



### Skills descriptors (Food Technology)

Food Skills

Food Nutrition and Health

Food Safety

Food Choice

### Skills descriptors (Design & Technology)

Plan and prototype

Create, respond and resolve

Evaluate

Explore and Develop

### YEAR 8

### YEAR 7

		<b>MASTERING +</b> Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 9 student.
	<b>MASTERING +</b> Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 8 student.	<b>MASTERING</b> Students can make adaptions to a complicated recipe with independence. They have outstanding knowledge of all areas of food skills and are fully independent in their food preparation. They show knowledge of a range of ingredients and are beginning to design all their own recipes. Can evaluate food in detail, give improvements and show knowledge of sensory descriptors.
<b>MASTERING +</b> Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 7 student.	<b>MASTERING</b> Students have a capable understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of high level dough making. Students can make changes to a more advanced recipe with independence. Can evaluate food in detail, give improvements and show knowledge of target groups.	<b>SECURING</b> Students have a capable understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of sauces and dough making. Students can make changes to a complicated recipe with independence. Students evaluation continually reflects on function of ingredients and improvements to their work.
<b>MASTERING</b> Students have a broad understanding of appropriate food skills including competent knife skills, use of relevant equipment and cooking methods. They will be fully independent in their weighing and measuring and evaluate food in detail. Students can make small changes to a recipe with independence.	<b>SECURING</b> Students have a capable understanding of appropriate food skills including competent knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of dough making. They can carry out detailed evaluation reflecting on basic functions of ingredients. Students can make small changes to a more advanced recipe with support.	<b>DEVELOPING</b> Students have a capable understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of sauces and dough making. They can carry out detailed evaluation reflecting on basic functions of ingredients. Students can make a more complicated recipe with some support.
<b>SECURING</b> Students have a fair understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring. They can carry out an evaluation. Students can make a simple recipe with independence.	<b>DEVELOPING</b> Students have a fair understanding of food preparation skills including a range of chopping techniques, use of equipment and cooking methods. They can carry out an evaluation. Students can make a more advanced recipe with some help.	<b>ACQUIRING</b> Students have a fair understanding of food preparation skills including a range of chopping techniques, use of equipment and cooking methods. They can carry out an evaluation. Students can make a complicated recipe with lots of help.
<b>DEVELOPING</b> Students have a supported understanding of appropriate food skills including knife skills, use of equipment and cooking methods and independent weighing and measuring. They can carry out basic evaluation. Students can make a simple recipe with some help.	<b>ACQUIRING</b> Students have a supported understanding of more advanced skills in food preparation such as chopping techniques and using various equipment. They can show evidence of minimal cooking methods. Students can make a more advanced recipe with lots of help.	
<b>ACQUIRING</b> Students have a simple idea of basic skills such as weighting and measuring, claw and bridge, and using the cooker. Students can make a simple dish with instruction and support.		

# FOOD – NUTRITION AND HEALTH

**YEAR 9**



YEAR 7	YEAR 8	YEAR 9
<b>MASTERING +</b> Students are fully capable in all areas of nutrition and health to a level which is beyond the expectations of a year 7 student.	<b>MASTERING +</b> Students are fully capable in all areas of their nutrition and health to a level which is beyond the expectations of a year 8 student.	<b>MASTERING +</b> Students are fully capable in all areas of their nutrition and health to a level which is beyond the expectations of a year 9 student.
<b>MASTERING</b> Students show a good understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living for themselves.	<b>MASTERING</b> Students show an excellent understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living, for themselves and a target group.	<b>MASTERING</b> Students show an outstanding knowledge of diet and nutrient knowledge. They can specific diet related illnesses and risks. They can use this to make informed choices for healthy living, for themselves and a target group. They can confidently use a diet program to analyse this.
<b>SECURING</b> Students begin to show an understanding of diet and nutrient knowledge. They can name some diet related illnesses and can relate these to a healthy lifestyle.	<b>SECURING</b> Students show a good understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living for themselves.	<b>SECURING</b> Students show an excellent understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living, for themselves and a target group. They can begin to use a diet program to analyse this.
<b>DEVELOPING</b> Students have minimal understanding of why we need food in our diet. They are unsure of all the characteristics of protein, fats and carbohydrates but can recall aspects of the Eatwell plate.	<b>DEVELOPING</b> Students begin to show an understanding of diet and nutrient knowledge. They can name some diet related illnesses and can relate these to a healthy lifestyle.	<b>DEVELOPING</b> Students show a good understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living for themselves.
<b>ACQUIRING</b> Students have basic understanding of why we need food in our diet.	<b>ACQUIRING</b> Students have minimal understanding of why we need food in our diet. They are unsure of all the characteristics of protein, fats and carbohydrates but can recall aspects of the Eatwell plate.	

