



Food - Year 8

	Emerging – a student whose understanding of the Yr 8 Food skills is still emerging will be able to:	Developing – a student who is developing their Yr 8 Food skills will be able to:	Secure – a student who is secure in the skills in the Yr 8 Food curriculum will be able to:	Excelling– a student who is excelling in the Yr 8 food curriculum will be able to:
Knowledge and Understanding	<p>Complete written work in full sentences.</p> <p>Follow instructions to complete simple written task</p> <p>Identify some of the principles of food hygiene, cross contamination and food poisoning.</p> <p>List some of the government guidelines for healthy eating.</p> <p>Identify the functions and sources of some macro and micro nutrients.</p> <p>List some factors that affect food choice.</p>	<p>Complete written work in full sentences using descriptions.</p> <p>Follow instructions to complete written tasks with some help.</p> <p>Describe some of the principles of food hygiene, cross contamination and food poisoning.</p> <p>Describe the government guidelines for healthy eating.</p> <p>Describe the functions and sources of some macro and micro nutrients.</p> <p>Describe factors that affect food choice</p>	<p>Complete written work in full sentences using descriptions and explain comments made.</p> <p>Follow instructions to complete detailed written tasks with some guidance.</p> <p>Describe all of the principles of food hygiene, cross contamination and food poisoning.</p> <p>Explain the government guidelines for healthy eating.</p> <p>Explain the functions and sources of some macro and micro nutrients. Identifying consequences of too much and too little</p> <p>Explain a range of factors that affect food choice</p>	<p>Complete written work in full sentences using descriptions and justify comments made.</p> <p>Follow instructions to complete detailed written tasks independently.</p> <p>Explain and justify all of the principles food hygiene, cross contamination and food poisoning.</p> <p>Justify the government guidelines for healthy eating, providing recommendations for each guideline.</p> <p>Explain the functions and sources of some macro and micro nutrients. Identifying and explaining the consequences of too much and too little</p> <p>Explain a range of factors that</p>

				affect food choice giving examples
Making	<p>Work with most equipment safely, hygienically and tidily, using some practical skills and techniques fairly effectively. Produce some satisfactory dishes. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Complete some practical tasks independently and within time constraints.</p> <p>Describe how well the making of a dish went and how parts of the dish could be improved and identify the sensory qualities of the dishes made (evaluation).</p>	<p>Work with a variety of equipment safely, hygienically and efficiently in a tidy environment, using some practical skills and techniques fairly effectively, including the safe and correct use of some utensils and equipment.</p> <p>Produce some good dishes with acceptable sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Complete most practical tasks independently and within time constraints.</p> <p>Explain how well the making of a dish went how the dish could be improved and describe the sensory qualities of the dishes made (evaluation).</p>	<p>Work consistently in a safe and hygienic manner in a tidy and clean environment. Illustrate some level of success (competence) in the safe and correct use of a range of utensils and electrical equipment and in a variety of cooking techniques.</p> <p>Produce a selection of good quality dishes with good sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Consistently complete practical tasks independently and within time constraints presenting good quality finished dishes.</p> <p>Explain which steps in the making went well and which didn't and describe how to improve the dish (evaluation).</p>	<p>Always work in a safe and hygienic manner in a tidy and clean environment. Illustrate a good level of success (competence) in the safe and correct use of a range of utensils and electrical equipment and in a variety of cooking techniques. Produce a selection of high quality dishes with good sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Always complete practical tasks independently and within time constraints presenting high quality finished dishes.</p> <p>Analyse, test and evaluate the making of dishes and justify how to improve the dishes (evaluation).</p> <p>Analyse the sensory qualities of dishes made (evaluation).</p>

			Briefly analyse the sensory qualities of dishes made (evaluation).	
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Food - Year 7

