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Year 9, Design and Technology: Textiles

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
This project promotes the following elements of the National Curriculum Programme of study at key stage 3: DA2 – research into different cultures DA3 – identify and solve design problems DA6 – understand design problems DA7 – work confidently within different contexts DA8 – consumer choices DA9 – take creative risks DB6 - combine ideas DB8- design criteria DB9 – annotated sketches DB12 – give oral and digital presentations MA6 – fitness for purpose MB3 – surface finishing MB4 – develop skills in modifying material MB7 – follow procedures for safety MB8 – working with complex material MB10 – CAD/CAM equipment MB11 – range of finishing techniques EA3 – evaluate their products EA4- produce short reports EA5 – test, evaluate and refine	This unit main focus is:  • Study of different cultures, to identify an understand user needs. • Taking creative risks • Problem solving • Evaluation of past and present designers • Use a wider, more complex range of materials and components taking into account their properties. • Understand developments in Design and Technology, it's impact on individuals, society and the environment. • Research into different cultures • Surface finishes – dying and printing • Patchwork • Smart, modern and technical textiles • Properties of materials • Biomimetrics • Existing Products • Fashion Design • Past and present designers	 • Batik • Stencil • Dying • Resist • Technical • Thermochromic • Microencapsulation • Properties • Biomimetric • Properties • Aesthetics

EB3 – existing products EB4 – lifecycle analysis EB7 – new and emerging technologies EC1 – designers TK8 – adjustments to equipment TK9 – electronics TK13 – programming TK16 – learning from science TK18 – properties of materials See Year 7 and Year 8 SOL's for prior knowledge in textiles. Students will embed on these skills learnt in previous years and develop their skills further. Students will develop their confidence in using a broad range of materials and will be introduced to new equipment and processes. At the beginning of the SOL students will have a chance to experiment with a wide range of different surface finishes using culture as their inspiration. We then focus more on designing especially fashion design. It allows scope to look at past and present designers, designing for different user needs and problem solving. At the end of the unit there will be an opportunity to embed on their electronic knowledge learnt in previous years and apply it to programming using the software 'Crumble'.	• Crumble – programming • E-Textiles At the end of the SOL, students will have an opportunity to design and make a simple product (e.g mobile phone bean bag) using all the different surface finishes they have learnt.	

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Challenge and Support:	**World wide learning/ links to 21st century:**	**Cultural capital/ Industry/ Enrichment:**
Examples of projects are provided. Step by steps and writing frames can be provided for SEND/PP students. WAGOLL are displayed. Keywords clearly visible in classroom. Students are stretched and challenged with their design ideas and practical pieces. Students will be encouraged to think and express for themselves in original ways, generate and develop ideas, define problems, push the boundaries for textiles techniques. Extension tasks available during the lessons and for all homework tasks set. Scholarly directed reading – Research tasks allow students to be directed to websites and textbooks. Opportunities for students to read allow in class and provide oral feedback and contribute to class discussions.	• Technology in society – positive and negative impacts that technology has within textiles. • The ever-changing technology – smart, modern and technical textiles – wider use of textiles. • The importance of maintaining traditional skills as part of a culture/country's heritage.	• As stated from the Design and technology programme of study "High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation." • Students learn to be imaginative and creative, are able to problem solve, learn to take risks and becoming resourceful. • Students learn about health and safety within industries. • New and emerging technology – careers in a wide range of industries – medical textiles, automotive industry and construction industry. • Awareness of different cultures. • Past and present designers – how they have influenced our lives.

