Overview Document 2026/27	Curriculum Area: Design and Technology	Year Group: 8
	Personnel Responsible: SBR	Quality Assured by: JAN

Cycle	Topic/Unit Title – *Big Question*	Content Coverage	Skill development and links to other areas of this subject's curriculum
1, 2 ,3 and 4	How do textile designers combine functionality and creative ideas?	• Students are introduced to working in a practical space; learning how to use various materials and equipment safely. • They will learn how to analyse a product and also learn about the different factors that can affect a product using ACCESSFM; create their own product specification and design brief to fulfil the project primary objective (To design a decorative textiles Day of the Dead Skull to be used in the festival as part of the alter and in peoples homes). • Practical skills are underpinned with theory lessons which explore both design intent and constructability. Students will learn about the process a textile designer must follow to ensure their product meets user needs. • By the end of the project students will be able to Design, Make and Evaluate.	○ Using scissors and sewing equipment and materials safely. ○ Be able to design a product this in cohesion with a design brief and product specifications (that targets a specific market). The design process will be documented throughout their work using a range of techniques. ○ Understand how to use subject specific equipment and machinery in lessons via LC demonstations or practical tasks e.g. Sewing techniques and the Laser Cutter. ○ Understand material properties and how this can determine a products capabilities. ○ Reflect on their work and how they would change and develop it if they were to do it again via evaluation. The Keystage 3 Design and Technology Programme of Study: