

DESIGN & TECHNOLOGY

Learning Ladder

Key

Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



Design & Technology: Year 7

Research & Analysis	Brief & Specification	Can work to a given task Can work to a given a specification	Can adapt a given task Can add points to a given specification	Can write a brief based on a problem. Can write their own specification and use it to inform their designs	Can write a brief which identifies a particular target market client and/or gap in the market. Can write and justify their own specifications to inform and evaluate their designs	Can Identify a design need or problem. Can identify a client and target market. Can write a clear and concise design brief. Can write a specification that covers all significant criteria for their designs. Can use this to test their designs	Can shows evidence of communicating with a client/user to identify their exact needs before writing a brief. Can analyse all research and producing a detailed and justified design specification. Will inform all decisions relating to their design
	Research & Analysis Client/ User, Inspiring & existing products	Can design for themselves. Can collect some images on which they can base their design.	Can design for someone they know and ask them for information. Can collect a range of images including similar products and can label them.	Can select a suitable client within a target market and collects information that will inform their specification(not necessarily someone that they know well). Can collect a wide range images including similar products and material samples, and explain their key features.	Can demonstrate a clear understanding of target market and the requirements that will inform their designs. Can collect relevant images and evaluate their choices, explaining how these could influence their designs	Can demonstrate that they are able to thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work. Can select a range of products, evaluate and compare them Identify styles and trends and apply them to their own designs Identifying strengths /weaknesses.	Can thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work linking into all relevant research.
Design Communication	Generate & model ideas	Can use a given brief to create an idea	Can create several ideas, mainly generic, can alter size or shape to fit a criteria.	Can link generic designs to create something new. Can develop parts / designs to create an improved design.	Can use concepts to create original ideas which develop into possible final designs with a mainly successful outcome.	Can take risks to create a series of original designs that demonstrate creativity and imagination with a successful outcome.	
	Communication		Can draw a design with annotation. Add colour appropriately and can draw a simple shape using CAD. Can model and describe a simple design	Can draw parts of a design with some justified explanations. Can add shading with some success and can create a 3D model, that shows aspects of the design.	Can draw shapes in 3D and present in a clear and concise manner. Can create models that show the whole design. Annotation will explain and evaluate. Will use CAD to design and present ideas.	Can draw and model more complicated shapes in 3D using a variety of techniques including CAD. Annotation will explain detailed development and justified choices.	Can illustrate a thorough understanding of the iterative design process and will clearly explain the development of the design.
Making	Planning	Can follow a short sequence with reminders	Can plan the next step with guidance stating the tool and material needed	Can plan independently for the next stage, with some success, will be able to refer to processes	Can plan a series of stages within a time scale that will include tools materials and manufacturing processes	Can plan a series of stages including appropriate time limits for overal and individual stages and identify production methods, eg batch ,one off,	
	Quality of outcome	Can make a product but with limited evidence of quality outcome	Can complete a product to a reasonable standard and it will function partly as intended	Can complete a product to a good quality and it will mainly function as intended	Can complete a product to a high quality. It will fulfil its intended function	Can complete a product to an exceptional quality. It will fulfil its intended function extremely well	
	Skills used	I can, with prompting, make using a limited range of skills	I can, with limited prompting, make using an appropriate range of skills	I can, with some independence use a range of skills	I can independently use a range of skills	I can independently use a range of appropriate skills	I can use a wide range of skills independently, selecting what is most appropriate
	Work accurately & safely	I can measure. I have watched demonstrations on how to work safely in the D&T rooms	I can measure and mark out with some accuracy. I know what I have to do to work safely in D&T.	I can measure and mark out accurately. I can use some tools safely with a limited precision.	I can measure and mark out accurately. I can use some tools/machinery/ equipment safely and with precision.	I can measure and mark out accurately. I can use appropriate tools/machinery/ equipment safely and with precision.	
Practical	Practical making skills	Can use a given range of tools, machines and materials to make a predetermined outcome inc CAD CAM with limited success. Has an awareness of health and safety	Can use a given range of tools, machines and materials to make a completed outcome inc CAD CAM. Follows H&S when under-taking directed processes	Can use skills from previous lessons/ projects, Can select tools from a range with some success. Will be able to explain why materials are chosen. Applies H&S with little prompting.	Can choose and use tools processes and materials with some independence to produce a reasonable quality outcome. Will modify the product as the need arises. Operates tools and equipment applying recognised safe practice.	Can choose and use independently, a range of tools processes and materials with a good understanding of their use and properties to produce a high quality outcome. Will predict problems and adjust the product accordingly. Understands and applies the health and safety requirements of the processes independently	Can independently make a complex product with a high quality accurate outcome,

