

Subject: Textiles

Year 7 Scheme of Learning 2026 - 2027

Subject leader: E Jones, Sally Bawn

Topics by term	Topic overview					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Prerequisites	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.	Students were given tuition to undertake the basic skills required in textiles in a safe and structured way. They were expected to design, make, and evaluate their own work, building on skills learned in basic hand sewing, the use of essential tools, and an understanding of health and safety in the workroom. By the end of the project, students knew how to: • Thread a needle • Tie a knot • Stitch on a button • Make a range of basic stitches	In Term 2, students used their hand sewing techniques and knowledge of soft toy construction. They developed an understanding of how to use a paper pattern and explored the development of ideas based on designing a unique toy.	In Term 3, students used their knowledge of sewing and embellishing to make their Sea Creature toy. This allowed them to apply the ACCESS FM framework to evaluate their final product and suggest possible improvements.	In Term 4, students used their earlier drawing skills to plan and design their cloth bag. They examined examples for inspiration and applied their own ideas to complete the design process.	In Term 5, students combined their knowledge from the year to design and make a cloth bag. They used basic pinning and tacking skills before completing their bags professionally with a sewing machine. Students applied techniques such as applique, painting, transfers, or other methods to finish their designs. They also used the ACCESS FM framework to help ensure a successful outcome.

Topics taught Introduction to Hand Sewing skills, working to a brief. Upskilling to sewing machine work.	TEXTILES <u>Sea Creature Toy</u> Safety in Workroom • Emphasis on safe practices when using tools and equipment. Life & Hand Sewing Skills • Basic hand sewing techniques: threading needles, tying knots, stitching buttons, and basic stitches. Sea Creature Soft Toy Project • Designing and making a soft toy, incorporating hand sewing skills. • Use of applique and embellishments for decoration. Sustainability / Textiles and the Environment • Understanding environmental issues related to textiles. Core Knowledge and Skills • Developing hand stitching, applique, and embellishment skills. • Using design skills such as guided pattern making, pinning, and cutting. • Evaluating products using textile terminology and frameworks.	TEXTILES <u>Tote Bag</u> Sustainability / Textiles and the Environment • Skills: Applying ACCESS FM to plan and evaluate designs. <u>Core Knowledge and Skills</u> Sewing Machine Skills: • Identify parts of the sewing machine • Learn how to operate the sewing machine safely. • Understand health and safety procedures when using the machine. • Obtain a machine licence upon demonstrating competency. Planning and Making: • Plan the construction of the tote bag. • Upskill in systems and processes for quality control. Use the sewing machine to complete the tote bag with a professional finish. Apply embellishments as part of the design process. Outcome • A functional, well-made tote bag demonstrating sewing machine skills, quality control, and design understanding.
Why is this taught at this time?	Foundational skills are essential to access and succeed in the curriculum. Understanding of safety procedures is required for all practical activities. Students are encouraged to work independently and take ownership of their projects. Having gained basic knowledge in using simple tools, students are now able to apply these skills to design, make, and evaluate a simple toy.	Having completed and refined their toy, students are then able to explore design and marketing strategies used in packaging and selling products. At this stage, they apply ACCESS FM as a relevant tool for evaluating and promoting their product. Students learn the health and safety aspects of using machinery in the workroom. Building on their prior learning, they then plan and prepare to make a cloth bag. Having gained a solid foundation in using machinery, earned their sewing machine licence, and developed an understanding of textiles, students apply these skills to create and complete their cloth bag.

Design and technology programmes of study: key stage 3 National curriculum in England - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf = 1.Design 2. Make 3. Evaluate 4. Technical knowledge