# FOOD- FOOD SAFETY



## YEAR 9

YEAR 7	YEAR 8	YEAR 9
<p><b>MASTERING +</b> Students are capable of showing knowledge of food safety which are beyond the expectations of a year 7 student.</p>	<p><b>MASTERING +</b> Students are capable of showing knowledge of food safety which are beyond the expectations of a year 8 student.</p>	<p><b>MASTERING +</b> Students are capable of showing knowledge of food safety which are beyond the expectations of a year 9 student</p>
<p><b>MASTERING</b> Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them.</p>	<p><b>MASTERING</b> Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They can name symptoms related to food poisoning and have knowledge of bacteria.</p>	<p><b>MASTERING</b> Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They know symptoms related to food poisoning and have knowledge of bacteria including specific names and causes. Student confidently name all temperatures relating to food.</p>
<p><b>SECURING</b> Students are solid in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to resolve them.</p>	<p><b>SECURING</b> Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them. They can name symptoms related to food poisoning.</p>	<p><b>SECURING</b> Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They confidently name symptoms related to food poisoning and have knowledge of bacteria including specific names. They can name a range of kitchen temperatures.</p>
<p><b>DEVELOPING</b> Students are aware of basic food hygiene and safety. Students can name potential hazards within the kitchen and how to resolve them.</p>	<p><b>DEVELOPING</b> Students are solid in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to resolve them</p>	<p><b>DEVELOPING</b> Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them. They can name symptoms related to food poisoning and the basic temperatures required.</p>
<p><b>ACQUIRING</b> Students know how to prepare themselves for a practical. Students can name potential hazards within the kitchen.</p>		<p><b>ACQUIRING</b> Students are aware of basic food, hygiene and safety. Students can name potential hazards within the kitchen and how to resolve them.</p>

## FOOD – FOOD CHOICE

## YEAR 9

### YEAR 8

#### MASTERING +

Students are knowledgeable of food choice and providence to a level which is beyond the expectations of a year 9 student.

### YEAR 7

#### MASTERING +

Students are knowledgeable of food choice and providence to a level which is beyond the expectations of a year 8 student.

#### MASTERING

Students are able to design and cook a range of complicated cultural dishes. They can carry out detailed product analysis and sensory analysis. Students have knowledge of sustainability, food labelling and can discuss food production and environmental impact. They can evaluate dishes in terms of their moral, cultural and ethical values.

#### MASTERING +

Students are knowledgeable of food choice and providence to a level which is beyond the expectations of a year 7 student.

#### MASTERING

Students are able to design and cook a cultural dish. They can carry out product analysis and sensory analysis. Students have some basic knowledge of what sustainability, food labelling and food production is. They can look at dishes in terms of their cultural and ethical values.

#### SECURING

Students are able to design and cook a range of cultural dishes. They can carry out product analysis and sensory analysis. Students have some basic knowledge of what sustainability, food labelling and food production is. They can look at dishes in terms of their moral, cultural and ethical values.

#### MASTERING

Students can recall a range of cultural dishes including how they relate to religion .They can carry out sensory analysis on a food product using appropriate descriptive words and give areas for improvement. They begin to explore the wider world impact of food.