Design & Technology: Year 7 continued

Evaluate	Evaluating past, present & future design	Can Identify good/poor design against a given criteria for existing products. Can identify some designers relevant to their work		Can identify their own criteria for judging existing products and technologies. Can identify design styles	Can identify their own criteria for judging existing products and can draw conclusions from them. Can link designers to their own work	Can also analyse and suggest future improvements for existing products, Can independently research and identify new designs / technologies	Can use their understanding of past/present/design to inform their design thinking
	Testing	Can visually inspect and identify some good and poor points from their design models		Can identify issues using a given criteria to evaluate the function and performance of their models	Can suggest and make some improvements to refine their designs, can explain these clearly from their users/clients point of view.	can test products and systems using a variety of criteria (access FM etc) and can use this information to improve their designs	Can test their products physically and explain the pros and cons in detail and use the information to improve their designs.
	Design in society	Given a set of products can order them in age		Order them on the impact they have on environmental and social	Be able to explain and discuss the issues of design on a social, moral and environmental basis	Can use this information to inform their own designs. Can explain how the sustainability of products affects the material choice of their designs	Will know and understand the responsibilities of designers and their impact on society e.g. circular economy and cradle to grave
Technical Knowledge	Materials & their properties	Can identify generic materials	Can Identify some functions and characteristics of materials and how they are used	Can classify materials by properties functions and characteristics and some of the related manufacturing processes. Understands about some smart materials.	Can select materials for a given situation based on some of their characteristics, properties, functions, and available manufacturing processes. Can use a smart material.	Can successfully select a range of appropriate materials based on their properties, functions, characteristics and manufacturing processes. Can identify and explain smart materials their properties and their uses	Can justify their choices against sustainability, environmental, moral, social, and cost criteria.
	Mechanisms & structures	Can identify the forces on an object, can make a shell structure	Can use cams, levers and gears to make a product with some success Understands mechanical advantage, can strengthen a frame	Can select from a range of mechanical movements to make a working system. Understands the performance of structural elements to achieve a functioning solution	Can apply a range of mechanical systems and structural principles to make a working product.	Can combine mechanical systems to create complex functioning products	
	Computer control	Understand basic concepts of programming using a computer to control a product.	Program a computer to control a product to perform simple tasks	Program a computer to control a product to perform more complex tasks	Build and program a product to react to inputs and output to solve problems or perform tasks	Design, build and program a product to perform a series of tasks	
	Electronics	Can understand the concept of electricity and circuits	Can understand simple components and make a circuit	Can build a circuit that produces a required output	Can design and build my own circuit using appropriate components		
	Constuction methods, tools & equipment	Can identify generic tools. can use some joining materials	Can identify some functions and uses of tools and how they are used. Can select from a given range and can construct with guidance	Will understand the uses of tools and equipment and can explain why they were chosen for the making processes	Can choose an appropriate method of construction and appropriate tools for the material or manufacture.	Can choose independently from a wide range of tools and construction methods. And can explain and justify their use.	

