

Subject: Textiles

Why Then? Why Now?	
Aim: Through- out the three years they will build on their knowledge from KS2 and develop a clear understanding of the wider use of textiles and the many career paths it offers. Pupils will follow the national curriculum of design, make, evaluate and technical knowledge by responding to a design brief, creating a product, reflecting on their progress, and developing a wealth of technical skills along the way.	
Objectives: To foster a love of creativity by introducing pupils to a wide range of processes, artists and techniques that will be built on each year as they move through school.	
Year 7 Overview Pupils build foundational textiles knowledge through a practical project designing and making a hand puppet. They learn core hand-stitching, appliqué, and embellishment skills, while developing their ability to analyse artist work, respond to a design brief, and evaluate their progress by identifying strengths and areas for growth.	
18 lessons on rotation	Jon Burgerman: Hand Puppets
Learning Question Overview of Key knowledge	'You have been asked to design and make a hand puppet this year, what steps do you need to follow to transform your designs from paper to fabric?' • Develop an understanding of what textiles are and where they come from • Discuss the broader use of textiles and develop an understanding of careers within the industry. • Artist research: Analyse the work of Jon Burgerman, identifying key features such as colour, shape and pattern. • Respond to a design brief through 2 initial design ideas. • Refine work by developing a final design. • Discuss health and safety in the textile's classroom. • Practice threading a needle and tying a knot, a running stitch and a back stitch. • Practice sewing on components. • Practice applique • Make a paper mock and use this as a stencil to cut the front and back of the hand puppets. • Embroidery each side of the hand puppet • Construct the hand puppet by sewing the front and back together. Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source. Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills



Why	Pupils begin year 7 with varying degrees of Textiles education. This project is designed to enable pupils to develop a confidence within textiles through securing a key understanding of what textiles are and where they come from and develop key skills which can be built on further each year.
Building and revisiting from KS2	What are textiles and where do they come from? What are some examples of ways in which we use textiles? Why do we do multiple designs? What are some examples of potential hazards in a textiles classroom and how can they be mitigated? How do you thread a needle and tie a knot? How do you complete a running stitch and a back stitch to a high standard? What is applique?
Assessment	Baseline project Recall of key words to retain key knowledge – Recall 5 Real time feedback ABC and whole class feedback Students will design and create a hand puppet. Circulating and monitoring of groups
Year 8 Overview Building on Year 7 foundations, pupils consolidate and expand their hand-stitching, appliqué, and embellishment techniques. They explore more complex surface manipulation, decorative stitches and layering while learning to translate artist research into their own refined, creative design responses with greater accuracy.	
18 lessons on rotation	Frida Kahlo: Wall Hanging
Learning Question Overview of Key knowledge	‘What processes and techniques can be used to transform fabric? ‘ - Artist research: Analyse and understand the style and work of Frida Kahlo - Respond to a design brief through developing a range of embroidery and applique designs. - Practice a range of decorative stitches such as a laced running stitch and a satin stitch. - Complete a screen print of Frida Kahlo - Embroider fabric using a range of decorative stitches - Add floral stencils and embellish these using sequins, beads and buttons - Discuss health and safety in the textile’s classroom.

Curriculum Overview 2026-27
Knowledge Rich Curriculum

	Understanding of how to pin and tack. Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source. Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills
Why	After developing a secure knowledge of textiles in year 7, the second project allows pupils to develop these skills further through practicing and developing skills in embroidery, embellishment, and surface print.
Building and revisiting from year 7	What are textiles and where do they come from? What is a design brief? What is embroidery and embellishment? What is applique and why do we use it? How can stitches be finished to a high standard? What are hazards and how can they be mitigated?
Assessment	Progress project Recall of key words to retain key knowledge – Recall 5 Real time feedback ABC and whole class feedback Students will design and create a wall hanging Circulating and monitoring of groups
Year 9 Overview Building on prior stitching and embellishment skills, pupils explore a wider range of creative textiles processes and techniques. They refine their craftsmanship with increased independence, experimenting with new media to produce more sophisticated, personal outcomes.	
18 lessons on rotation	Cas Holmes: Mixed-Media Patchwork Sample
Learning Question	‘Cas Holmes and Ulla Stina Wikander’s work is focused around transforming everyday objects, what processes can you use to transform everyday objects pertinent to you?’
Overview of Key knowledge	- Develop a deeper understanding of careers within Textiles - Artist research: Analyse and understand the work of Cas Holmes - Respond to the design brief through designing a mixed media sample following the theme of everyday objects. - Stencil a range of everyday objects relevant to your design - Embroider and embellish fabric using a range of decorative stitches.

Curriculum Overview 2026-27
Knowledge Rich Curriculum

	• Use applique and reverse applique to build layers and add texture • Embellish fabric using a range of beads, sequins, buttons and lace • Use hand couching across samples to intertwine them together Key words: Embroidery, embellishment, applique, refinement, design brief, woven, knitted, felted, textiles, animal source, plant source, man-made source. Skills: Five key skills – design skills, analytical skills, practical skills, technical skills, reflective skills
Why	As the final project of Key Stage 3, this unit expands pupils' creative versatility by introducing a broader range of textiles processes and techniques. Building directly on the foundations laid in Years 7 and 8, pupils refine their skills with greater independence, developing the technical confidence and creative problem-solving needed for Key Stage 4 and beyond.
Building and revisiting from year 8	Give an example of the wider use of textiles? What is applique? What is embroidery? What are hazards and how can these be mitigated? What does it mean to pin and tack? What is applique? What is a stencil? List an example of a decorative stitch
Assessment	Progress project Recall of key words to retain key knowledge. – Recall 5. Real time feedback ABC and whole class feedback Students will design and create a hand puppet. Circulating and monitoring of groups.