

# LIFE AFTER LEVELS: KS3 PROGRESSION MAP

Subject: D&T - Food Technology

Year Group: 7

Baseline Threshold		Tracking Progress in Year 7 Food Technology		
		Expected Progress	Good progress	Excellent Progress
		Students can...	Students can...	Students can...
S e c u r i n g	S2	<p><b>Diet - Eatwell Guide</b> I can understand the term 'Eatwell Guide' and can name the food groups</p> <p><b>Practical Skills</b> I can understand and cook a few healthy dishes that I would eat.</p> <p><b>Equipment</b> I can select and use some equipment safely and independently.</p> <p><b>Preparation and Cooking</b> I can demonstrate some basic preparation and cooking techniques independently.</p> <p><b>Weighing and Measuring</b> I can weigh and measure foods for my recipes independently</p> <p><b>Evaluation 1</b> I can consider whether someone else would like or dislike my products</p> <p><b>Evaluation 2</b> I can explain some of the most and least successful parts of my product/project</p>	<p><b>Diet - Eatwell Guide</b> I can understand the basic principles of the 'Eatwell Guide' and their part in healthy eating advice.</p> <p><b>Practical Skills</b> I can understand and cook a basic range of dishes and ingredients so I am able to feed myself and my family.</p> <p><b>Equipment</b> I can select and use a range of equipment safely, independently and accurately.</p> <p><b>Preparation and Cooking</b> I can demonstrate a range of basic preparation and cooking techniques with independence and accuracy.</p> <p><b>Weighing and Measuring</b> I can weigh and measure foods for my recipes independently and accurately</p> <p><b>Evaluation 1</b> I can take into account some of the views of intended users when evaluating my products</p> <p><b>Evaluation 2</b></p>	<p><b>Diet - Eatwell Guide</b> I can use the 'Eatwell Guide' and healthy eating advice to make recommendations for a varied and balanced diet.</p> <p><b>Practical Skills</b> I can understand and cook a range of (mostly savoury) dishes and ingredients and can modify some of these to meet different needs (e.g. vegetarian).</p> <p><b>Equipment</b> I can select from a range of equipment and understand how different equipment/ techniques can produce different finishes to my product.</p> <p><b>Preparation and Cooking</b> I can demonstrate a range of preparation and cooking techniques with independence and accuracy.</p> <p><b>Weighing and Measuring</b> I am fully aware of the range of units of measurement available for weighing and measuring and can convert between them</p>
	S1			

		<p>and can make some suggestions for improvement.</p> <p><b>Sensory Analysis</b> I can use a basic sensory analysis test e.g. ranking test to evaluate the qualities of products and use some sensory vocabulary to describe the product.</p>	<p>I can explain what has been most and least successful about my product/project, suggest the main improvements and explain how I would carry these out</p> <p><b>Sensory Analysis</b> I can use 2 types of sensory analysis (e.g. ranking tests, star profiles) to test the qualities of products, using a range of sensory vocabulary to describe the product in detail.</p>	<p><b>Evaluation 1</b> I take into account a range of views from intended users when evaluating my products and consider their needs</p> <p><b>Evaluation 2</b> I can describe what has been most and least successful about different aspects of my product/project in detail, considering the techniques, equipment and ingredients used in detail when discussing improvements.</p> <p><b>Sensory Analysis</b> I can explain the use of the sensory analysis results in order to improve the characteristics of a product.</p>
D e v e l o p i n g	<p><b>D2</b></p> <p><b>D1</b></p>	<p><b>Diet - Eatwell Guide</b> I can understand and apply some of the main principles of a healthy diet e.g. drinking water</p> <p><b>Practical Skills</b> I understand some of the main ingredients used for creating a few healthy dishes.</p> <p><b>Equipment</b> I understand what different items of equipment are used and can use these with little assistance.</p> <p><b>Preparation and Cooking</b> I can demonstrate some basic preparation and cooking techniques with occasional assistance.</p> <p><b>Weighing and Measuring</b> I can use some basic measuring techniques for food</p> <p><b>Evaluation 1</b></p>	<p><b>Diet - Eatwell Guide</b> I can understand the term 'Eatwell Guide' and can name the food groups</p> <p><b>Practical Skills</b> I can understand and cook a few healthy dishes that I would eat.</p> <p><b>Equipment</b> I can select and use some equipment safely and independently.</p> <p><b>Preparation and Cooking</b> I can demonstrate some basic preparation and cooking techniques independently.</p> <p><b>Weighing and Measuring</b> I can weigh and measure foods for my recipes independently</p> <p><b>Evaluation 1</b> I can consider whether someone else would like or dislike my products</p> <p><b>Evaluation 2</b> I can explain some of the most and least</p>	<p><b>Diet - Eatwell Guide</b> I can understand the basic principles of the 'Eatwell Guide' and their part in healthy eating advice.</p> <p><b>Practical Skills</b> I can understand and cook a basic range of dishes and ingredients so I am able to feed myself and my family.</p> <p><b>Equipment</b> I can select and use a range of equipment safely, independently and accurately.</p> <p><b>Preparation and Cooking</b> I can demonstrate a range of basic preparation and cooking techniques with independence and accuracy.</p> <p><b>Weighing and Measuring</b> I can weigh and measure foods for my recipes independently and accurately</p> <p><b>Evaluation 1</b></p>

