

Key Stage 3	Curriculum Checkpoints: What do students know and what can they do?			
Design and Technology	Developing	Securing	Mastering	Excelling
Design	Students can use rendering to add some colour to their design.	Students can use rendering to add colour to their design.	Students can render their design to give it a realistic material effect.	Students can use a range of rendering techniques to make their design look realistic.
	Students can label their design ideas	Students can annotate their ideas with basic information using full sentences.	Students can annotate their ideas in detail using technical vocabulary and use full sentences.	Students can annotate their ideas in detail using technical vocabulary and can make links to the brief and specifications.
	Students can demonstrate limited ability to communicate their idea(s).	Students can demonstrate satisfactory use of skills/techniques to communicate ideas.	Students can demonstrate a good use of skills/techniques to communicate ideas.	Students can demonstrate a high level of skills/techniques to clearly communicate ideas.
Make	Students can use a range of tools and equipment to mark and cut out simple shapes	Students can use a range of tools and equipment to mark and cut out detail shapes	Students can use a range of tools and equipment to mark and cut out complex shapes with some curves and angles	Students can use a range of tools and equipment to mark and cut out highly challenging shapes with curves or angles.
	Students can select appropriate tools and equipment to make a basic product with some guidance	Students can select appropriate tools and equipment to make a satisfactory product independently.	Students can select appropriate tools and equipment with some accuracy to make a good product independently.	Students can select appropriate tools and equipment and use with precision to make a high quality product independently.
	Students can demonstrate basic joining and finishing techniques to a product.	Students can demonstrate satisfactory material joining and finishing techniques to a product.	Students can demonstrate material joining and finishing techniques to a product with accuracy	Students can demonstrate material joining and finishing techniques to a product with high accuracy
	Students can produce mostly complete and functioning practical outcome with some accuracy and quality of finish	Students can produce a functioning practical outcome which have satisfactory accuracy and quality of finish	Students can produce a functioning and skillfully made practical outcome with accuracy and good quality of finish	Students can produce a complete, functioning practical outcome with accuracy and high quality of finished
	Students can choose and use tools/equipment correctly and safely some of the time.	Students can choose and use tools/equipment correctly and safely all the time.	Students can choose and use tools/equipment with some independence, dexterity and knowledge of correct sequencing during practical work.	Students can choose and use tools/equipment with independence and a high degree of dexterity and mastery throughout practical work.
Evaluate	Students can write about what products are like and suggest how they will be used.	Students can identify what works well and what needs to be better.	Students can identify and explain what works well and what needs to be better, suggesting relevant improvements.	Students can use ideas from existing products designed by others to help with their own designs.
	Students can identify how their product works. What is good and what needs to be better.	Students can explain how their product works. What is good and what needs to be better.	Students can explain what works well and identify what needs to be improved in detail.	Students can accurately describe in detail what works well and identify what needs to be improved and why.
	Students can ask for other people's opinion about their product	Students can ask for other people's opinion about their product and what could be improved.	Students can use other people's opinions after testing to evaluate their product	Students can test their product and suggest in detail how it could be further improved using a range of other people's opinions.
Technical Knowledge	Students can show a basic understanding of the properties of some different materials	Students can describe the properties of common materials	Students can evaluate the properties of materials used in their product.	Students can analyse the suitability of different materials used in their product.
	Students can classify some basic materials and give at least one example of each.	Students can classify some basic materials and give at least one specific example of each.	Students can classify a range of materials and give at least two specific examples of each.	Students can classify a wide range of materials and give at least three specific examples of each.
	Students can understand some technical vocabulary and begin to explain the meanings in their written work.	Students can understand a range technical vocabulary and explain the meanings in their written work	Students can understand a wide range of technical vocabulary and use it regularly in their written work.	Students can understand a range of technical vocabulary and can use them consistently in their written work.

Food Preparation and Nutrition	Students can make some attempt to follow the recipe when preparing, cooking and presenting their dishes, but need a lot of help.	Students can make a fairly good attempt to follow the recipe mainly on their own when preparing, cooking and presenting their dishes.	Students can work in a confident and organised manner on their own following the recipe when preparing, cooking and presenting their dishes.	Students can follow the recipe and work independently and competently throughout the preparation, cooking and presentation of their dishes.
	Students can demonstrate adequate application of food safety principles.	Students can demonstrate good application of food safety principles.	Students can demonstrate very good application of food safety principles.	Students can demonstrate an excellent application of food safety principles e.g., cleaning as they go and handling food.
	Students can show basic understanding of the Eatwell Guide, macro/micronutrients and food provenance.	Students can demonstrate good understanding of the Eatwell Guide, macro/micronutrients and food provenance.	Students can demonstrate very good understanding of the Eatwell Guide, macro/micronutrients and food provenance.	Students can demonstrate excellent understanding of the Eatwell Guide, macro/micronutrients and food provenance.
	Students can list the sources of ingredients .	Students can describe the sources of ingredients .	Students can categorize where a range of ingredients are sourced from.	Students can evaluate how and where a wide variety of ingredients are sourced from