Exam Board National Curriculum Design Technology							
Specification o References	Big questions	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1-3 Sea Creature Toy Life- <i>The WWF are teaming up with big on-line stores such as Amazon and Etsy to launch a campaign raising awareness about the impact plastic pollution is having on ocean wildlife. You have been commissioned to design, make and package a soft sea creature toy to be sold on-line. 5% of each sale will generate funds for charities devoted to this cause.</i>							
	Topic 1: Basic hand sewing skills						
TECHNICAL KNOWLEDGE: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Do I know the potential hazards of a work room? Can I thread a needle? Can I tie a knot? Can I sew on a button? Can I produce a sampler with some basic stitches?	<u>What they must learn</u> Health and safety in the textiles room. Identifying potential hazards. Recap on hazards in workroom. How to thread a needle. – Real life application. Sewing a button onto a piece of fabric successfully. Evaluate Examples of hand sewing: Running stitch, Back stitch, Cross stitch, Blanket stitch <i>Stretch and Challenge-</i> <i>Students will be able to thread a needle, sew a button, and demonstrate a range of basic stitches</i>	<u>What they must do</u> <i>Button attached to fabric</i> <i>Produce examples of each for their sampler.</i> <i>Completed sampler</i>	Key Terms/ concepts Literacy Numeracy <i>Please expand...</i> Threading Sewing Straight stitch Back stitch Cross stitch Blanket stitch	Homework: 4 WK Project Term 3 See Scheme of Homework <u>Assessment</u> Green Practical SEA CREATURE TOY CP2- Basic hand sewing skills, threading the needle, tie a simple knot PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Scissors, needles, seam openers, pinking shears, sewing machines, cables Needles, scissors, fabric scraps, buttons Wallets Fabric Scraps Thread and needles	Traditional British sewing skills Relate to current developments in UK and beyond.

		<i>such as running and backstitch. Those working at a higher level will produce a neat, well-finished sampler showing accuracy and consistency in their stitching.</i>					
Topic 2: Designing a sea creature soft toy							
DESIGN: <i>identify and solve their own design problems and understand how to reformulate problems given to them</i>	Can I recognise the features of a sea creature? Can I design a sea creature to make a toy? Can I make a functional paper pattern?	<u>What they must learn</u> Students need to understand that a client brief explains what a design needs to do, who it's for, and what the limits are, so they can create something that meets real needs. By looking at the work of other artists and designers, we can get new ideas and improve our own designs. Designing Pattern making Pinning & cutting etc. Environmental issues Introduction to main project: Creating a soft sea-creature toy. Looking at images of sea creatures. Discuss- What will it need? What will I have to consider?	<u>What they must do</u> <i>Descriptions of a sea creatures and essential features.</i> <i>Drawings of Sea Creatures</i> <i>Viable designs for a soft toy- Design a minimum of 3 sea creatures – using sketching and colour.</i> <i>Final Design</i> <i>Plan of Make</i>	Key Terms/ concepts Literacy Numeracy ACCESS FM Embroidery Colour Texture Decorative Pattern Pinning Plan of Make	<u>Assessment</u> Yellow Paper based SEA CREATURE TOY CP3- X4 Sea Creature Designs- skills include working to a design brief PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Pencils, coloured pencils. Sketch paper. Soft toy to be disassembled in class. Post-its needed	Environmental issues and concerns Requirements of a toy.

		Consider eyes, legs, fins gills, scales. Deconstruction of a toy. List of components. 4 x 4 design ideas – comments from peers and suggestions. Will it work? Discuss (Turn and Talk) Consider the ideas, possible smart fabrics to be used, usage of toy, learning tool? Infant vs child, what are things to consider? Longevity, safety, suitability for client. Consider an age. What are the legal requirements? Kite mark. Filling/stuffing ACCESS FM Understand the importance of a final design How to list all materials needed and skills might need too. How to write up plan of action. Allow for changes that might occur. Writing up a step by step guide for self. Check with teacher for practicality etc.					
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		Stretch and Challenge- <i>Students will explore the features of sea creatures and apply this understanding to develop creative and imaginative soft toy designs. They will be encouraged to go beyond basic ideas by including a variety of features, textures, and shapes. Higher-level learners will produce fully annotated designs that demonstrate thoughtful decision-making, attention to detail, and a clear link between research and their final concept.</i>					
Topic 3: Begin production of Sea Creature soft toy							
MAKE: <i>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</i>	Can I start to make my soft toy creature?	<u>What they must learn</u> How to draw up pattern of design to pin onto fabric. Remember to consider the seam. How to pin to chosen fabric, cut out design Pin, tack and sew. Stretch and Challenge- <i>Students will produce a final design with clear annotation. Building on this, they will create a working drawing to support their design. At the highest level, students will develop a detailed plan ready to</i>	<u>What they must do</u> <i>Useable soft toy</i>	Key Terms/ concepts Literacy Numeracy Pin, Tack, Sew Pattern Seam allowance Double checking of measurements. Placement of pattern Careful cutting	<u>Assessment</u> Green Practical SEA CREATURE TOY CP2- Pattern making- pin coloured felt and cut around the paper pattern PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Pattern paper Pins Fabric Pins Needles Thread Felt	