Design & Technology: Year 8

Research & Analysis	Brief & Specification	Can work to a given task Can work to a given a specification	Can adapt a given task Can add points to a given specification	Can write a brief based on a problem. Can write their own specification and use it to inform their designs	Can write a brief which identifies a particular target market client and/or gap in the market. Can write and justify their own specifications to inform and evaluate their designs	Can Identify a design need or problem. Can identify a client and target market. Can write a clear and concise design brief. Can write a specification that covers all significant criteria for their designs. Can use this to test their designs	Can shows evidence of communicating with a client/user to identify their exact needs before writing a brief. Can analyse all research and producing a detailed and justified design specification. Will inform all decisions relating to their design
	Research & Analysis Client/ User, Inspiring & existing products	Can design for themselves. Can collect some images on which they can base their design.	Can design for someone they know and ask them for information. Can collect a range of images including similar products and can label them.	Can select a suitable client within a target market and collects information that will inform their specification(not necessarily someone that they know well). Can collect a wide range images including similar products and material samples, and explain their key features.	Can demonstrate a clear understanding of target market and the requirements that will inform their designs. Can collect relevant images and evaluate their choices, explaining how these could influence their designs	Can demonstrate that they are able to thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work. Can select a range of products, evaluate and compare them Identify styles and trends and apply them to their own designs Identifying strengths /weaknesses.	Can thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work linking into all relevant research.
Design Communication	Generate & model ideas	Can use a given brief to create an idea	Can create several ideas, mainly generic, can alter size or shape to fit a criteria.	Can link generic designs to create something new. Can develop parts / designs to create an improved design.	Can use concepts to create original ideas which develop into possible final designs with a mainly successful outcome.	Can take risks to create a series of original designs that demonstrate creativity and imagination with a successful outcome.	
	Communication		Can draw a design with annotation. Add colour appropriately and can draw a simple shape using CAD. Can model and describe a simple design	Can draw parts of a design with some justified explanations. Can add shading with some success and can create a 3D model, that shows aspects of the design.	Can draw shapes in 3D and present in a clear and concise manner. Can create models that show the whole design. Annotation will explain and evaluate. Will use CAD to design and present ideas.	Can draw and model more complicated shapes in 3D using a variety of techniques including CAD. Annotation will explain detailed development and justified choices.	Can illustrate a thorough understanding of the iterative design process and will clearly explain the development of the design.
Making	Planning	Can follow a short sequence with reminders	Can plan the next step with guidance stating the tool and material needed	Can plan independently for the next stage, with some success, will be able to refer to processes	Can plan a series of stages within a time scale that will include tools materials and manufacturing processes	Can plan a series of stages including appropriate time limits for overal and individual stages and identify production methods, eg batch ,one off,	
	Quality of outcome	Can make a product but with limited evidence of quality outcome	Can complete a product to a reasonable standard and it will function partly as intended	Can complete a product to a good quality and it will mainly function as intended	Can complete a product to a high quality. It will fulfil its intended function	Can complete a product to an exceptional quality. It will fulfil its intended function extremely well	
	Skills used	I can, with prompting, make using a limited range of skills	I can, with limited prompting, make using an appropriate range of skills	I can, with some independence use a range of skills	I can independently use a range of skills	I can independently use a range of appropriate skills	I can use a wide range of skills independently, selecting what is most appropriate
	Work accurately & safely	I can measure. I have watched demonstrations on how to work safely in the D&T rooms	I can measure and mark out with some accuracy. I know what I have to do to work safely in D&T.	I can measure and mark out accurately. I can use some tools safely with a limited precision.	I can measure and mark out accurately. I can use some tools/machinery/ equipment safely and with precision.	I can measure and mark out accurately. I can use appropriate tools/machinery/ equipment safely and with precision.	
Practical	Practical making skills	Can use a given range of tools, machines and materials to make a predetermined outcome inc CAD CAM with limited success. Has an awareness of health and safety	Can use a given range of tools, machines and materials to make a completed outcome inc CAD CAM. Follows H&S when under-taking directed processes	Can use skills from previous lessons/ projects, Can select tools from a range with some success. Will be able to explain why materials are chosen. Applies H&S with little prompting.	Can choose and use tools processes and materials with some independence to produce a reasonable quality outcome. Will modify the product as the need arises. Operates tools and equipment applying recognised safe practice.	Can choose and use independently, a range of tools processes and materials with a good understanding of their use and properties to produce a high quality outcome. Will predict problems and adjust the product accordingly. Understands and applies the health and safety requirements of the processes independently	Can independently make a complex product with a high quality accurate outcome,

