

Technology: KS3 Progress Grid

Progress	Assessment Strands			
	Food Technology I can...	Engineering I can...	Graphics I can...	Textiles I can...
7 - 9	<ul style="list-style-type: none"> Explain what cross contamination is, how this can be controlled through personal hygiene and hygienic working practises Describe 10 diet related illnesses with examples of dishes that would be possible to eat Describe the symptoms of food allergies, stating the difference between visible and non-visible symptoms Describe what moral food-based decisions are Explain how cooking impacts the nutritional content of foods Name a quality control point for each stage of your time plan. Explain why the quality control point is important for making sure that food is fit for human consumption. I will include realistic timings, health and safety and contingencies for all stages Explain what transfer of bacteria is, giving examples of how bacteria can be transferred from one product to another. With examples of how to control the transfer of bacteria. Describe how you control the spread of pathogenic bacteria, Consider how I would plate and portion the dish. Explain why are the quality of ingredients is important and explain the difference between the use by date and the best before date Explain why, when preparing ingredients, the consistency of shape and size important for cooking Give a detailed explanation of the factors that affect food choice, suggesting alternative products 	<ul style="list-style-type: none"> Record multiple workshop processes in detail Detail health and safety requirements for multiple workshop processes Identify a range of different tools and explain their uses Identify machine parts and label them accurately Articulate knowledge of a range of different materials and their properties Research independently in a variety of different ways and record my findings Evaluate in a variety of different ways identifying strengths, improvements and potential developments of future products 	<ul style="list-style-type: none"> Produce well-drawn, neat and accurate designs that include appropriate use of text, images and colour. Strong understanding of colour theory by successfully using colours that create the best contrast. Give detailed justification for what went well and how Improve my design linking to theory principles. 	<ul style="list-style-type: none"> Explain in depth the properties of the fabrics I have chosen Write the stages for how I would construct my product Identify any quality control points—Things that you will check to make sure the product is of a good quality? Why would it be important to check these things? Most textile products have a care label, which explains how to clean and look after the garment. I can include information you would need to include on a care label for my product Talk about the importance of size in regard to my product Discuss the safety aspects of my textile product Explain why the quality of fabrics are important Say what the difference is between the quality of machine stitching and the quality of hand stitching Make a textile product look like it is ready to sell in a shop
5 - 6	<ul style="list-style-type: none"> Name all of the ingredients and equipment for a specific product, with quantities and explained what they are used for with a detailed description for each stage of making with timing and contingency. Write a specific explanation for sugar and starch carbohydrates, with examples of foods Write a specific explanation for saturated and unsaturated fats, with examples of foods Write a specific explanation of HBV and LBV protein, with examples of foods Write a specific explanation for vitamins A, B, C, D, E, K, with examples of foods Write a specific explanation for minerals sodium, iron, iodine, fluoride, phosphorous, calcium, with examples of foods Explain who the EHO is and why they are needed. Identify a traditional British dish and explain the ingredients used and include the function of the ingredients Name a chemical, physical and biological contaminant and say why it might be dangerous. I can suggest a QC check to prevent it from happening Present my dishes as a good quality, following all food hygiene rules without being reminded, keeping a hygienic and well organised work station and working in a methodical manner, rarely needing instructions from my teacher Be confident and creative with my food, often adding in additional ingredients not suggested by the recipe 	<ul style="list-style-type: none"> Draw accurately, rendering in colour and adding dimensions Identify a variety of different materials Justify why my design is suitable for a target market Work out surface areas and volumes of materials using mathematical techniques and explain my work Draw in Isometric or Orthographic form Create a design criteria meeting a brief Evaluate my work against a set criteria 	<ul style="list-style-type: none"> Give justification for what went well and how I could improve my design. Recreate my hand drawn version accurately on Photoshop, using a selection of advanced tools. Analyse my Photoshop designs by explaining why it is successful and how I could improve my final Photoshop version. Produce an accurate enlarged hand drawn design, making sure the proportions are the same. 	<ul style="list-style-type: none"> Draw 3 different designs, saying what they are and the stitches I would use on them Name the fabrics I will use, give a reason why I will use them and have included property words Be specific about the types of hand embroidery stitches that I will use, giving measurements Produce 3 interesting designs that are coloured and identify whether the cushion is novelty, practical or ornamental and use of a colour pathway. Check the quality of fabric during my practical Work in a methodical manner, rarely needing instructions from my teacher Confident using a variety of equipment Creative with my textiles products, often going for a design different to others
4	<ul style="list-style-type: none"> Name all of the ingredients for a specific product, with quantities and name all of the equipment for each stage of making, add timings to my plan. Give a detailed explanation of the 6 identified special dietary groups with examples of dishes they can eat Give a basic explanation of factors that affect food choice Give a definition of carbohydrates, fats, protein, vitamins, minerals with some examples. Identify the correct method for how to deal with a burn, recognising the difference between first, second and third degree Name a chemical, physical and biological contaminant Be mostly well organised and have thought about the presentation of my dishes and the quality of my commodities 	<ul style="list-style-type: none"> Complete neat initial design work and render in colour Investigate different cultures independently Analyse different products and share my opinion on them Investigate different smart materials and explain how they work Structure my work into a planned order 	<ul style="list-style-type: none"> Produce neat and accurate initial designs that include text, images and colour. Give justification for what went well and how I could improve my design. 	<ul style="list-style-type: none"> Draw 3 different motif ideas, saying what they are Produce a neat and accurate design for my product with colour added Name the fabrics I will use and have given a reason why I have chosen them Give justification for why my product is suitable for my chosen target market Identify if and where I will hand embroider Occasionally remember to check the quality of my fabric during my practical Follow rules about how to use the sewing machine Keep up with the instructions that are being given to me

