The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Investigating	Designing	Making	Analysis and Evaluation
Progress Step T5	• I can collect pictures of products to make a mood board • I can listen to my teacher read the design brief	• You have produced an idea using a 2D method. • You may have used a template or guide to produce your idea. • You can discuss what materials might be used	• You have made your prototype with help from your teacher. • You can name a few of the tools and equipment. • You have a record of health and safety rules that you have recorded with the help of a teacher. • You can use a few tools and equipment with the help of a teacher.	• I can say what I like or dislike about my work
Progress Step T6	• I can collect pictures of products to make a mood board and say what I like about them. • I can read the design brief	• You have produced a range of ideas. • You have tried to develop at least one idea using basic drawing and modelling techniques (2D/3D). • You have identified the key materials used.	• You have made a prototype from a template to create your prototype. • You have recorded your health and safety rules. • You can name the tools and equipment used. • You can use a basic range of tools and equipment with supervision.	• I have used a specification that was given to me • I can say what I like or dislike about my work and make a suggestion about how it can be improved •
Progress Step 1	• I have read the design brief and have identified an area to focus on with guidance from my teacher • I have looked at the work of others and can say what I like or dislike about it •	• You have produced a range of ideas. • You have annotated your ideas to explain the key features. • You have developed at least one idea based on feedback or research. • You have tested or developed your ideas using a range of basic drawing and modelling techniques (2D/3D). • You have attempted to justify or explain your choice of materials.	• You have made a prototype of basic quality that has little or no potential to be commercially viable and does not meet the needs of the client/user. • Your prototype shows a basic level of making/finishing skills. • Basic quality control is evident through measurement only. • Tools and equipment (including CAD) have been used with some guidance, operated safely with a basic level of skill.	• I have used a specification that was given to me and can discuss /justify the points in the specification • I can use a template to evaluate my work when I have finished a project
Progress Step 1+	• I have read the design brief and have identified an area to focus on • I have looked at the work of others and can identify	• You have produced a range of imaginative ideas. • Your ideas are annotated to cover function, aesthetics. • You have developed some of your	• You have made a prototype of basic quality that may have potential to be commercially viable and partially meets the needs of the client/user. • Your prototype shows a basic level of	• I have added my own points to an existing specification. • I can refer back to the design brief when identifying what is good or bad about my design or

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Investigating	Designing	Making	Analysis and Evaluation
	positives and negatives • I can describe my target markets likes and dislikes	ideas based on feedback or research. • You have experimented with some of your ideas and communicated them using a range of drawing, modelling and CAD techniques. • You have modelled your ideas and developed it further • You have justified your choice of materials and components.	making/finishing skills. • Basic quality control is evident through measurement only. • Tools and equipment (including CAD) have been consistently used or operated safely with a basic level of skill.	prototype • I have completed a evaluation of what I have done when the project is finished. •
Progress Step 2	• I have understood the design brief and can identify key areas of focus • I have looked at the work of others and can identify what aspects I can use to influence my thinking • I can discuss the wants and needs of my target market	• You have produced a range of imaginative ideas that are feasible in most areas • Your ideas are annotated to cover function, aesthetics. Your thinking is clearly justified • You have developed your ideas based on feedback or research. • You have experimented with your ideas and communicated them using more than one method • You have modelled your ideas and developed it further, you can justify your developments. • You have justified your choice of materials and components in detail	• You have made a prototype of sufficient quality that that may have potential to be commercially viable and partially meets the needs of the client/user. • Your prototype shows an adequate level of making/finishing skills. • Some quality control is evident to ensure the prototype is mostly accurate. • The correct tools and equipment (including CAD) have been consistently used or operated safely with an adequate level of skill.	• I have used a template to write a **design** specification • I can explain what a manufacturing specification is • I can refer back to the design brief when identifying what is good or bad about my design or prototype • I have completed an evaluation of what I have done when the project is finished.
Progress Step 3	• I have read the design context and have identified one or more design possibilities which I can demonstrate meet the key requirements of the brief • I have looked at the work of others and to inspire my design ideas • I can discuss basic social,	• You have produced a range of accurate, feasible and creative ideas. • Your ideas are annotated in detail communicating your design decisions about aesthetics and function. • Ideas are developed by reflecting on ongoing research and target market feedback. • You have experimented with your ideas and communicated them using	• You have made a good quality prototype that may have potential to be commercially viable which mostly meets the needs of the client/user. • Your prototype shows a good level of making/finishing skills. • Detailed quality control is evident to ensure the prototype is mostly accurate. • The correct tools and equipment	• I have written a **design** specification • I can explain what a manufacturing specification is and have used a template to write my own • I can refer back to the design brief when evaluating the success of my design • I have collected feedback from