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Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
• Spiritual/Cultural – Students will understand "what is culture is?" looking at historical, religion and custom. Students will have a chance to research a variety of different cultures and will select one as inspiration for their design and practical work. • Cultural – Researching a range of designers – diversity. • Historical - The importance of maintaining traditional skills as part of a culture/country's heritage. • Moral – Positive and negative impacts that technology has within textiles - eco fashion, alternatives, environmental issues. • Social – designing for different users – for example how we can adapt sportswear for para-athletics.	• Students will have opportunities to engage in speaking and listening activities through reading and writing. (e.g. class discussions, questioning, verbal feedback – self and peer, share research through presentations, annotate and comment upon the work of peers through reading, writing and listening, exercise books used for extended writing tasks) • Cross curricular to science (smart, modern and technical textiles) • Cross curricular to character and culture Numeracy – measuring- producing working drawings, seam allowance. • Homework – opportunities for students to produce extended writing pieces	• Textiles products are just made from textiles -that textiles and other materials do not go together. • Some students believe that culture refers to a country and there aren't different cultures within countries. Some students believe it is just religion that forms a culture. • Some students are unaware of user needs. (disability clothing)

Assessment timeline:

Textiles is delivered as part of a carousel system within the Creative Industries Faculty, alongside Computer Science, Food, and Product Design. This structure allows each subject to be taught over a focused period of approximately nine weeks per academic year. Within this timeframe, students engage in a broad range of activities designed to develop both practical and theoretical understanding of Textiles, ensuring they gain meaningful exposure despite the short delivery window.

Assessment in Textiles is split equally between two key areas: subject knowledge and employability skills, each marked out of 50. Subject knowledge assessments evaluate students' understanding of design principles, materials, processes, and the ability to apply this knowledge to problem-solving tasks. The employability assessment is bespoke to Textiles and assesses a range of transferable skills such as creativity, teamwork, time management, and independent thinking—key attributes valued by employers within the creative industries.

All student achievements are logged by teaching staff on the KS3 subject tracking sheet to ensure consistent monitoring of progress across the faculty. In addition, individual achievement scores are recorded on the front of student books, providing a clear and accessible reference for students and parents. The Creative Industries Faculty prides itself on being forward-thinking, consistently integrating the latest technologies to enhance teaching and learning. This aligns with government guidance and supports students in developing digital literacy as part of their broader educational experience.

Subject Knowledge:

Literacy

Surface Finishes

Repeat Patterns

Past and Present Designers

Cultural Textiles

Equipment

Biomimicry

Smart Materials

Sustainable Textiles

Exam: 50 marks

Employability Skills: Textiles – Surface Decoration and Cultural Design

Students will explore and apply a wide range of surface decoration techniques, including batik, transfer printing, block printing and stencilling, developing both creative confidence and technical accuracy. They will be assessed on the quality and precision of each method, as well as their ability to link their design choices to a chosen culture, demonstrating an understanding of symbolism, colour, and traditional textile influences. Alongside this, students will be marked on their awareness and application of health and safety procedures within the textiles classroom, ensuring they work responsibly with specialist equipment and materials. To support their communication and planning skills, students will also produce a clear, detailed step-by-step guide for one of the techniques they have learnt. After completing this assessed stage, students will construct a cushion or bag, incorporating the surface finishes they created, allowing them to showcase their design identity through a professional and culturally inspired final product.

Practical: 50 marks

Home learning

Home learning in Textiles is set in accordance with the subject's home learning schedule, which is available through the Acle Academy website. These tasks are carefully designed to reinforce both the subject knowledge and employability skills assessment areas that are implemented into the classroom. By

supporting the curriculum in this way, students can consolidate their understanding of key concepts and continue developing transferable skills such as problem-solving, creativity, and time management beyond the classroom setting.

To support independent learning, subject-specific YouTube playlists have been created and curated to align directly with classroom content. These playlists include a range of resources, such as instructional videos, practical demonstrations, and relevant theory-based content. Where appropriate, audio books or audio versions of set literacy texts are also included, allowing students to access content in a format that suits different learning styles. This approach encourages students to take ownership of their learning while making use of high-quality digital resources that complement and enhance their in-school experience.

Feedback

Feedback plays a vital role in the delivery of practical subjects within the carousel system, including Textiles. Due to the hands-on nature of the curriculum, verbal feedback is an essential tool for effective teaching and learning. This ongoing, in-the-moment dialogue allows teachers to guide students through processes, correct errors as they occur, and reinforce good practice. Evidence of this approach can be seen in focused, purposeful classroom environments where students are actively engaged and responsive to teacher input.