		<i>guide the making of their soft toy sea creature.</i>					
	Topic 4: Finish soft toy production						
MAKE: <i>select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</i>	Can I sew and embellish a toy sea creature? Can I evaluate my work?	<u>What they must learn</u> How to stuff and add embellishments e.g. applique. Complete the sea creature. How to photograph and evaluate <i>Stretch and Challenge-</i> <i>Students will be able to attempt constructing a toy sea creature. Building on this, they will produce a recognizable toy constructed independently. At the highest level, students will create both the toy and a custom-designed box, applying ACCESS FM principles to ensure the packaging complements the toy.</i>	<u>What they must do</u> <i>Useable soft toy</i> <i>Evaluation and Photograph of finished toy presented in book</i>	Key Terms/ concepts Literacy Numeracy Pin, tack and sew Hand Sewing Applique	Homework Investigation into soft toys, legal labelling requirements.	Embellishments	
Term 4-6 Tote Bag- How to use the sewing machine safely to make a Tote Bag							
	Topic 1: Health and Safety and how to use the sewing machine.						

DESIGN: use research and exploration, such as the study of different cultures, to identify and understand user needs EVALUATE: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Do I know the parts of a sewing machine? Do I know how to use the sewing machine safely and gain my new sewing machine licence? Do I know how to thread up the sewing machine to sew? Can I design 4 simple ideas for a cloth bag?	<u>What they must learn</u> <i>Learn about how to use the sewing machine safely</i> <i>How to make a simple seam</i> <i>How to design a motif to be printed onto fabric</i> <i>How to draw up a final design</i> <i>How to make a paper pattern</i> <u>Stretch and Challenge-</u> <i>Students will explain why textiles are important and identify the difference between natural and synthetic fibres. They will give examples and describe the sources and properties of these fibres. At a higher level, they will provide detailed and justified examples and explain the suitability of different fibres for various products. Students will also define what e-textiles are and identify where they could be used.</i>	<u>What they must do</u> <i>Labelled swatches</i> <i>Sewing Machine Licence</i> <i>Initial artist inspired motif design for Tote Bag- Beverly Fishman</i> <i>Completed pages including labelled samples and sewing machine driving licence</i>	Key Terms/ concepts Literacy Numeracy Health and Safety Parts of the sewing machine including: --> Presser foot --> Needle --> Dog teeth --> Thread holder --> Hand wheel --> Bobbin --> Foot pedal --> Stitch selectors	Homework: 4 WK Project Term 3 See Scheme of Homework <u>Assessment</u> Yellow Paper based TOTE BAG CP2- Health and Safety- sewing machine licence PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Lesson presentation PowerPoint Folders and assessment records Glue sticks to stick in swatches Sewing machines Thread Fabric Scissors Pins Driving licence cards	How the ways in which people dress themselves relate to the British values The differences in textiles and fashion between cultures How textiles affect our day to day lives and can impact positively or negatively on our wellbeing The importance of health and safety to our own wellbeing and the wellbeing of others Using own ideas – freedom of expression (within acceptable limits)
Topic 2: Sublimation							