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Investigating	Designing	Making	Analysis and Evaluation
	moral and environmental ideas such as what can be recycled and have made some links to my own work	a range of drawing, modelling and CAD techniques. • You have modelled your idea and produced a prototype that communicates your idea and meets most design criteria. • You have selected appropriate materials and components and can justify your choice	(including CAD) have been consistently used or operated safely with and good level of skill.	the target market • I have completed a detailed evaluation of what I have done when the project is finished. • I have identified clear steps to take to improve my product
Progress Step 4	• I have read the design context and have identified a range of design possibilities which I can demonstrate meet the key requirements of the brief • I have looked at the work of others and to inspire my design ideas and can make links between the work of others and current design trends • I can discuss social, moral and environmental ideas such as what can be recycled and have made links to my own work	• I have read the design context and have identified a range of design possibilities which I can demonstrate meet the key requirements of the brief • I have looked at the work of others and to inspire my design ideas and can make links between the work of others and current design trends • I can discuss social, moral and environmental ideas such as what can be recycled and have made links to my own work	• You have made a high-quality prototype that has the potential to be commercially viable and meets the needs of the client/user. • Your prototype shows a high level of making/finishing skills. • High quality control is evident to ensure the prototype is accurate. • The correct tools and equipment (including CAD) have been consistently used or operated safely with and high level of skill.	• I have identified my own design brief and design opportunities • I have written a manufacturing specification • I have evaluated my product against my design brief and manufacturing specification • I have collected feedback from the target market and reflected on how this can be used to develop my product further • I have completed a detailed and reflective evaluation how successful my product is at the end of my design process • I have identified clear steps to take to improve my product and these are fully explained.
Progress Step 5 +	• I have understood the design context and have mind mapped a range of possible design possibilities • I have investigated the user/client and can write confidently about their likes, dislikes and needs	• You have produced a range of accurate, feasible and creative ideas. Your ideas show a high level of accuracy and consistency. • Your ideas are annotated in detail communicating your design decisions about aesthetics and function. • Ideas are developed by reflecting on	• You have made an exceptionally high-quality prototype that has the potential to be commercially Viable and meets the needs of the client/user. • Your prototype shows an exceptionally high level of making/finishing skills. • High quality control is evident to ensure the prototype is accurate.	• All aspects of the prototype(s) have been tested against the design brief and specification (including third party testing) with clear reference to any modifications undertaken or proposed throughout my project. • I have shown excellent,

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Investigating	Designing	Making	Analysis and Evaluation
	• I have looked at the work of others and can identify what aspects will influence my own work • I can discuss social, moral and environmental ideas and have demonstrated a good understanding of the opportunities and constraints this puts on my designs • I have thought about or discussed the social and financial effects of my own work	ongoing research and target market feedback, research is focused and relevant. • Extensive experimentation and development of your ideas your experiments are communicated using a wide range of drawing, modelling and CAD techniques. • You have modelled your idea and produced a prototype that clearly communicates your idea and fully meets its purpose. • You have selected appropriate materials and components and can justify your choice by referring to research and their characteristics and properties. • You have discussed the availability of materials and components.	• The correct tools and equipment (including CAD) have been consistently used or operated safely with and exceptionally high level of skill.	continuous analysis and evaluation throughout my work with excellent justification and understanding.