#### SECURING

Students can cook a cultural dish independently .They can carry out sensory analysis on a food product using appropriate descriptive words and give areas for improvement. They have knowledge of the wider world impact on food.

#### DEVELOPING

Students can cook a range of cultural dishes independently .They can carry out sensory analysis on a food product using appropriate descriptive words and give areas for improvement. They have knowledge of the wider world impact including food labelling and sustainability.

#### SECURING

Students can recall a range of cultural dishes and carry out sensory analysis on a food product using appropriate descriptive words. They have accurate knowledge of field to fork.

#### DEVELOPING

Students can cook a cultural dish using a recipe successfully and carry out sensory analysis on a food product using appropriate descriptive words. They have accurate knowledge of field to fork. They are able to describe what is needed on a food label.

#### ACQUIRING

Students can cook a range of cultural dishes using a recipe successfully. They can carry out sensory analysis on a food product using appropriate descriptive words. They have accurate knowledge of field to fork. They are able to describe what is needed on a food label.

#### DEVELOPING

Students can recall cultural dishes and carry out full sensory analysis on a food product. They start to show knowledge of field to fork.

#### ACQUIRING

Students can cook a cultural dish adequately and carry out full sensory analysis on a food product. They start to show knowledge of field to fork and begin to explore food labelling.

#### ACQUIRING

Students can name dishes from other countries. They can taste test a food product and give feedback. They can start to think about where food comes from.

