











Year 8, Day of the Dead, Design and Technology: Textiles

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>This project promotes the following elements of the National Curriculum Programme of study at key stage 3:</p> <p>DA2 – research into different cultures DA3 – identify and solve design problems DA4 – develop detail design specification DA6 – understand design problems DA7 – work confidently within different contexts DA9 – take creative risks DB5 – use specifications DB6 - combine ideas DB7 – avoid stereotypical responses DB9 – annotated sketches DB11 – developing circuits DB12 – give oral and digital presentations EA1 – evaluate their products EA5 – test, evaluate and refine ideas EB2 – impact of products on world EB3 – existing products EB7 – new and emerging technologies EC1 – designers TK4 – simple electronic circuits TK5 – textile fibre sources TK8 – adjustments to equipment</p>	<p>This unit main focus is:</p> <ul style="list-style-type: none"> Design and make high quality products Study of different cultures, to identify an understand user needs. Test and evaluate their ideas/products against a specification   <ul style="list-style-type: none"> History of ‘Day of the Dead’ celebration Past and present designers Seams Appliqué/reverse appliqué Embroidery Embellishment Develop own specification Creating own template Generate design ideas Understanding the 6 R’s Manufacturing plans – flowcharts, costings Evaluation <p>All these skills will allow students to understand the manufacturing of textile products. This will allow students to gain independence, take creative risks and solve their own design problems.</p>	<ul style="list-style-type: none"> Appliqué Embellishment Components Embroidery Techniques Tacking Seam allowance Annotate Specification Template Manufacturing E-textiles Conductive 6 R’s – rethink, reuse, reduce, repair, recycle. refuse Natural Synthetic Properties 

<p>See Year 7 SOL for prior knowledge in textiles. Students will embed on these skills learnt in year 7 and develop their skills further. Students will develop their confidence in using the sewing machines and use their knowledge of electronics learnt in year 7 to incorporate it into e-textiles. This project allows more focus on designing and evaluating than previously in year 7 as students will now have basic textile making skills.</p>		
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>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.</p> <p>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 to exploit the potential of their individual Day of the Dead product.</p> <p>Extension tasks available during the lessons and for all homework tasks set.</p> <p>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.</p> 	<ul style="list-style-type: none"> • We look at the global and social impact with the production of natural and synthetic fibres. • 6 R's (Reuse, refuse, recycle, repair, rethink, reduce) in textiles products and manufacturing. • E-textiles – impact e-textiles have on the wider world – positive and negative • Technical textiles – wider use of textiles 	<ul style="list-style-type: none"> • 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. 



Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Spiritual/Cultural - Students will engage with images and traditional Latin American beliefs in relation to the 'Day of the Dead' celebrations. Religion, symbolism and sentiment will be a focal point for individual research and class discussions. Students will use their own research into generate ideas taking into account their user needs. • Moral – looking at the 6 R's – refuse, rethink  	<ul style="list-style-type: none"> • This unit covers textiles and electronics so a large amount of material knowledge from the Design and technology curriculum. • 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 (electronics) • Cross curricular to character and culture (Day of the dead) • Numeracy – measuring- producing working drawings, seam allowance. Costings materials. • Homework – opportunities for students to produce extended writing pieces (e.g. E-textiles and the impact it has on the wider world, research into Day of the Dead culture) 	<ul style="list-style-type: none"> • Textiles products are just made from textiles -that textiles and electronics cannot go together. • Where fabric comes from? Unknown differences between natural and synthetics fibres. 

Assessment timeline:

Textiles is delivered as part of a carousel system within the Creative Industries Faculty, alongside Computer Science, Food, and Computer 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, 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.

<p>Subject Knowledge</p> <p>Literacy Origin of Fibres and Fabrics Construction of Fabrics Equipment Components Surface Finishes Maths – area 6 R's</p> <p>Exam: 50 marks</p>	<p>Employability Skills: Textiles – Juggling Balls</p> <p>Design and construct a set of fabric juggling balls, allowing students to develop accuracy, creativity, and practical textiles skills. This project introduces learners to pattern design, precise cutting and stitching techniques, and the use of appropriate surface finishes while reinforcing essential health and safety practices in the textiles classroom. Students will also be assessed on their ability to plan and communicate their process effectively by producing clear, detailed step-by-step instructions. After completing this assessed task, students will progress to a vibrant textiles project inspired by <i>Day of the Dead</i>, where they will design and make a felt-based product incorporating a range of decorative techniques such as hand embroidery, embellishment, and appliqué. To extend their learning further, students will have the opportunity to integrate e-textiles—using LEDs and conductive thread—combining traditional textile craftsmanship with modern technological skills to broaden their employability and creative capability.</p> <p>Practical: 50 marks</p>
<p>Homelearning</p> <p>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.</p> <p>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.</p> <div data-bbox="1720 1189 2116 1412">   </div>	

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) 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)

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

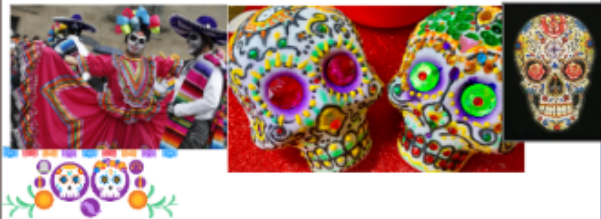
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<ul style="list-style-type: none"> Intro project/mind map/design brief Sewing machines Plain seam Appliqué/revere appliqué Hand embroidery 	<ul style="list-style-type: none"> Specification Generate design ideas Final design Template 	<ul style="list-style-type: none"> Make - Day of the dead product E-Textiles 6 R's 	<ul style="list-style-type: none"> Flow chart Evaluation 	<ul style="list-style-type: none"> Natural and synthetic fibres Weaving Exam



Year 8

Day of the Dead
Día de Muertos

Day of the Dead



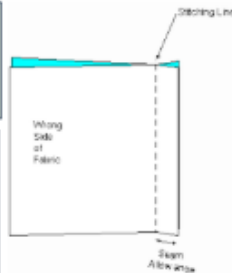
Design Brief: The starting point for any design is the design brief. The brief outlines what problem a design will solve.
Design Specification: A list of requirements that your design ideas must meet plus a list of constraints that you have.

Seams

Plain Seam A seam is the join where two pieces of fabric meet. The fabrics are placed together, right sides together. Then a straight stitch is sewn slightly in from the edge of the fabrics (seam allowance) to join the fabrics.

Seam Allowance:
1.5cm

Straight Stitch Settings on the sewing machine:
Stitch Width 0
Stitch Length 2.5



Embroidery Stitches

CHAIN STITCH



BACK STITCH



RUNNING STITCH



BLANKET STITCH



Surface Finishes



Appliqué

French for 'apply' or 'put on'.

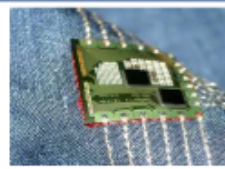


Reverse Appliqué

Zig-Zag Stitch Settings:
Stitch Width 4-5
Stitch Length 1



E-Textiles



Conductive textiles conduct electricity.



6 R's



Equipment



Natural and Synthetic Fibres



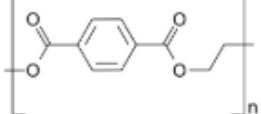
Fibres from animal sources are **natural fibres**.

Wool



Synthetic fibres are man-made fibres that have created through chemical synthesis.

Polyester



Bonded Fibres

Non-Woven Fibres

Bonded fabric is made from webs of fibres that are bonded together with glue, heat, stitches or needle-punching.



Felt