Design & Technology: Year 8 continued

Evaluate	Evaluating past, present & future design	Can Identify good/poor design against a given criteria for existing products. Can identify some designers relevant to their work		Can identify their own criteria for judging existing products and technologies. Can identify design styles	Can identify their own criteria for judging existing products and can draw conclusions from them. Can link designers to their own work	Can also analyse and suggest future improvements for existing products, Can independently research and identify new designs / technologies	Can use their understanding of past/present/design to inform their design thinking
	Testing	Can visually inspect and identify some good and poor points from their design models		Can identify issues using a given criteria to evaluate the function and performance of their models	Can suggest and make some improvements to refine their designs, can explain these clearly from their users/clients point of view.	can test products and systems using a variety of criteria (access FM etc) and can use this information to improve their designs	Can test their products physically and explain the pros and cons in detail and use the information to improve their designs.
	Design in society	Given a set of products can order them in age		Order them on the impact they have on environmental and social	Be able to explain and discuss the issues of design on a social, moral and environmental basis	Can use this information to inform their own designs. Can explain how the sustainability of products affects the material choice of their designs	Will know and understand the responsibilities of designers and their impact on society e.g. circular economy and cradle to grave
Technical Knowledge	Materials & their properties	Can identify generic materials	Can Identify some functions and characteristics of materials and how they are used	Can classify materials by properties functions and characteristics and some of the related manufacturing processes. Understands about some smart materials.	Can select materials for a given situation based on some of their characteristics, properties, functions, and available manufacturing processes. Can use a smart material.	Can successfully select a range of appropriate materials based on their properties, functions, characteristics and manufacturing processes. Can identify and explain smart materials their properties and their uses	Can justify their choices against sustainability, environmental, moral, social, and cost criteria.
	Mechanisms & structures	Can identify the forces on an object, can make a shell structure	Can use cams, levers and gears to make a product with some success Understands mechanical advantage, can strengthen a frame	Can select from a range of mechanical movements to make a working system. Understands the performance of structural elements to achieve a functioning solution	Can apply a range of mechanical systems and structural principles to make a working product.	Can combine mechanical systems to create complex functioning products	
	Computer control	Understand basic concepts of programming using a computer to control a product.	Program a computer to control a product to perform simple tasks	Program a computer to control a product to perform more complex tasks	Build and program a product to react to inputs and output to solve problems or perform tasks	Design, build and program a product to perform a series of tasks	
	Electronics	Can understand the concept of electricity and circuits	Can understand simple components and make a circuit	Can build a circuit that produces a required output	Can design and build my own circuit using appropriate components		
	Constuction methods, tools & equipment	Can identify generic tools. can use some joining materials	Can identify some functions and uses of tools and how they are used. Can select from a given range and can construct with guidance	Will understand the uses of tools and equipment and can explain why they were chosen for the making processes	Can choose an appropriate method of construction and appropriate tools for the material or manufacture.	Can choose independently from a wide range of tools and construction methods. And can explain and justify their use.	