# D&T – Plan & Prototype



YEAR 9

YEAR 7	YEAR 8	MASTERING + Working above a mastering level	MASTERING + Working above a mastering level
<b>MASTERING +</b> Working above a mastering level	<b>MASTERING</b> Design solutions and illustrated technical information offer <b>competent</b> communication to a third party. Can <b>apply</b> and <b>explain</b> the benefits of CAD/CAM. <b>Justifies</b> material, equipment and process selection, working safely and <b>accurately</b> with a <b>broad</b> range of manufacturing and finishing techniques, <b>recognising</b> the need to develop new skills and <b>adapt</b> to changing circumstances. Final prototype(s) <b>reflect</b> stakeholder requirements and offer <b>reasonable</b> market potential.	<b>SECURE</b> <i>Design solutions and illustrated technical information offer competent communication to a third party. Can apply and explain the benefits of CAD/CAM. Justifies material, equipment and process selection, working safely and accurately with a broad range of manufacturing and finishing techniques, recognising the need to develop new skills and adapt to changing circumstances. Final prototype(s) reflect stakeholder requirements and offer reasonable market potential.</i>	<b>MASTERING</b> Produces <b>accurate</b> spreadsheets that consider cost savings and <b>detailed</b> , technical/production plans, with timeframes, that <b>communicate well</b> to a third party. Works <b>independently</b> , <b>flexibly</b> , accurately and safely with a broad range of resources, <b>exploiting</b> CAD/CAM, developing new skills as required. Undertakes <b>demanding</b> and <b>complex</b> work incorporating multiple, <b>justified</b> modifications. Final prototype(s) <b>meet</b> stakeholder requirements and have market potential.
<b>MASTERING</b> With little support communicates technical detail, sequences and schedules Work covering most steps and provides costing. <b>Utilises</b> material properties and personally selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>reasonable</b> accuracy. Can use at least three joining techniques, is <b>aware of</b> the benefits to quality, scales of production and accuracy of CAD/CAM, works safely and undertakes simple risk assessments. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and market potential.	<b>SECURE</b> With little support communicates technical detail, sequences and schedules Work covering most steps and provides costing. <b>Utilises</b> material properties and personally selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>reasonable</b> accuracy. Can use at least three joining techniques, is <b>aware of</b> the benefits to quality, scales of production and accuracy of CAD/CAM, works safely and undertakes simple risk assessments. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and market potential.	<b>DEVELOPING</b> With little support communicates technical detail, sequences and schedules Work covering most steps and provides costing. <b>Utilises</b> material properties and personally selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>reasonable</b> accuracy. Can use at least three joining techniques, is <b>aware of</b> the benefits to quality, scales of production and accuracy of CAD/CAM, works safely and undertakes simple risk assessments. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and market potential.	<b>ACQUIRING</b> With <b>support</b> communicate <b>adequate</b> technical detail, sequences work covering most steps and adds costing. Recognises material properties and with <b>moderate guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>passable</b> accuracy. Can use two+ joining techniques, is <b>aware of</b> the benefits of CAD/CAM, works safely and shows <b>some</b> awareness of risk. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and <b>reasonable latent</b> market potential.
<b>SECURE</b> With <b>support</b> communicate <b>adequate</b> technical detail, sequences work covering most steps and adds costing. Recognises material properties and with <b>moderate guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>passable</b> accuracy. Can use two+ joining techniques, is <b>aware of</b> the benefits of CAD/CAM, works safely and shows <b>some</b> awareness of risk. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and <b>reasonable latent</b> market potential.	<b>DEVELOPING</b> With <b>support</b> communicate <b>adequate</b> technical detail, sequences work covering most steps and adds costing. Recognises material properties and with <b>moderate guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>passable</b> accuracy. Can use two+ joining techniques, is <b>aware of</b> the benefits of CAD/CAM, works safely and shows <b>some</b> awareness of risk. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and <b>reasonable latent</b> market potential.		<b>ACQUIRING</b> With <b>support</b> communicate <b>adequate</b> technical detail, sequences work covering most steps and adds costing. Recognises material properties and with <b>moderate guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>passable</b> accuracy. Can use two+ joining techniques, is <b>aware of</b> the benefits of CAD/CAM, works safely and shows <b>some</b> awareness of risk. Final prototype(s) <b>fairly reflect</b> stakeholder requirements and <b>reasonable latent</b> market potential.
<b>DEVELOPING</b> With <b>support</b> endeavours to communicate <b>limited</b> technical detail, lists work covering some steps and <b>attempts</b> costing. With <b>significant guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>some</b> accuracy. Can use one+ joining techniques, is <b>aware of</b> CAD/CAM and works safely with close monitoring. Final prototype(s) acknowledges <b>some</b> stakeholder requirements and intended market.	<b>ACQUIRING</b> With <b>support</b> endeavours to communicate <b>limited</b> technical detail, lists work covering some steps and <b>attempts</b> costing. With <b>significant guidance</b> selects and uses equipment, tools and processes to mark out, manufacture and apply finishes, with <b>some</b> accuracy. Can use one+ joining techniques, is <b>aware of</b> CAD/CAM and works safely with close monitoring. Final prototype(s) acknowledges <b>some</b> stakeholder requirements and intended market		
<b>ACQUIRING</b> With <b>support</b> such as <b>pre-populated resources</b> , <b>practises</b> communicating technical detail. With <b>close monitoring</b> selects and uses equipment, tools and processes with <b>limited</b> accuracy. Final prototype(s) <b>fulfils</b> a stakeholder requirement.			

