

 Richard Lander School Textiles Curriculum Overview 7/8/9 BE THE BEST YOU CAN BE														
	Autumn 1			Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Report Y7		CfCs		BfL & LAL			BfL & LAL				BfL & LAL			
Year 7	DT TEXTILES: Students design and manufacture a Keith Haring-inspired ditty bag, developing creativity alongside practical textile skills. They begin by analysing existing products and completing a written assessment to explain their findings. Students explore how artists influence design before creating their own ideas. During the practical element, students learn to use the sewing machine safely and accurately, applying measuring skills, seam allowances, and overall dimensions to produce a high-quality textile product. The project develops design thinking, technical knowledge, and confidence in textile manufacture while encouraging precision and evaluation throughout the design and making process. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Researching Existing Products ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy & Numeracy											Curriculum Enrichment Week		
Report Y8		CfCs		BfL & LAL			BfL & LAL				BfL & LAL			
Year 8	DT TEXTILES: Students apply the iterative design process to design and manufacture a functional textile windsock. They investigate and analyse existing products to understand how design decisions influence function, aesthetics, and performance. Students research and evaluate the properties of textile materials, selecting and justifying the most appropriate fabric for their product. They develop and communicate design ideas that consider scale, dimensions, and manufacturing processes before producing a high-quality outcome using appropriate textile tools, equipment, and techniques. The project develops knowledge of material properties, practical making skills, evaluation, and the ability to design purposeful products that meet identified user needs. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Investigating the suitable properties of fabric for windsocks ASSESSMENT 2: Design ideas ASSESSMENT 3: Making ASSESSMENT 4: Literacy and numeracy											Curriculum Enrichment Week		
Report Y9		CfCs		BfL & LAL			BfL & LAL				BfL & LAL			
Year 9	DT TEXTILES: Students will explore the environmental, social and economic impacts of the textile industry, investigating resource use, production processes and consumerism. They will develop their understanding of sustainable design and demonstrate their knowledge through a GCSE-style extended written response. Students will then design and create a mixed-media textile canvas inspired by architecture and the work of Sarah Bagshaw. They will investigate her use of reclaimed fabrics, layered painted, dyed and printed textiles, and found materials to create textured surfaces. Using reclaimed fabrics, printed backgrounds, wooden off-cuts and other discarded materials, students will produce an original textile artwork, embellished with traditional Sashiko stitching. Throughout the project, students will develop practical textile skills while learning the value of repairing, reusing and repurposing materials, promoting creativity, sustainability and thoughtful design. Evaluation: Self assessment and peer assessment. ASSESSMENT 1: Written Understanding. ASSESSMENT 2: Marking Making & overall Presentation of the design board ASSESSMENT 3: Collage design ASSESSMENT 4: Sustainable Policies.											Curriculum Enrichment Week		