Design & Technology: Year 9

Research & Analysis	Brief & Specification	Can work to a given task Can work to a given a specification	Can adapt a given task Can add points to a given specification	Can write a brief based on a problem. Can write their own specification and use it to inform their designs	Can write a brief which identifies a particular target market client and/or gap in the market. Can write and justify their own specifications to inform and evaluate their designs	Can Identify a design need or problem. Can identify a client and target market. Can write a clear and concise design brief. Can write a specification that covers all significant criteria for their designs. Can use this to test their designs	Can shows evidence of communicating with a client/user to identify their exact needs before writing a brief. Can analyse all research and producing a detailed and justified design specification. Will inform all decisions relating to their design
	Research & Analysis Client/ User, Inspiring & existing products	Can design for themselves. Can collect some images on which they can base their design.	Can design for someone they know and ask them for information. Can collect a range of images including similar products and can label them.	Can select a suitable client within a target market and collects information that will inform their specification(not necessarily someone that they know well). Can collect a wide range images including similar products and material samples, and explain their key features.	Can demonstrate a clear understanding of target market and the requirements that will inform their designs. Can collect relevant images and evaluate their choices, explaining how these could influence their designs	Can demonstrate that they are able to thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work. Can select a range of products, evaluate and compare them Identify styles and trends and apply them to their own designs Identifying strengths /weaknesses.	Can thoroughly evaluate a client's needs to create a detailed specification which will inspire/guide their own work linking into all relevant research.
Design Communication	Generate & model ideas	Can use a given brief to create an idea	Can create several ideas, mainly generic, can alter size or shape to fit a criteria.	Can link generic designs to create something new. Can develop parts / designs to create an improved design.	Can use concepts to create original ideas which develop into possible final designs with a mainly successful outcome.	Can take risks to create a series of original designs that demonstrate creativity and imagination with a successful outcome.	
	Communication		Can draw a design with annotation. Add colour appropriately and can draw a simple shape using CAD. Can model and describe a simple design	Can draw parts of a design with some justified explanations. Can add shading with some success and can create a 3D model, that shows aspects of the design.	Can draw shapes in 3D and present in a clear and concise manner. Can create models that show the whole design. Annotation will explain and evaluate. Will use CAD to design and present ideas.	Can draw and model more complicated shapes in 3D using a variety of techniques including CAD. Annotation will explain detailed development and justified choices.	Can illustrate a thorough understanding of the iterative design process and will clearly explain the development of the design.
Making	Planning	Can follow a short sequence with reminders	Can plan the next step with guidance stating the tool and material needed	Can plan independently for the next stage, with some success, will be able to refer to processes	Can plan a series of stages within a time scale that will include tools materials and manufacturing processes	Can plan a series of stages including appropriate time limits for overal and individual stages and identify production methods, eg batch ,one off,	
	Quality of outcome	Can make a product but with limited evidence of quality outcome	Can complete a product to a reasonable standard and it will function partly as intended	Can complete a product to a good quality and it will mainly function as intended	Can complete a product to a high quality. It will fulfil its intended function	Can complete a product to an exceptional quality. It will fulfil its intended function extremely well	
	Skills used	I can, with prompting, make using a limited range of skills	I can, with limited prompting, make using an appropriate range of skills	I can, with some independence use a range of skills	I can independently use a range of skills	I can independently use a range of appropriate skills	I can use a wide range of skills independently, selecting what is most appropriate
	Work accurately & safely	I can measure. I have watched demonstrations on how to work safely in the D&T rooms	I can measure and mark out with some accuracy. I know what I have to do to work safely in D&T.	I can measure and mark out accurately. I can use some tools safely with a limited precision.	I can measure and mark out accurately. I can use some tools/machinery/ equipment safely and with precision.	I can measure and mark out accurately. I can use appropriate tools/machinery/ equipment safely and with precision.	
Practical	Practical making skills	Can use a given range of tools, machines and materials to make a predetermined outcome inc CAD CAM with limited success. Has an awareness of health and safety	Can use a given range of tools, machines and materials to make a completed outcome inc CAD CAM. Follows H&S when under-taking directed processes	Can use skills from previous lessons/ projects, Can select tools from a range with some success. Will be able to explain why materials are chosen. Applies H&S with little prompting.	Can choose and use tools processes and materials with some independence to produce a reasonable quality outcome. Will modify the product as the need arises. Operates tools and equipment applying recognised safe practice.	Can choose and use independently, a range of tools processes and materials with a good understanding of their use and properties to produce a high quality outcome. Will predict problems and adjust the product accordingly. Understands and applies the health and safety requirements of the processes independently	Can independently make a complex product with a high quality accurate outcome,