	Can I draw up my final design for a bag ready for sublimation printing?	<u>What they must learn</u> Plan an artist inspired motif for printing onto fabric. <i>Stretch and Challenge-</i> <i>Students will create a motif inspired by Beverly Fishman's art, exploring bold shapes and patterns. They will experiment with color choices suited for sublimation printing, aiming to produce a vibrant, visually striking design for a tote bag. For higher challenge, students will refine their motif to ensure color accuracy and print quality, demonstrating creativity and technical understanding of the sublimation process.</i>	<u>What they must do</u> <i>Create a final motif suitable for sublimation inspired by Beverly Fishman</i>	Key Terms/ concepts Literacy Numeracy Heat transfer Sublimation Vibrant colours Design transfer Heat press Colour fastness Sublimation ink Fabric coating Wash durability		Safety Considerations when working with heat	
Topic 3: Systems and processes for quality control							
KNOWLEDGE: understand and use the properties of materials and the performance of structural elements to achieve functioning solutions	Can I pin tuck and sew my cloth bag?	<u>What they must learn</u> <i>Learn about what a sewing machine can do</i> <i>Stretch and Challenge-</i> <i>Students will be able to use the sewing machine to decorate fabric. They will be able to use the sewing machine to decorate fabric in effective ways. They will be able to use the sewing machine to decorate fabric effectively with high</i>	<u>What they must do</u> <i>Photographs Tote Bag production- Labelled</i>	Key Terms/ concepts Literacy Numeracy Quality Control Systems and processes Construction Decoration Seam allowance Corners and curves	Homework: 4 WK Project Term 3 See Scheme of Homework <u>Assessment</u> Green Practical TOTE BAG CP3- Tote Bag Motif Design inspired by Beverly Fishman for sublimation printing PIT & Feedback <u>Every Lesson</u> Do Now Retrieval	Lesson presentation PowerPoint Folders and assessment records Sewing machines Thread / Fabric Scissors / Pins Woven tape or alternative materials for handles	Reference to the British values when working together in the same environment Can reference child labour, fair trade, sweat shops etc.

		quality and/or complexity.			I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
Topic 4: How to use a sewing machine to successfully construct a tote bag							
DESIGN: develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools EVALUATE: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Can I complete and evaluate my bag?	<u>What they must learn</u> Use the sewing machine to assemble bag. Evaluate product <u>Stretch and Challenge-</u> Students will be able to use the sewing machine to attempt constructing a tote bag and add data to a manufacturer's specification. They can evaluate their work during making and identify a WWW (What Went Well) and EBI (Even Better If). Students will be able to use the sewing machine to fully construct a tote bag and add data to a manufacturer's specification. They evaluate their work during making, identify a WWW and EBI, and make improvements accordingly. Students will be able to construct a tote bag to a high quality using the sewing machine and add detailed data to a	<u>What they must do</u> Evaluation of product using ACCESSFM Finished Tote Bag photographed and presented with Evaluation	Key Terms/ concepts Literacy Numeracy Quality Control Systems and processes Construction Decoration Seam allowance Corners and curves Ergonomics Anthropometrics Manufacturer's specification	<u>Assessment EOY EXAM</u> Yellow Practical TOTE BAG CP4 Construct bag with evaluation PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Lesson presentation PowerPoint Folders and assessment records Sewing machines Thread Fabric Scissors Pins Woven tape or alternative materials for handles	Reference to the British values when working together in the same environment Can reference child labour, fair trade, sweat shops etc.

		<i>manufacturer's specification. They comprehensively evaluate their work during making, identify a WWW and EBI, and make well-judged improvements.</i>					
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AQA GCSE Art and Design- National Assessment Criteria

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
MARKS & Approx. Grades	Develop their ideas through investigations demonstrating critical understanding of sources. Candidates evidence:	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Candidates evidence:	Record ideas, observations and insights relevant to their intentions as work progresses. Candidates evidence:	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Candidates evidence:
24 Convincingly 23 Clearly 22 Adequately 21 Just Y11 7-8	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
20 Convincingly 19 Clearly 18 Adequately 17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and	A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence

Y11 5-6	A highly developed ability to demonstrate critical understanding of sources.	purposefully experiment with appropriate media, materials, techniques and processes.	appropriate means relevant to intentions, as work progresses.	and conviction. A highly developed ability to demonstrate understanding of visual language.
16 Convincingly 15 Clearly 14 Adequately 13 Just Y9 4-5	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
12 Convincingly 11 Clearly 10 Adequately 9 Just Y8 3-4	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
8 Convincingly 7 Clearly 6 Adequately 5 Just Y7 2-3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
4 Convincingly 3 Clearly 2 Adequately 1 Just	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding

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