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Hygiene and Safety	Making	Evaluating	Knowledge
Progress Step T5	• I can record safety rules in my book with support from my teacher	• I can cut ingredients with supervision from my teacher	• I can use a range of emoticons to identify positives or negatives • I can name a range of foods and classify them	• I can recognise the Eatwell Guide. • I recognise that food and water are essential for life. • I know that it is important to drink regularly throughout the day to stay hydrated. • I recognise that all food comes from plants or animals. • I know that food gives my body energy. • I can name some ingredients used in recipes, with support from my teacher. • I record key terms with support from my teacher.
Progress Step T6	• I can record safety rules in my book • I can discuss the rules • I can talk about the term 'personal hygiene' with my teacher	• I can cut ingredients with supervision from my teacher	• I can write one thing that I did well and one area to improve • I can list the foods I have used	• I can name the 5 food groups in the Eatwell Guide, with support from my teacher. • I can list foods in 'food groups' and 'nutrients' with support from my teacher. • I can name foods that give my body energy, with support from my teacher. • I can list ingredients used in recipes and identify some of their functions. • I can record brief definitions for key terms, with support from my teacher.
Progress Step 1	• I can categorise the safety rules • I demonstrate safe behaviour and food safety with support from my teacher	• I can cut with some accuracy and safely • I can turn on my cooker/hob/grill • I can combine ingredients with support from my teacher • I can weigh ingredients with some accuracy	• I can write down what I did well and what I need to improve. • I can use sensory adjectives to describe my work • I can put foods I use into the correct food groups	• I can name the 5 nutrients. • I can name the 5 sections and the percentages of each on the Eatwell Guide. • I can name some foods that are sources of the 5 nutrients. • I can explain the difference • between food groups and nutrients. • I can explain the importance of energy from food, with support from my teacher. • I can list ingredients used in • recipes and identify functions for all. • I record key terms and

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Hygiene and Safety	Making	Evaluating	Knowledge
				record brief definitions with support from my teacher.
Progress Step 1+	• I can categorise the safety rules • I can explain the term cross contamination • I demonstrate safe behaviour and food safety	• I can cut with accuracy and safety • I can turn on the cooker/hob/grill and select the correct temperature • I can combine ingredients as instructed in a recipe • I can weigh/measure ingredients with accuracy	• I can write down what I did well and what I need to improve. • I can use sensory adjectives to describe my work. • I can rate my work using the sensor attributes: appearance, aroma, texture and taste • I can identify how well what I have made meets the eat well plate guidelines	• I can list the 5 sections and the percentages of each on the Eatwell Guide and explain its use when making healthy food choices. • I can identify the difference between macronutrients and micronutrients. • I can explain the function of some nutrients and their sources with help from my teacher. • I know that people require different amounts of nutrients during their lives, e.g., pregnancy, teenagers, adults. • I can explain the importance of energy balance and the causes of too much or too little energy. • I can identify the ingredients and their function in a range of recipes. • I can define key scientific • terms and match them to recipes studied.
Progress Step 2	• I can identify hazards independently • I can refer to the 'danger zone' when discussing food safety • I can describe high risk foods • I demonstrate safe behaviour and food safety	• I can select the correct equipment to use and justify my choice • I can combine ingredients as instructed in a recipe and can make a judgement about if I have achieved the correct consistency/outcome • I can make a judgement about if my product is cooked/ready	• I can evaluate the results of my sensory analysis using full sentences. • I can identify clear steps to improve my work • I can identify a food traffic light label	• I know which nutrients are macronutrients and which are micronutrients. • I can explain the function of macronutrients and can explain why people require different amounts when following the Eatwell Guide during different life stages. • I can name foods that could be changed to increase and lower energy levels. • I can identify and explain the function of ingredients used in a range of recipes. • I can define key scientific • terms and match them to technical processes used in recipes studied.
Progress Step 3	• I can identify hazards independently and suggest	• I can make judgements about if my product is cooked/ready	• I can carry out sensory analysis and explain why this is a useful	• I understand the function of all macronutrients and some micronutrients and can