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2 - 3	<ul style="list-style-type: none"> • Draw a basic picture, name all of the ingredients and equipment to make a specific product. • Include each stage of making for a specific product • Give a basic definition for 3 identified special dietary groups • Give 2-3 examples of foods in each section of the Eatwell Guide and name the hydration section. • Identify a traditional British dish • Identify when not to use an ingredient if it looks inedible • Produce a dish that looks edible • With reminding work hygienically and tidy my workstation. • Keep up with the instructions I am being given with some help 	<ul style="list-style-type: none"> • Design using a computer aided design package • Sculpt a material using my hands • Work towards meeting a set criteria • Complete a basic evaluation of my work suggesting improvements • Suggest ways I could incorporate different materials into my existing design 	<ul style="list-style-type: none"> • Give a basic justification for what went well within my designs. • Good understanding of how to use typography within my designs • Create an accurate Photoshop version of my hand drawn design, using a selection of basic tools 	<ul style="list-style-type: none"> • Draw 3 ideas, with some similar features • Produce a basic design for my product, which is simple in shape • Identify my target market
1	<ul style="list-style-type: none"> • Produce a food hygiene poster about the importance of washing hands and relate this to how bacteria spreads • Identify a method for how to deal with a burn • With help, check the quality of ingredients and decide if they can be used • With help, organise and tidy my workstation at the beginning of the lesson, but I will maintain this • Name 5 examples of sweet and savoury sauces with a definition of the function words 	<ul style="list-style-type: none"> • Produce a basic sketch and add colour or shading • Explain why I like a design • Identify things I could improve in my work • Assemble images into a theme • Use drawing aides to help improve my accuracy 	<ul style="list-style-type: none"> • Produce basic designs that include text, images and colour • Explain with a basic understanding how to use complementary colours with in my designs. • Explain a basic understanding of typography • Create a Photoshop version that is similar to my hand drawn design 	<ul style="list-style-type: none"> • Name 3 pieces of equipment used in the Textiles room • Name 3 health and safety rules to follow in the Textiles room • Draw 3 ideas using a similar style • I can name the fabrics I will use and describe the colours I have chosen • I will not use fabric if it looks scruffy • I need reminders about how to use the sewing machine each time I use it • Name some health and safety rules to follow in the Textiles room • Produce a basic final design for my product • I will choose my fabric and select suitable colours. • My teacher will neaten my fabric for me and help me initially use the sewing machine. • Keep up with the instructions I am being given • Use different pieces of equipment
Working Towards 1	<ul style="list-style-type: none"> • When given a picture, name the item of PPE and say what it is used for • When given a picture, name all of the ingredients for a specific product and say what some of the ingredients do • Name some of the sections of the Eatwell Guide • Organise the sentences given into a step by step plan for a product, in the correct order and draw a picture to go with them 	<ul style="list-style-type: none"> • Identify the culture we are investigating • Understand subject based vocabulary • Name more than one type of material • Identify at least one CAD machine • Identify several stages of the design process 	<ul style="list-style-type: none"> • Identify primary and secondary colours from the colour wheel. • Understand key words within the project: Colour, Design, Brand, Audience and Composition. 	<ul style="list-style-type: none"> • Produce a basic design for my product
Foundations	<ul style="list-style-type: none"> • When given a picture, name the piece of equipment and say what it is used for • Organise the sentences given into a step by step plan for a product in the correct order • When given a picture, name all of the ingredients for a specific product • Name a sweet and savoury sauce • Name a food high in carbohydrate, fat and protein. • Produce a food hygiene poster about the importance of washing hands • Have my ingredients checked by my teacher • With help organise and tidy my workstation • Complete part of a practical with help. 	<ul style="list-style-type: none"> • With support I can complete a design • With support I can construct sentences • Analyse different products with help from staff • Evaluate my work with help from my teacher 		<ul style="list-style-type: none"> • Name a piece of equipment used in the Textiles room • Name a health and safety rule to follow in the Textiles room • Select suitable colours for my product • With hep I can choose my fabric, cut my fabric and sew on the sewing machine. • Keep up with the instructions I am being given with help