# D&T – Create, Respond & Resolve



YEAR 9

YEAR 7	YEAR 8	MASTERING + Working above a mastering level	MASTERING + Working above a mastering level	MASTERING + Working above a mastering level
<b>MASTERING +</b> Working above a mastering level	<b>MASTERING</b>  <b>Imaginatively</b> responds to specification, additionally using a <b>variety</b> of approaches, for example bio mimicry and user-centered design, to generate <b>creative, innovative</b> , functional and appealing products that respond to a variety of situations and avoid design fixation. Takes <b>creative risks</b> when making design decisions and decides which design criteria clash and determine, which should take <b>priority</b> . <b>Regular</b> testing successfully <b>advances</b> design iterations that are <b>authentically catalogued</b> .	<b>SECURE</b>  <b>Imaginatively</b> responds to specification, additionally using a <b>variety</b> of approaches, for example bio mimicry and user-centered design, to generate <b>creative</b> ideas and avoid design fixation. Further <b>considers</b> ergonomics and anthropometrics and demonstrates <b>good</b> thinking and problem solving techniques and <b>on-going</b> testing to successfully <b>advance</b> design development and solutions offering <b>real-time</b> evidence of chronological progress.	<b>MASTERING</b>  <b>Imaginatively</b> responds to specification, additionally using a <b>variety</b> of approaches, for example bio mimicry and user-centered design, to generate <b>creative</b> ideas and avoid design fixation. Further <b>considers</b> ergonomics and anthropometrics and demonstrates <b>good</b> thinking and problem solving techniques and <b>on-going</b> testing to successfully <b>advance</b> design development and solutions offering <b>real-time</b> evidence of chronological progress.	<b>YEAR 9</b>
<b>MASTERING</b>  <b>Ably</b> responds to specification, additionally considering ergonomics and anthropometrics and sound thinking and problem solving techniques that <b>progress</b> design development. Able to combine ideas, develops creative and <b>thorough</b> annotated ideas and designs via a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore and <b>successfully</b> advance solutions.	<b>SECURE</b>  <b>Ably</b> responds to specification, additionally considering ergonomics and anthropometrics and sound thinking and problem solving techniques that <b>progress</b> design development. Able to combine ideas, develops creative and <b>thorough</b> annotated ideas and designs via a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore and <b>successfully</b> advance solutions.	<b>DEVELOPING</b>  <b>Ably</b> responds to specification, additionally considering ergonomics and anthropometrics and sound thinking and problem solving techniques that <b>progress</b> design development. Able to combine ideas, develops creative and <b>thorough</b> annotated ideas and designs via a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore and <b>successfully</b> advance solutions.	<b>MASTERING</b>  <b>Imaginatively</b> responds to specification, additionally using a <b>variety</b> of approaches, for example bio mimicry and user-centered design, to generate <b>creative, innovative</b> , functional and appealing products that respond to a variety of situations and avoid design fixation. Takes <b>creative risks</b> when making design decisions and decides which design criteria clash and determine, which should take <b>priority</b> . <b>Regular</b> testing successfully <b>advances</b> design iterations that are <b>authentically catalogued</b> .	
<b>SECURE</b>  When <b>instructed and supported</b> demonstrates a level of thinking and problem solving, <b>appropriate</b> to the stage of development that <b>adequately</b> responds to specification, considering functionality, aesthetics and context. Develops <b>satisfactorily</b> annotated ideas and designs experimenting with a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore and <b>reasonably</b> advance solutions.	<b>DEVELOPING</b>  When <b>instructed and supported</b> demonstrates a level of thinking and problem solving that responds to <b>some</b> of aspects of the specification, considering functionality, aesthetics and context. Develops <b>simple</b> sparsely annotated ideas and designs, <b>trying</b> a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore <b>basic</b> solutions.	<b>ACQUIRING</b>  When <b>instructed and supported</b> demonstrates a <b>basic</b> level of thinking and problem solving that responds to <b>some</b> of aspects of the specification, considering functionality, aesthetics and context. Develops <b>simple</b> sparsely annotated ideas and designs, <b>trying</b> a range of 2D & 3D sketching, technical, CAD drawing and modelling as well as using physical modelling, including CAM, to explore <b>basic</b> solutions.	<b>MASTERING +</b> Working above a mastering level	
<b>ACQUIRING</b>  Requires <b>instruction and support</b> to respond to <b>some</b> aspects of the specification. Develops <b>simple</b> ideas and designs using <b>a/few</b> of the following; sketching, technical and CAD drawing and physical modelling, including CAM, to explore <b>basic</b> responses.				

