



# CURRICULUM PLAN

DESIGN TECHNOLOGY - TEXTILES

BRAMHALL HIGH SCHOOL

## **Curriculum Intent**

### **YEAR 7 - 11**

DMA projects that help students to develop the skills, knowledge and understanding to design and make high quality 3D products and to communicate their design journey.

**Academic Year: 2026-2027**

**Review Date: September 2027**

**Author: Mrs K Thorpe – Textiles teacher**

## YEAR 7

| Term | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Links to the National Curriculum / Specification / Additional                                                                                      | Assessments                                                                                                                       | What extra learning opportunities are planned?                                                                                                                                                                                                                                                      | Disciplinary Literacy                                                                                                                                                                                                                                                                                                                                                                                             |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <p>Students follow the design journey to create their proposed final product. They explore design possibilities. Identification of the client and understanding of their needs and wants are created. Students then create a range of experimental design ideas, developing and refining these ideas to meet the needs of their specified client. Students then begin the manufacturing to realise their design intentions. Appropriate testing and evaluation is carried out throughout with emphasis on tolerance and quality control.</p> <p>Equipment<br/>Health and safety – hazard/control measure<br/>Target market<br/>Phone Case Research &amp; analysis specification<br/>Use of sewing machine<br/>Translating drawing line to Textile techniques<br/>Pattern cutting<br/>Sustainability awareness<br/>Use of a variety of materials</p> | <p>A = AIMS<br/>D = Design<br/>M = Make<br/>E = Evaluate<br/>T = Technical Knowledge</p> <p>A1, A2, A3, D1, D2, D3, D5, M1, M2, E1, E3, E4, T1</p> | <p>Fully annotated final design of mobile phone case.</p> <p>Sewing machine theory and practical</p> <p>Final make of product</p> | <p>A series of skills, knowledge and understanding lessons support the projects.</p> <p>Looking at the work of existing designers, analysing current fashion trends.</p> <p>Students rotate round and experience a bespoke programme where they learn essential elements for their examination.</p> | <ul style="list-style-type: none"> <li>• Textiles</li> <li>• Ergonomics</li> <li>• Applique</li> <li>• Design Brief</li> <li>• Design development</li> <li>• Pattern cutting</li> <li>• Nesting</li> <li>• Layplan</li> <li>• Quality control</li> <li>• Felt fabric</li> <li>• Non woven</li> <li>• Synthetic fabric</li> <li>• Fabric properties</li> <li>• Sustainability</li> <li>• Seam allowance</li> </ul> |

CURRICULUM PLAN – DT TEXTILES

|  |                                                                                                              |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Applying a variety of stitches accurately<br>Creation of final product<br>Evaluation against design criteria |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------|--|--|--|--|

## YEAR 8

| Term | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Links to the National Curriculum / Specification / Additional                                                                                      | Assessments                                          | What extra learning opportunities are planned?                                                                                                                         | Disciplinary Literacy                                                                                                                                                                                                                                                                                                                                                 |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <p>Students are given a design context. They create their own personalised brief and follow this throughout the realisation of their design ideas. They explore textiles dyeing and printing methods through experimentation. Textiles decoration techniques are explored to customise their design to meet the needs and wants for their client. Testing and evaluation is carried out at the end of the project.</p> <p>Equipment<br/>Health and safety – hazard/control measure<br/>Meeting set deadlines<br/>Planning time effectively<br/>Problem &amp; design brief creation<br/>Target market<br/>Soft toy Research &amp; analysis – specification<br/>Use of a variety of materials<br/>Tracing using light box<br/>Independently applying decorative stitches<br/>Independently marking out and cutting pattern pieces<br/>Sustainability awareness</p> | <p>A = AIMS<br/>D = Design<br/>M = Make<br/>E = Evaluate<br/>T = Technical Knowledge</p> <p>A1. A2, A3, D1, D2, D3, D5, M1, M2, E1, E3, E4, T1</p> | <p>Final design for product</p> <p>Final Product</p> | <p>Technology expert opportunities to support learning within the class.</p> <p>Looking at the work of other designers and artists.</p> <p>Current fashion trends.</p> | <ul style="list-style-type: none"> <li>• Applique</li> <li>• Batik</li> <li>• Component</li> <li>• Synthetic dyes</li> <li>• Embroidery</li> <li>• Absorbency</li> <li>• Fabric properties</li> <li>• Sustainability</li> <li>• Batik resist</li> <li>• Re use</li> <li>• Repair</li> <li>• Rethink</li> <li>• Recycle</li> <li>• Reduce</li> <li>• Refuse</li> </ul> |

