also evaluate products, check quality and refine production processes. However, these decisions operate at a much larger scale, where material use, production efficiency and manufacturing choices can have significant economic, social and environmental consequences. This reconnects students with their Year 9 exploration of global production, factory working conditions, sustainability and responsible consumer choices, helping them understand that evaluating a product can involve considering not only what was made, but also how it was made and the consequences of its production.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
Students reflect upon their personal creative development across KS3 and recognise the confidence and practical competence they have gained. They develop pride in producing functional outcomes that represent their own design decisions and practical effort. Students revisit the wider ethical questions surrounding textile manufacture, including working conditions, sustainability, waste and responsible production. They consider how informed consumers can think beyond the appearance or price of a textile product and consider its wider impact. Links with English develop through evaluative writing, justification and the use of evidence. Art and Design supports critique and visual evaluation, while links with Mathematics can be seen through students’ reflection upon accuracy, proportion and measurement within manufacture.			
Careers Framework Skills: Speaking, Listening and Adapting Students develop Speaking through presenting and explaining their completed products and design decisions. Listening develops through receiving and responding constructively to feedback. Adapting is strengthened as students identify how their knowledge and practical approaches could be modified and improved within future projects.			
Careers: Textile Buyer, Sustainability Coordinator and Creative Portfolio Adviser			



Students explore how a Textile Buyer evaluates products and considers quality, suitability and consumer appeal; how a Sustainability Coordinator considers the environmental and social impact of materials and manufacturing decisions; and how a Creative Portfolio Adviser supports the selection and presentation of creative work to demonstrate skills and progression.

Students develop greater awareness of how to judge the quality, durability and production of textile products they encounter as consumers. They also recognise that practical skills such as sewing, repairing and adapting textiles can extend the life of products and reduce unnecessary waste. Students strengthen reflection, evaluation, communication, independent decision-making, self-assessment and the ability to respond constructively to feedback. They also recognise how creativity, planning, problem solving and adapting have developed throughout KS3.

	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' completed tote bags and coordinating textile products. - Research and design-development work from across the Year 9 project. - Practical trials and samples. - Original designs and project criteria. - Department exemplars showing different standards of construction and finish. - Evaluation and reflection resources. - Teacher and peer feedback. - Students' previous textile work and samples from across KS3 where available. - Existing Year 9 Fashion and Textiles resources.		Students complete the final summative written assessment and evaluate their completed textile products, demonstrating the knowledge and practical understanding developed across the Year 9 project. Substantive Knowledge: Students demonstrate understanding of design development, textile construction, machine and hand sewing, screen printing, embellishment, function, quality and evaluation. Disciplinary Knowledge: Students demonstrate their ability to critically evaluate their finished products, justify judgements using evidence and identify meaningful improvements and feedforward targets for future creative and technical work.