# D&T – Evaluate



		YEAR 9	
		YEAR 8	MASTERING + Working above a mastering level
YEAR 7	MASTERING + Working above a mastering level	MASTERING Selects appropriate methods to periodically evaluate their products in use against their specification, actively involving stakeholders in the process. Subsequently incorporates appropriate judgements/modifications that offer sound progression to future iterations and final prototype. Can produce competent summative reports siting two+ modifications to improve performance that consider at least two of the following; life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	MASTERING Regularly tests, evaluates and refines their ideas and products against their specification, considering intended users and other interested groups, ensuring good progression to future iterations and final prototype/s. Reports well on further modifications required to improve performance, including in relation to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.
	<b>MASTERING</b> With guidance periodically tests and evaluates their designs in use and against their specification and the views of stakeholders and makes adequate judgements on future iterations. With <b>guidance</b> can produce reports on their findings and identifies <b>more than one</b> modification to improve performance. When encouraged to evaluate existing products and their own prototypes, reflects on and <b>reasonably responds</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	<b>SECURE</b> With guidance periodically tests and evaluates their designs in use and against their specification and the views of stakeholders and makes adequate judgements on future iterations. With <b>guidance</b> can produce reports on their findings and identifies <b>more than one</b> modification to improve performance. When encouraged to evaluate existing products and their own prototypes, reflects on and <b>reasonably responds</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	<b>DEVELOPING</b> With guidance periodically tests and evaluates their designs in use and against their specification and the views of stakeholders and makes adequate judgements on future iterations. With <b>guidance</b> can produce reports on their findings and identifies <b>more than one</b> modification to improve performance. When encouraged to evaluate existing products and their own prototypes, reflects on and <b>reasonably responds</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.
	<b>SECURE</b> Uses given methods to <b>predominantly</b> , summative test and evaluate their products in use and against their specification. With <b>encouragement</b> consider the views of stakeholders. With <b>structured</b> prompts can produce short reports on their findings <b>adequately identifying some</b> improvements, modifications and refinements. When evaluating existing products and their own prototypes, with <b>full support</b> , reflect on and <b>partially respond</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	<b>DEVELOPING</b> Uses given methods to <b>predominantly</b> , summative test and evaluate their products in use and against their specification. With <b>encouragement</b> consider the views of stakeholders. With <b>structured</b> prompts can produce short reports on their findings <b>adequately identifying some</b> improvements, modifications and refinements. When evaluating existing products and their own prototypes, with <b>full support</b> , reflect on and <b>partially respond</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	<b>ACQUIRING</b> Uses given methods to <b>predominantly</b> , summative test and evaluate their products in use and against their specification. With <b>encouragement</b> consider the views of stakeholders. With <b>structured</b> prompts can produce short reports on their findings <b>adequately identifying some</b> improvements, modifications and refinements. When evaluating existing products and their own prototypes, with <b>full support</b> , reflect on and <b>partially respond</b> to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.
	<b>DEVELOPING</b> With <b>given</b> templates, summative tests and evaluates their products, in use, against their specification. With <b>structured</b> prompts will consider the views of stakeholders and record their findings listing <b>limited</b> improvements, modifications or refinements. When exploring existing products and their own prototypes, with <b>full support</b> and structured resources, will respond to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	<b>ACQUIRING</b> With <b>given</b> templates, summative tests and evaluates their products, in use, against their specification. With <b>structured</b> prompts will consider the views of stakeholders and record their findings listing <b>limited</b> improvements, modifications or refinements. When exploring existing products and their own prototypes, with <b>full support</b> and structured resources, will respond to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	
	<b>ACQUIRING</b> With <b>given</b> templates, summative tests and/or evaluates their product against their specification. With <b>structured prompts</b> will collect the view of a stakeholder. Considers an improvement or modification. When <b>made aware of</b> broader factors that affect designing is challenged see the impact on their own prototype/s.		