CURRICULUM PLAN – DT TEXTILES

|  |                                                                                                                                                  |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | Independent experimentation with techniques<br>Creation of final product<br>Creativity and originality<br><br>Evaluation against design criteria |  |  |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## YEAR 9

| Term                                                                                                                                             | Programme of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Links to the National Curriculum / Specification / Additional                                                                                                                            | Assessments                                                                                                                                                                                                                                                                                                            | What extra learning opportunities are planned?                                                                                                                                                                  | Disciplinary Literacy                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Y9 students remain in a D&T subject for 18 weeks. Students then rotate 2 or 3 rotations dependent upon staffing/option popularity and group size | <p>A cycle of teenager mini makes where students will make, a stress toy, accessory, and interior product suitable for a teenager.</p> <p>Students follow the design journey in a mock NEA style project. Investigations begin, to explore design possibilities. Identification of the client and understanding of their needs and wants are created. Students then create a range of experimental design ideas, developing and refining these ideas to meet the needs of their specified client. Students then begin the manufacturing to realise their design intentions. Appropriate testing and evaluation is carried out throughout.</p> <p>Natural and synthetic fabric dyes<br/>3 fabric construction methods, woven, non woven and knitted<br/>New and old technologies and processes<br/>Working as an individual</p> | <p>A = AIMS<br/>D = Design M = Make<br/>E = Evaluate T = Technical Knowledge</p> <p>A1, A2, A3, D3, D4, D5, M1, M2, E2, E3, E4, T4</p> <p>A1, A2, A3, D3, D4, D5, M1, M2, E1, E3, E4</p> | <ul style="list-style-type: none"> <li>Investigation</li> <li>Identify</li> <li>Generating design ideas</li> <li>Developing design ideas</li> <li>Final design and manufacturing specification</li> <li>Technical skilled mini makes of interior product</li> <li>Technical skilled mini makes of accessory</li> </ul> | <p>A series of skills, knowledge and understanding lessons support the projects.</p> <p>Students rotate round and experience a bespoke programme where they learn essential elements for their examination.</p> | <ul style="list-style-type: none"> <li>Iterative</li> <li>Seam allowance</li> <li>Natural</li> <li>Synthetic</li> <li>Annotate</li> <li>Fibres</li> <li>Quality control</li> <li>Fabrics</li> <li>Lay planning</li> <li>Fabric construction methods</li> <li>Weaving</li> <li>Non-woven</li> <li>Knitted</li> <li>Batik</li> <li>Commercially viable</li> <li>Tolerance</li> <li>Quality control</li> <li>Weft</li> <li>Warp</li> </ul> |

## CURRICULUM PLAN – DT TEXTILES

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | <p>Select design theme<br/>exceeding set deadlines<br/>Independent creation of design work<br/>Planning time effectively to utilise lesson and home tasks<br/>Problem &amp; design brief mastery<br/>Target market mastery<br/>Childrens Educational Toy<br/>Research &amp; analysis – specification<br/>Use of CAD &amp; CAM – textile techniques and processes<br/>Independently apply components<br/>Independently research and apply manipulation and construction<br/>Experimentation of advanced Textile techniques<br/>Creation of final products<br/>Independent reativity and originality<br/>Evaluation against design criteria</p> |  |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

| YEAR 10                                                                                  |                                                                                                                                                                                                                                                                                                                                                                              |                                                               |                                                                           |                                                |                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term                                                                                     | Programme of Learning                                                                                                                                                                                                                                                                                                                                                        | Links to the National Curriculum / Specification / Additional | Assessments                                                               | What extra learning opportunities are planned? | Disciplinary Literacy                                                                                                                                                                                                                                                                                                          |
| <b>Term 1a</b><br><br>5 week mini rotations in Textiles, Graphics, Res mat, Electronics. | Textiles Skills Building.<br><br>Students follow the basic disciplines of constructing and decorating textiles products. They will produce a range of experimental and construction textiles skills.<br><br>Retrieval practise of their knowledge and skills on the sewing machine will be targeted to ensure all students are skilled and confident on the sewing machines. | AQA DT: Section D: Making<br><br>Technical knowledge          | X 2 A3 page of samples fully annotated with QC checks carried throughout. | Attend afterschool textiles drop in sessions.  | <ul style="list-style-type: none"> <li>• Batik</li> <li>• Seam Allowance</li> <li>• Back stitch</li> <li>• Overlocked</li> <li>• Applique</li> <li>• Computer aided design</li> <li>• Computer aided manufacture</li> <li>• CAD embroidery</li> <li>• Hem</li> <li>• Dart</li> <li>• Manipulation</li> <li>• Pleats</li> </ul> |
| <b>Term 1b</b>                                                                           | <b>Rotations within D&amp;T will occur, this is dependent upon the number of groups. Either 3 or 4 rotations dependent upon popularity</b>                                                                                                                                                                                                                                   |                                                               |                                                                           |                                                |                                                                                                                                                                                                                                                                                                                                |
| <b>Term 2a</b>                                                                           | <b>Rotations within D&amp;T will occur, this is dependent upon the number of groups. Either 3 or 4 rotations dependent upon popularity</b>                                                                                                                                                                                                                                   |                                                               |                                                                           |                                                |                                                                                                                                                                                                                                                                                                                                |