To further support learning, structured strategies such as WWW (What Went Well), EBI (Even better if) and WAGOLL (What A Good One Looks Like) are embedded within lessons. These strategies help students to reflect on their own work, recognise strengths, and understand expectations through high-quality exemplars. Peer and self-assessment opportunities are often built into practical tasks, enabling students to become more independent and reflective learners.

To complete the feedback loop, students review their Subject Knowledge assessments with reference to personalised feedback provided via their school email accounts. This process encourages students to identify and address any misconceptions, reinforcing personal responsibility and promoting continuous improvement. By reviewing assessment outcomes and targeted feedback, students can take clear, informed steps to improve their understanding and performance in future tasks.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Unit 1						Unit 2					Unit 3				Unit 4		

Unit 1	Unit 2	Unit 3	Unit 4
• Research culture • Stencil • Repeat design • Batik • Tie dying • Patchwork	• Smart, modern and technical textiles • Melting plastics • Existing products • Biomimetric • Past and present designers • Fashion designers	• Design • Surface finishes • Assembly product	• Crumble – programming • E-Textiles • End of unit text

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Year 9

Culture

Culture - the ideas, customs, and social behaviour of a particular people or society.

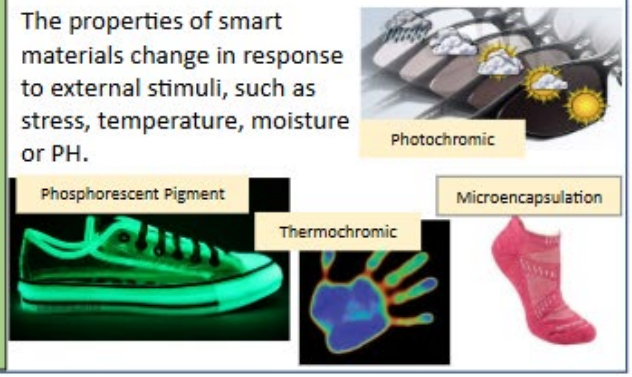
Past and Present Designers

Surface Finishes

Equipment

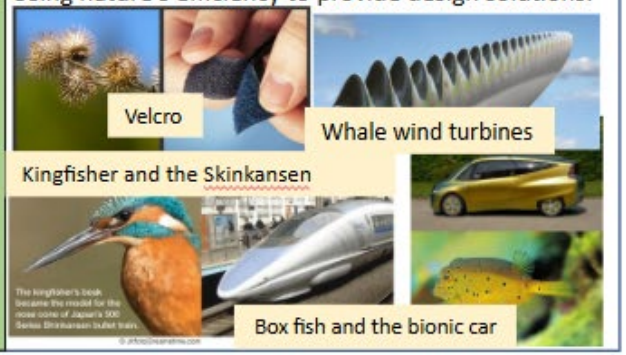
Smart and modern

The properties of smart materials change in response to external stimuli, such as stress, temperature, moisture or PH.

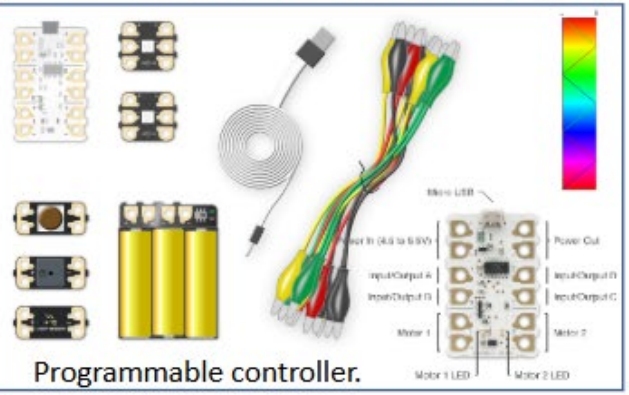


Biomimicry

Using nature's efficiency to provide design solutions.



Crumble



Technical Textiles

Some textiles are manufactured for functionality rather than aesthetics.

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