		<p>I am aware that other people can have different points of view on a product  <b>Evaluation 2</b>  I can describe what worked well in my product/project and what could be improved.  <b>Sensory Analysis</b>  I can describe some of the qualities of my product using the 4 senses of taste, texture, smell and appearance</p>	<p>successful parts of my product/project and can make some suggestions for improvement.  <b>Sensory Analysis</b>  I can use a basic sensory analysis test e.g. ranking test to evaluate the qualities of products and use some sensory vocabulary to describe the product.</p>	<p>I can take into account some of the views of intended users when evaluating my products  <b>Evaluation 2</b>  I can explain what has been most and least successful about my product/project, suggest the main improvements and explain how I would carry these out  <b>Sensory Analysis</b>  I can use 2 types of sensory analysis (e.g. ranking tests, star profiles) to test the qualities of products, using a range of sensory vocabulary to describe the product in detail.</p>
E m e r g i n g	<p><b>E2</b></p> <p><b>E1</b></p>	<p><b>Diet - Eatwell Guide</b>  I am aware that we all need a balanced and varied diet to grow.  <b>Practical Skills</b>  I can name a selection of recipes and ingredients.  <b>Equipment</b>  I can name some items of equipment and understand what some are used for.  <b>Preparation and Cooking</b>  I can demonstrate some basic preparation and cooking techniques with assistance.  <b>Weighing and Measuring</b>  I can name some different units of measurements used for food  <b>Evaluation 1</b>  I can describe some of the good and bad points about my products.  <b>Evaluation 2</b></p>	<p><b>Diet - Eatwell Guide</b>  I can understand and apply some of the main principles of a healthy diet e.g. drinking water  <b>Practical Skills</b>  I understand some of the main ingredients used for creating a few healthy dishes.  <b>Equipment</b>  I understand what different items of equipment are used and can use these with little assistance.  <b>Preparation and Cooking</b>  I can demonstrate some basic preparation and cooking techniques with occasional assistance.  <b>Weighing and Measuring</b>  I can use some basic measuring techniques for food  <b>Evaluation 1</b>  I am aware that other people can have different points of view on a product  <b>Evaluation 2</b></p>	<p><b>Diet - Eatwell Guide</b>  I can understand the term 'Eatwell Guide' and can name the food groups  <b>Practical Skills</b>  I can understand and cook a few healthy dishes that I would eat.  <b>Equipment</b>  I can select and use some equipment safely and independently.  <b>Preparation and Cooking</b>  I can demonstrate some basic preparation and cooking techniques independently.  <b>Weighing and Measuring</b>  I can weigh and measure foods for my recipes independently  <b>Evaluation 1</b>  I can consider whether someone else would like or dislike my products  <b>Evaluation 2</b>  I can explain some of the most and least successful parts of my product/project and</p>

		<p>I can use some describing words to say what my product is like.</p> <p><b>Sensory Analysis</b></p> <p>I can identify some good and bad sensory things about my products</p>	<p>I can describe what worked well in my product/project and what could be improved.</p> <p><b>Sensory Analysis</b></p> <p>I can describe some of the qualities of my product using the 4 senses of taste, texture, smell and appearance.</p>	<p>can make some suggestions for improvement.</p> <p><b>Sensory Analysis</b></p> <p>I can use a basic sensory analysis test e.g. ranking test to evaluate the qualities of products and use some sensory vocabulary to describe the product.</p>
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**Each threshold is divided into 2 sections:**

**2 = High - Top of the threshold - students should be able to do all of the things in the box (5 out of 5 KPIs)**

**1 = Low - Bottom of the threshold - students should be able to do most of the things in the box (at least 3 out of 5 KPIs)**

**The KS4 Forecast grades on the righthand side are for guidance only to give a rough indication of the GCSE grades we would expect students to achieve at the end of Year 11 based on their different starting points**