Design & Technology: Year 9 continued

Evaluate	Evaluating past, present & future design	Can Identify good/poor design against a given criteria for existing products. Can identify some designers relevant to their work		Can identify their own criteria for judging existing products and technologies. Can identify design styles	Can identify their own criteria for judging existing products and can draw conclusions from them. Can link designers to their own work	Can also analyse and suggest future improvements for existing products, Can independently research and identify new designs / technologies	Can use their understanding of past/present/design to inform their design thinking
	Testing	Can visually inspect and identify some good and poor points from their design models		Can identify issues using a given criteria to evaluate the function and performance of their models	Can suggest and make some improvements to refine their designs, can explain these clearly from their users/clients point of view.	can test products and systems using a variety of criteria (access FM etc) and can use this information to improve their designs	Can test their products physically and explain the pros and cons in detail and use the information to improve their designs.
	Design in society	Given a set of products can order them in age		Order them on the impact they have on environmental and social	Be able to explain and discuss the issues of design on a social, moral and environmental basis	Can use this information to inform their own designs. Can explain how the sustainability of products affects the material choice of their designs	Will know and understand the responsibilities of designers and their impact on society e.g. circular economy and cradle to grave
Technical Knowledge	Materials & their properties	Can identify generic materials	Can Identify some functions and characteristics of materials and how they are used	Can classify materials by properties functions and characteristics and some of the related manufacturing processes. Understands about some smart materials.	Can select materials for a given situation based on some of their characteristics, properties, functions, and available manufacturing processes. Can use a smart material.	Can successfully select a range of appropriate materials based on their properties, functions, characteristics and manufacturing processes. Can identify and explain smart materials their properties and their uses	Can justify their choices against sustainability, environmental, moral, social, and cost criteria.
	Mechanisms & structures	Can identify the forces on an object, can make a shell structure	Can use cams, levers and gears to make a product with some success Understands mechanical advantage, can strengthen a frame	Can select from a range of mechanical movements to make a working system. Understands the performance of structural elements to achieve a functioning solution	Can apply a range of mechanical systems and structural principles to make a working product.	Can combine mechanical systems to create complex functioning products	
	Computer control	Understand basic concepts of programming using a computer to control a product.	Program a computer to control a product to perform simple tasks	Program a computer to control a product to perform more complex tasks	Build and program a product to react to inputs and output to solve problems or perform tasks	Design, build and program a product to perform a series of tasks	
	Electronics	Can understand the concept of electricity and circuits	Can understand simple components and make a circuit	Can build a circuit that produces a required output	Can design and build my own circuit using appropriate components		
	Constuction methods, tools & equipment	Can identify generic tools. can use some joining materials	Can identify some functions and uses of tools and how they are used. Can select from a given range and can construct with guidance	Will understand the uses of tools and equipment and can explain why they were chosen for the making processes	Can choose an appropriate method of construction and appropriate tools for the material or manufacture.	Can choose independently from a wide range of tools and construction methods. And can explain and justify their use.	

Food and Nutrition: Year 7

Nutrition and Health	Can understand what a balanced diet is in relation to the Eatwell plate	can understand the nutritional benefits of a balanced diet in terms of the proportions of the Eatwell plate	Understand the dietary needs of some people e.g. Vegetarians	Can use nutritional values to inform ingredient choices in own recipes and for a specific dietary need	Can understand the specific functions, main sources and dietary reference values and the consequence of malnutrition of macronutrients and micronutrients	
Cooking and Technical Skills	Can use a given range of equipment, and ingredients to make a predetermined recipe with limited success	Can use a given range of equipment, machines and ingredients to make a predetermined recipe with success	Can use skills from previous lessons. Can select equipment from a range with some success. Can understand the different methods of cooking.	Can select the appropriate cooking methods and equipment to modify and improve the palatability of a recipe, having considered the nutritive value.	Can choose and use independently, a range of equipment processes and ingredients with a good understanding of their use and functions to a high quality outcome, Will predict problems and adjust recipes accordingly before and during the cooking process.	Can choose and use independently, a complex range of equipment processes and ingredients with high quality and precision , having shown a high level of technical skills
Characteristics of Ingredients	Understand where, when and how a broad range of ingredients are grown reared or caught and how they fit the major commodity groups.	To be able to understand why the ingredients are being incorporated into a recipe.	To be able to understand the ingredients so that they can take into consideration all the major commodity groups to incorporate into their recipes.	To be able to experiment with other ingredients from the major commodity groups as well as considering the functional properties of these ingredients.	To have an understanding of the working characteristics including the functional and chemical properties of ingredients to achieve a particular result; and be able to experiment/select unusual ingredients from the major commodity groups with a specific focus in mind.	To understand the development of culinary traditions in British and international cuisine knowing their distinctive features and characteristics. Be able to adapt and modify recipes knowing and implementing cooking methods, presentation and eating patterns