|                |                                                                                                                                                                                                            |                                                              |                                                                        |                                               |                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 2b</b> | <b>Rotations within D&amp;T will occur, this is dependent upon the number of groups. Either 3 or 4 rotations dependent upon popularity</b>                                                                 |                                                              |                                                                        |                                               |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Term 3a</b> | <b>Options – students opt for their favourite D&amp;T Subject and are placed In their specialist area.</b><br><br>7 Week Bodice construction. An introduction to pattern cutting and garment construction. | AQA DT: Section D: Making<br><br>AQA DT: Technical knowledge | Pattern cutting skills<br><br>Technical drawing<br><br>Quality of make | Attend afterschool textiles drop in sessions. | Specialist technical knowledge needed for this. Students have a work booklet with definitions of disciplinary literacy.<br><br>WEEK1<br>Basic block<br>Pattern cutting<br>Layout paper<br>Centre back<br>Centre front<br>Flat technical drawing<br>Commercial pattern<br>Darts<br>Seams<br>Grain line<br>Quality control<br>Cut on fold<br>Notches<br>Seam allowance<br><br>Calico fabric |

|         |                                                                                                                                                                                                                  |  |  |  |                                                                                                                                                     |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                                                                                                                                                                  |  |  |  | Usable stock<br>form<br>Fibres<br>Spun<br>Woven<br>Warp (grainline)<br>Weft<br>Selvedge<br>Bias<br>Lay plan<br>Wasting<br>materials<br>Tailors tacs |
| Term 3b | <b>GCSE PROJECT THEMES ARE RELEASED BY AQA</b><br><br>Students are made aware of the dept limitations for their NEA (non examination assessment) projects.<br><br><b>NEA = NON EXAMINATION ASSESSMENT STARTS</b> |  |  |  |                                                                                                                                                     |

YEAR 11

| Term    | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments                                                                                                                                                            | What extra learning opportunities are planned? | Disciplinary Literacy                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|-----------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1a | NEA                   | NEA                                                           | NEA                                                                                                                                                                    | Attend afterschool textiles drop in sessions.  | <ul style="list-style-type: none"> <li>Automation</li> <li>Client</li> <li>Commercial process</li> <li>Continuous improvement</li> <li>Co - operative</li> <li>Crowd funding</li> <li>Ecological</li> <li>Ethics</li> <li>Fabricate</li> <li>Finite resource</li> <li>Functionality</li> <li>Fusibility</li> <li>Iterative design</li> <li>Lean manufacturing</li> <li>Market pull</li> <li>Nesting</li> <li>Properties</li> </ul> |
| Term 1b | NEA                   | NEA                                                           | <p><b>MOCK 3 – Students sit a full GCSE Mock Exam. (students are supported with the theme and are prepared within lessons)</b></p> <p><b>Mock feedback session</b></p> | Attend afterschool textiles drop in sessions.  |                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## CURRICULUM PLAN – DT TEXTILES

|                |                                                                                                                                                                  |     |     |                                               |                                                                                                                                                                                                                          |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 2a</b> | NEA                                                                                                                                                              | NEA | NEA | Attend afterschool textiles drop in sessions. | <ul style="list-style-type: none"> <li>planned obsolescence</li> <li>Primary source</li> <li>Prototype</li> <li>Social footprint</li> <li>Stockform</li> <li>Technology push</li> <li>Tolerance</li> <li>User</li> </ul> |
| <b>Term 2b</b> | <b>Submission of NEA</b><br><br><b>Half term</b>                                                                                                                 | NEA | NEA | Attend afterschool textiles drop in sessions. |                                                                                                                                                                                                                          |
| <b>Term 3a</b> | Yr11 have tailored revision lessons to prepare them for their exam whilst exploring gaps in learning.<br><br>Boosters planned and delivered to prepare students. |     |     | Attend afterschool textiles drop in sessions. |                                                                                                                                                                                                                          |

