

**Subject:** Design Technology / Cooking and Nutrition

**Year group:** 8

**Age-related Criteria for KS3 reporting**



ARC	Design	Make	Evaluate	Technical Knowledge
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>I can relate anthropometrics and biomimicry to a range of products.</li> <li>I can identify how features of products influence users' decisions to use them.</li> <li>I can write a complete specification and explain why each point is relevant to the design work and making.</li> <li>I can take creative risks when making design decisions but understand the limitations in making</li> <li>I can consider the influence of a range of lifestyle factors such as mobility, allergens and consumer choices such as religion when designing products</li> </ul>	<ul style="list-style-type: none"> <li>I can create a product that is clearly in the style of a designer and explain about the designer / artist style.</li> <li>I can create an original piece of work with no support with accurate measurements and confidence</li> <li>I can produce costings using spreadsheets for products they design and make</li> <li>I can exploit the use of CAD/CAM equipment to design and make components of my product</li> <li>I can safely use specific machinery in the workshops and adjust the settings of equipment and machinery if necessary</li> <li>I follow procedures for safety and hygiene and understand the process of risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>I can write a competent analysis of my own design work and outcomes with suggested improvements.</li> <li>I can analyse my work with clear adaptations for different users and briefs.</li> <li>I can explain how my product could be changed and amended so suit a different target audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a clear step by step instructions on how to create a product with reasons as to why each step is important.</li> <li>I can discuss the properties of materials, such as smart materials/ technical materials and how using them can be an advantage</li> <li>I can discuss the properties of materials e.g. grain, brittleness, flexibility, elasticity, malleability and thermal</li> </ul>
<b>Meeting</b>	<ul style="list-style-type: none"> <li>I can describe the terms biomimicry and anthropometrics</li> <li>I can describe the key features of existing products.</li> <li>I can identify key features of a design specification and create one independently for their product</li> <li>I can design a range of successful product that meets the brief and select an appropriate one to make</li> <li>I can state that there are limitations for design in relation to the customer I am designing for.</li> </ul>	<ul style="list-style-type: none"> <li>I can create designs based on a designer's work.</li> <li>I can create a product with no support with accurate measurements.</li> <li>I can create CAD using appropriate software.</li> <li>I understand how CAM can aid manufacture.</li> <li>I can safely use specific machinery in the workshops</li> <li>I follow procedures for safety and hygiene and understand the process of risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>I can write a basic analysis and evaluation of my own design work and that of others with ways to improve clearly stated.</li> <li>I can analyse my work and highlight the positives and negatives</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the different manufacturing processes, including cutting, shaping, joining, finishing techniques.</li> <li>I can show understanding of the properties of materials, such as smart materials / technical materials, and how they can be used to advantage</li> <li>I can write about the basic physical properties of materials</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>I am aware of how products need to be made to suit different people's needs and fit in with the environment.</li> <li>I can state why looking at existing products is important when designing new products</li> <li>I can create a basic specification for my own product.</li> <li>I can design a limited range of products to meet the brief</li> <li>I know of some limits when designing for specific customers</li> </ul>	<ul style="list-style-type: none"> <li>I can create designs with some support and guidance.</li> <li>I can use a range of tools to make a product, measure and create with some support.</li> <li>I am aware of how computers can aid design and manufacture.</li> <li>I can safely use specific machinery in the workshops with guidance and supervision</li> </ul>	<ul style="list-style-type: none"> <li>I can write a basic evaluation of my own design work / products explaining what went well.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore various materials we use and make and describe their basic properties.</li> <li>I can choose the right material for a product from a range of materials</li> </ul>

ARC	Food Choice	Food Preparation skills	Nutrition	Planning and Evaluation	Food safety
Exceeding	<ul style="list-style-type: none"> <li>I can explain people's different food choices based on a variety of factors and am aware of how advertising and availability can influence this.</li> <li>I can explain how people's food choices can change based on age, health and lifestyle.</li> <li>I can discuss religious reasons for diet choices and how to adapt recipes to suit needs. I can adapt recipes for allergens.</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare myself and work area hygienically and safely</li> <li>I can describe, select and use a range of equipment with skill and work safely to make a quality product.</li> <li>I am confident in cooking a variety of products.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the basic principles of the Eatwell guide and how they link to healthy eating advice and recommendations for a varied and balanced diet.</li> <li>I can describe what the main nutrients are in most foods and link the main macro and micronutrients to their role in the body.</li> <li>I can explain the basic nutrition and energy needs of some different people e.g. athletes and the elderly</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a step by step and/or make adaptations to create a successful dish.</li> <li>I can use a wide range of sensory sentences.</li> <li>I can explain what went well and suggest improvements.</li> <li>I can consider how techniques and ingredients affect the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain and follow the storage and preparation guidance on food labels.</li> <li>I can explain why some foods have a higher risk of food poisoning than others.</li> <li>I can fully explain the connections between good food safety practice and risk.</li> </ul>
Meeting	<ul style="list-style-type: none"> <li>I can explain people's different food choices based on a variety of factors and am aware in basic terms of how advertising and availability can influence this.</li> <li>I can explain how people's food choices can change based on age, health and lifestyle.</li> <li>I am aware of various religions and their dietary beliefs. I am aware of allergens</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare myself and work area hygienically</li> <li>I can select and use a range of equipment to make a range of dishes</li> <li>I can work safely to make a quality product.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the basic principles of the Eatwell guide and how they link to healthy eating advice and recommendations for a varied and balanced diet.</li> <li>I can describe what the main nutrients are in some foods and what their basic functions are. I can distinguish between macro and micronutrients.</li> <li>I can explain the basic nutrition and energy needs of limited different people e.g. athletes and the elderly.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a step by step and make a completed dish.</li> <li>I can use clear sensory descriptions and explain what went well and suggest improvements.</li> <li>I can consider how techniques can affect the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the storage and preparation guidance on some foods.</li> <li>I can explain why some foods have a higher risk of food poisoning than others.</li> <li>I can explain the connections between good food safety practice and risk.</li> </ul>
Developing	<ul style="list-style-type: none"> <li>I can explain why people choose different types of food based on a variety of factors including: preference, religion, time of day, allergies.</li> <li>I can give reasons for some people's food choices based on moral and dietary choices.</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare myself and work area with guidance</li> <li>I can identify and use some basic equipment.</li> <li>I can work safely to make a good product.</li> <li>I can make a food product but need some assistance.</li> </ul>	<ul style="list-style-type: none"> <li>I describe the basic principles of the 'Eatwell Guide', can name the food groups, which foods fit into each section and the main nutrients linked to these.</li> <li>I can apply the basic principles of the Eatwell guide.</li> <li>I can explain the basic nutrition and energy needs of some different people.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a step by step and make a completed dish with some support.</li> <li>I can use sensory vocabulary.</li> <li>I can describe and give a reason for most and least successful parts of my product.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe good food safety practice.</li> <li>I can describe the principles of where to store different types of food.</li> <li>I can describe the main hazards when preparing and cooking foods and link this to how to prepare myself and work area ready for cooking safely in a practical lesson.</li> </ul>