# D&T – Explore & Develop



YEAR 7	YEAR 8	YEAR 9
<p><b>MASTERING +</b> Working above a mastering level</p>	<p><b>MASTERING +</b> Working above a mastering level</p>	<p><b>MASTERING +</b> Working above a mastering level</p> <p><b>MASTERING</b></p> <p>Identifies and explores their own design problems. Gathers valuable broad based, multi medium stimulus, additionally considering environmental, cost, safety and maintenance issues and analysing where human values may conflict and compromise has to be achieved. Can reformulate design problems, resolve criteria clashes and clarify hierarchies. Competently specifies needs, requirements, opportunities and constraints, which subsequently influence design iterations.</p>
<p><b>MASTERING</b></p> <p>Gathers valuable information on stakeholder requirements, including health and wellbeing, cultural, religious and socio-economic factors, aesthetics, construction and function, through investigation and analysis of professional practice, familiar and unfamiliar products, including via product disassembly. Can reformulate design problems and appropriately analyse and signify the importance of primary and secondary sources obtained. Competently specifies needs, requirements, opportunities and constraints, which subsequently influence design iterations.</p>	<p><b>MASTERING</b></p> <p>Additionally identifies and explores their own design problems and further considers the influence of a range of lifestyle factors and consumer choices. Confident in investigating, obtaining, generating, analysing and managing relevant, creative and pertinent research, develops detailed design specifications that positively guide and influence their design iterations.</p>	<p><b>SECURE</b></p> <p>Additionally identifies and explores their own design problems and further considers the influence of a range of lifestyle factors and consumer choices. Confident in investigating, obtaining, generating, analysing and managing relevant, creative and pertinent research, develops detailed design specifications that positively guide and influence their design iterations.</p>
<p><b>SECURE</b></p> <p>Presented with diverse real-life contexts and challenges, gathers suitable information on stakeholder needs, aesthetics, construction and function through investigation and analysis of professional practice, familiar and unfamiliar products, including via product disassembly. Communicates information indicating significance, providing some evidence of analysis. Adequately utilises exploratory work to specify needs, requirements, opportunities and constraints, which have some influence on design iterations.</p>	<p><b>SECURE</b></p> <p>Gathers valuable information on stakeholder requirements, including health and wellbeing, cultural, religious and socio-economic factors, aesthetics, construction and function, through investigation and analysis of professional practice, familiar and unfamiliar products, including via product disassembly. Can reformulate design problems and appropriately analyse and signify the importance of primary and secondary sources obtained. Competently specifies needs, requirements, opportunities and constraints, which subsequently influence design iterations.</p>	<p><b>DEVELOPING</b></p> <p>Gathers valuable information on stakeholder requirements, including health and wellbeing, cultural, religious and socio-economic factors, aesthetics, construction and function, through investigation and analysis of professional practice, familiar and unfamiliar products, including via product disassembly. Can reformulate design problems and appropriately analyse and signify the importance of primary and secondary sources obtained. Competently specifies needs, requirements, opportunities and constraints, which subsequently influence design iterations.</p>
<p><b>DEVELOPING</b></p> <p>Presented with real-life contexts and challenges gathers some suitable information on stakeholder needs, aesthetics, construction and function. When led will analyse professional practice and investigate and disassemble familiar and unfamiliar products. Collated research shows limited evidence of hierarchy, specificity or analysis. Requires assistance to reframe exploratory work to specify needs, requirements, opportunities and constraints, and to ensure that these have some influence on design iterations</p>	<p><b>ACQUIRING</b></p> <p>Presented with real-life contexts and challenges gathers some suitable information on stakeholder needs, aesthetics, construction and function. When led will analyse professional practice and investigate and disassemble familiar and unfamiliar products. Collated research shows limited evidence of hierarchy, specificity or analysis. Requires assistance to reframe exploratory work to specify needs, requirements, opportunities and constraints, and to ensure that these have some influence on design iterations</p>	
<p><b>ACQUIRING</b></p> <p>Presented with real-life contexts and challenges gathers limited on stakeholder needs, aesthetics, construction and function. Research is collated but evidence of analysis is minimal. Requires assistance to ensure that these form a specification and have some influence on design iterations.</p>		