



Key Stage 3 progress grid

Subject Technology

Year 9

Topic / skill area Food prep design

Trajectory	I am able to.....
T9, T8	<input type="checkbox"/> Develop dishes for people on special diets and plan the making. <input type="checkbox"/> <input type="checkbox"/>
T7	<input type="checkbox"/> Justify the modifications I make in the recipe. <input type="checkbox"/> Make dietary recommendations for : lactovegetarians, vegans, pescotarians, ovo-vegetarians
T6	<input type="checkbox"/> Explore alternatives to ingredients and ways of preparing food to suit special diets. <input type="checkbox"/> Conduct a nutrient analysis. <input type="checkbox"/> Investigate the dietary needs of vegan and vegetarians. <input type="checkbox"/> Contrast the needs of people on these special diets, to normal diets. <input type="checkbox"/> Classify foods according to the five food groups and apply this information in food preparation.
T5, T4	<input type="checkbox"/> Apply the principles of good nutrition when planning meals. <input type="checkbox"/> Describe the impact of malnutrition. <input type="checkbox"/> Give some consideration to special dietary needs . <input type="checkbox"/> Predict the outcome of an unbalanced diet.
T3	<input type="checkbox"/> Identify the differences between a meal plan and a menu. <input type="checkbox"/> Identify what staple foods are. <input type="checkbox"/> Recall the importance of using and list healthy eating guidelines. <input type="checkbox"/> State the difference between fat soluble and water soluble nutrients. <input type="checkbox"/> List the three methods of heat transference.
T2, T1	<input type="checkbox"/> Identify a difference between a meal plan and a menu. <input type="checkbox"/> Recall the importance of using or list healthy eating guidelines. <input type="checkbox"/> State a method of heat transference.