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Hygiene and Safety	Making	Evaluating	Knowledge
	appropriate steps to reduce risk • I apply good knowledge of the 'danger zone' when preparing, cooking and storing food • I always demonstrate safe behaviour and food safety	• I work independently to make a successful outcome • I use equipment with skill and independence	evaluation tool • I can write a detailed evaluation of what I have made • I can suggest how to adapt what I have made to change the traffic light label	explain why people require different amounts when following the Eatwell Guide with different life stages and some specific dietary needs. • I can explain simple ingredients changes to increase and decrease the main nutrients e.g., fat, carbohydrate to balance energy levels when making food choices. • I can identify and explain the function of ingredients in recipes studied and identify successful alternatives. • I can use key scientific terms to describe technical • processes in recipes studied.
Progress Step 4	• I can explain the conditions needed for microorganisms to thrive • I can identify clear steps to limit the growth of microorganisms and explain my thinking • I always demonstrate safe behaviour and food safety	• I can cook/prepare food with an excellent level of accuracy • I can use a range of equipment with skill and accuracy and justify my choices • I can produce a written plan outlining the key timings of my cooking/lesson	• I can identify the skills I have used and make a judgment about how challenging they were • I can calculate the cost of what I have made per portion and as a whole • I can interpret nutritional data and make links to diets	• I have good knowledge and understanding of the function of all macronutrients and most key micronutrients and can explain why people require different amounts when following the Eatwell Guide for healthy eating during different life stages and some dietary needs. • I can nutritionally analyse recipes to identify the impact of recipe changes made to meet the nutritional requirements during different life stages and by a range of special diets. • I have a good awareness of the importance of nutritional balance and the causes and implications of excess or deficiency in some key nutrients. • I can identify and explain, in detail, the function of ingredients in recipes studied, identify and reason successful alternatives. • I can use key scientific • Terms, including the function of nutrients during cooking to explain, the technical processes, results and identify some faults in recipes studied.

The Grange School KS3 Progress Step Descriptors - DT

Design and Technology	Hygiene and Safety	Making	Evaluating	Knowledge
Progress Step 5 +	• I have a detailed knowledge of the conditions needed for different microorganisms to thrive • I can write a risk assessment for practical activities • I can explain, in detail, why food safety steps are taken • I always demonstrate excellent safe behaviour and food safety	• I can cook/prepare complex food with an excellent level of accuracy • I present my dishes with creativity and skill • I can use garnishes and finishing techniques to present my dishes with skill and creativity • I can produce a written plan that covers timing, health and safety and quality control watch points when cooking	• I evaluate the skills used and suggest ways to increase the complexity of what I make • I can evaluate the cost of what I have made and make links to seasonality or specific ingredients • I can interpret nutritional data and make links to diets and life stages	• I have a detailed knowledge and understanding of macronutrients and micronutrients, their sources and function. I can explain, in detail, why people require different amounts when following the Eatwell Guide for healthy eating during different life stages and a wide range of dietary needs. • I can nutritionally analyse recipes to inform ingredient changes and apply the data to explain and meet the nutritional requirements of different life stages and special diets. • I can explain, in detail, the importance of both nutritional and energy balance linked to the causes and implications of excess or deficiency of all macronutrients and some key micronutrients. • I can apply detailed knowledge of the ingredients and their function when analysing, adapting and evaluating recipes. • I can use key scientific • terms, including the function of nutrients during cooking to explain how ingredients are working, the technical processes, results. • I can apply my knowledge of ingredients to anticipate the impact of recipe adaptations.