



Topic name	Rotation	Skills developed (Research, Design, Make, Evaluate)	Link to NC subject content	Prior learning	Next link in curriculum
Textile products	Textiles Technology	Research/ investigate Students will spend a large proportion of their time investigating and learning about the importance of sustainability within the design industry- across all areas of design technology. 6R's Power sources/ generation Sustainability Life cycle analysis Students will discuss these elements in small groups and feedback to the class. Research into one specific area and feedback to class. Design A range of Apron pockets that include their own unique, patchwork. Thinking about where they place their tie dye design Make Students will make a household textile product the utilizes upcycled fabric and is tie dyed. Students will also learn about patchwork and how to create an effective pattern using it. Focus will be on the accuracy of joining the squares together as they need to fit perfectly. Students will apply skills that they have previously learnt to add embellishment to the product if they have time. Buttons, sequins and hand embroidery could be used to enhance the product Assembly skills – accurate measurement of different patchwork pieces or fabric in order to assemble patchwork pocket. Careful and accurate use of seam allowance, preparation of material before being sewn.	Design and Creativity: This project encourages students to develop their design skills by creating a functional and aesthetically pleasing product that must include tie dye and patchwork, students must consider the environmental impact of their product. Materials and Properties: Introduces students to different manufacturing techniques and their importance combined with fabric choice- ie cotton to dye as it is absorbent. Sustainability: Investigation and research into the sustainability of different products promotes environmental responsibility. Problem-Solving: Designing and making a product that investigates and creates a partial solution to the sustainability problem. Creating a product that has been investigated and thought has gone into the feasibility of design. Cross Curricular With other areas of DT as this feeds into all matters to do with sustainability. Communication and Presentation: KS3 D&T emphasises the ability to communicate and present design ideas effectively. Students will use fashion illustration/ figure outlines to design aprons onto. Using colour and shading.	Links from previous years: Y7 and 8 Machine and overlocker skills Embellishment Pinning Ironing Links from previous Y9 rotation: Food & Nutrition- Measuring and precision, sustainable ingredients. Shop local- food sourcing. Product Design- Communication of ideas, working with Bamboo- sustainability	Link to next rotation: Research Design Make Evaluate CAM/CAM Material Knowledge Problem Solving Creativity Measuring & Accuracy Sustainability Iterative Design <i>Working with knitted fabrics and investigating designers – Yr 10</i>



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Sketching & Rendering	Core Skills	Design: Students will improve their drawing skills, including the ability to create clear, accurate, and expressive visual representations of their design ideas. Tone and Texture Shading: Learning how to use various shading techniques to create tone and texture in drawings enhances their ability to add depth and realism to designs. Rendering Techniques: Rendering involves creating highly detailed and polished visual representations. Students will learn how to use rendering techniques to make their designs more visually appealing and realistic. Freehand 3D Sketching: Freehand 3D sketching allows students to capture three-dimensional objects and spaces quickly and accurately, helping them develop spatial awareness and the ability to convey 3D concepts on paper. Perspective Drawing: One-point and two-point perspective drawing skills enable students to create drawings that accurately represent three-dimensional objects. Isometric and Oblique Drawing: Isometric and oblique drawings provide students with alternative methods to represent three-dimensional objects with precision and consistency. Presentation Skills: Learning to present design ideas visually helps students convey their concepts more effectively to peers, instructors, and potential clients or employers. Confidence Building: Being more skilled in graphic presentation, will build confidence in their ability to communicate and express their ideas.	Design and Creativity: This rotation encourages students to develop their design skills by focusing on how to effectively and creatively present design ideas. This aligns with the curriculum's objective of nurturing creative thinking. Communication and Presentation: KS3 D&T emphasises the ability to communicate and present design ideas effectively. Enhancing graphic presentation skills directly addresses this objective by improving the students' ability to communicate their design concepts visually. Visualisation: Helps students visualise their design ideas more effectively, a skill emphasised in the curriculum. Technical Drawing Skills: Learning techniques like one-point and two-point perspective drawing, isometric drawing, and oblique drawing align with the curriculum's focus on developing technical drawing skills. Creativity and Aesthetics: As students explore different techniques to present their ideas, they will also consider aesthetics and the visual appeal of their presentations, in line with the curriculum's aim to foster creativity and aesthetics in design. Cross-Curricular: Integrate knowledge and skills from various subjects, including Art and Maths (for precise measurements and spatial relationships).	Links from KS2: Basic Design and Creativity: At KS2, students are introduced to fundamental design concepts. This rotation extends this by focusing on creative and effective ways to present design ideas visually. Communication and Presentation: KS2 D&T introduces students to basic communication of design ideas. At KS3, students enhance these skills by developing more advanced techniques for visually presenting their ideas. Visualisation: Builds upon the visualisation skills developed at KS2, helping students to better express their ideas and concepts through visual representations. Basic Drawing Skills: Students typically learn basic drawing and sketching techniques at KS2, which serve as a foundation for more advanced drawing skills at KS3. Creativity and Aesthetics: While KS2 introduces creativity in design, KS3 deepens students' understanding by incorporating advanced presentation techniques, emphasising aesthetics, and visual appeal. Time Management: Reinforces time management skills when students are required to produce detailed visual presentations within specified time constraints, aligning with time management concepts introduced in KS2. Links from previous Y7 rotation: Food & Nutrition- Time Management. Product Design- Drawing/presentation skills. Textiles- Drawing/presentation skills.	Link to next rotation: Design Presentation skills Creativity Drawing Skills Time Management



West Kirby
Grammar School

Curriculum Map – Year 9 – Design Technology (2025-27)