Food and Nutrition: Year 8

Nutrition and Health	Can understand what a balanced diet is in relation to the Eatwell plate	can understand the nutritional benefits of a balanced diet in terms of the proportions of the Eatwell plate	Understand the dietary needs of some people e.g. Vegetarians	Can use nutritional values to inform ingredient choices in own recipes and for a specific dietary need	Can understand the specific functions, main sources and dietary reference values and the consequence of malnutrition of macronutrients and micronutrients	
Cooking and Technical Skills	Can use a given range of equipment, and ingredients to make a predetermined recipe with limited success	Can use a given range of equipment, machines and ingredients to make a predetermined recipe with success	Can use skills from previous lessons. Can select equipment from a range with some success. Can understand the different methods of cooking.	Can select the appropriate cooking methods and equipment to modify and improve the palatability of a recipe, having considered the nutritive value.	Can choose and use independently, a range of equipment processes and ingredients with a good understanding of their use and functions to a high quality outcome, Will predict problems and adjust recipes accordingly before and during the cooking process.	Can choose and use independently, a complex range of equipment processes and ingredients with high quality and precision , having shown a high level of technical skills
Characteristics of Ingredients	Understand where, when and how a broad range of ingredients are grown reared or caught and how they fit the major commodity groups.	To be able to understand why the ingredients are being incorporated into a recipe.	To be able to understand the ingredients so that they can take into consideration all the major commodity groups to incorporate into their recipes.	To be able to experiment with other ingredients from the major commodity groups as well as considering the functional properties of these ingredients.	To have an understanding of the working characteristics including the functional and chemical properties of ingredients to achieve a particular result; and be able to experiment/select unusual ingredients from the major commodity groups with a specific focus in mind.	To understand the development of culinary traditions in British and international cuisine knowing their distinctive features and characteristics. Be able to adapt and modify recipes knowing and implementing cooking methods, presentation and eating patterns

Food and Nutrition: Year 9

Nutrition and Health	Can understand what a balanced diet is in relation to the Eatwell plate	can understand the nutritional benefits of a balanced diet in terms of the proportions of the Eatwell plate	Understand the dietary needs of some people e.g. Vegetarians	Can use nutritional values to inform ingredient choices in own recipes and for a specific dietary need	Can understand the specific functions, main sources and dietary reference values and the consequence of malnutrition of macronutrients and micronutrients	
Cooking and Technical Skills	Can use a given range of equipment, and ingredients to make a predetermined recipe with limited success	Can use a given range of equipment, machines and ingredients to make a predetermined recipe with success	Can use skills from previous lessons. Can select equipment from a range with some success. Can understand the different methods of cooking.	Can select the appropriate cooking methods and equipment to modify and improve the palatability of a recipe, having considered the nutritive value.	Can choose and use independently, a range of equipment processes and ingredients with a good understanding of their use and functions to a high quality outcome, Will predict problems and adjust recipes accordingly before and during the cooking process.	Can choose and use independently, a complex range of equipment processes and ingredients with high quality and precision , having shown a high level of technical skills
Characteristics of Ingredients	Understand where, when and how a broad range of ingredients are grown reared or caught and how they fit the major commodity groups.	To be able to understand why the ingredients are being incorporated into a recipe.	To be able to understand the ingredients so that they can take into consideration all the major commodity groups to incorporate into their recipes.	To be able to experiment with other ingredients from the major commodity groups as well as considering the functional properties of these ingredients.	To have an understanding of the working characteristics including the functional and chemical properties of ingredients to achieve a particular result; and be able to experiment/select unusual ingredients from the major commodity groups with a specific focus in mind.	To understand the development of culinary traditions in British and international cuisine knowing their distinctive features and characteristics. Be able to adapt and modify recipes knowing and implementing cooking methods, presentation and eating patterns

Learning Ladder: Design & Technology

Expectations

In Design and Technology students work on developing five different strands and they will be assessed on the learning progression that they have made in these areas.

The five different areas, or strands, are:

- Design
- Make
- Evaluate
- Technical Knowledge
- Food preparation and Nutrition

The student's end of term/Year report will reflect a combination of the progress achieved in these five strands.

Year 7

By the end of Year 7, most students will have made progress along the statements through the shaded boxes, although some students will progress beyond this.

Year 8

By the end of Year 8, most students will have made progress along the statements through the shaded boxes, although some students will progress beyond this.

Year 9

By the end of Year 9, most students will have made progress along the statements through the shaded boxes, although some students will be producing work of GCSE quality.

The student's work will be assessed for the amount of Effort that they have put into their work on a scale of:

- Excellent
- Good
- Satisfactory
- Poor

At the end of each module or project, students will be assessed against the Year Group expectations.