	Emerging – a student whose understanding of the Y7 Food skills is still emerging will be able to:	Developing – a student who is developing their Y7 Food skills will be able to:	Secure – a student who is secure in the skills in the Yr7 Food curriculum will be able to:	Excelling– a student who is excelling in the Yr 7 food curriculum will be able to:
Knowledge and Understanding	Write mostly in sentences. Follow instructions to complete simple written task Identify some of the principles of nutrition and health Identify some of hazards in the kitchen. List some personal hygiene rules	Complete written work in full sentences. Follow instructions to complete written tasks with some help. Describe some of the principles of nutrition and health List hazards in the kitchen and describe the risks involved. Describe personal hygiene rules	Complete written work in full sentences using descriptions. Follow instructions to complete detailed written tasks with some guidance. Describe all of the principles of nutrition and health List hazards in the kitchen, describe the risks involved, and suggest how to prevent. Explain personal hygiene rules	Complete written work in full sentences using descriptions and explain comments made. Follow instructions to complete detailed written tasks independently. Explain and justify all of the principles of nutrition and health List hazards in the kitchen, describe the risks involved, and justify how to prevent. Justify personal hygiene rules
Making	Work safely, reasonably accurately and tidily. Use some basic equipment and techniques eg knife skills - fruit salad, shaping and forming- sausage rolls, all in one – fairy cakes, bread making, using the grill- healthy pizza bread.	Work with most equipment safely and tidily. Work using some practical skills and techniques fairly effectively. knife skills - fruit salad, shaping and forming-sausage rolls, all	Work with a variety of equipment safely and efficiently in a tidy environment. Work using a range of practical skills and techniques effectively; knife skills - fruit salad, shaping	Work consistently in a safe and hygienic manner in a tidy and clean environment. Work using a range of practical skills and techniques very effectively; knife skills - fruit salad, shaping and forming-sausage rolls, all in

	<p>Produce an acceptable standard of dishes.</p> <p>Complete some practical tasks on time and with some guidance and help.</p> <p>Describe the dish made, list any problems and list some sensory qualities (evaluation).</p>	<p>in one – fairy cakes, bread making, using the grill-healthy pizza bread.</p> <p>Produce some good quality dishes.</p> <p>Complete most practical tasks within time constraints and with a little guidance and help.</p> <p>Describe how well the making of a dish went, how parts of the dish could be improved and identify the sensory qualities (evaluation).</p>	<p>and forming-sausage rolls, all in one – fairy cakes, bread making, using the grill- healthy pizza bread.</p> <p>Consistently produce good quality dishes.</p> <p>Complete practical tasks within time constraints and mostly independently.</p> <p>Explain which steps in the making went well, how to improve the dish made and describe the sensory qualities (evaluation).</p>	<p>one – fairy cakes, bread making, using the grill-healthy pizza bread.</p> <p>Consistently produce very good quality finished dishes.</p> <p>Consistently complete practical tasks within time constraints and independently.</p> <p>Explain and justify which steps in the making went well, how to improve the dish made and explain the sensory qualities (evaluation).</p>
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Food - Year 9

	Emerging – a student whose understanding of the Yr 9 Food skills is still emerging will be able to:	Developing – a student who is developing their Yr 9 Food skills will be able to:	Secure – a student who is secure in the skills in the Yr 9 Food curriculum will be able to:	Excelling– a student who is excelling in the Yr 9 food curriculum will be able to:
Knowledge and Understanding	Complete written work in full sentences. Follow instructions to complete simple written task Identify some religions and list some foods that are forbidden List different ages and stages Define a basic understanding of a vegetarian and vegan diet. Identify the difference between food intolerance and a food allergy.	Complete written work in full sentences using descriptions. Follow instructions to complete written tasks with some help. Describe different religions, listing foods that can/cannot be eaten Describe nutritional needs of ages and stages Has a good understanding of a vegetarian and vegan diet. Describe the difference between food intolerance and a food allergy.	Complete written work in full sentences using descriptions and explain comments made. Follow instructions to complete detailed written tasks with some guidance. Describe in detail a range of different religions, listing foods that can/cannot be eaten including halal and kosher. Explain nutritional needs of ages and stages Has a good understanding of a vegetarian and vegan diet and can explain reasons for following this diet. Describe the difference between food intolerance and a food allergy, listing	Complete written work in full sentences using descriptions and justify comments made. Follow instructions to complete detailed written tasks independently. Explain and justify a range of different religions, listing foods that can/cannot be eaten including halal and kosher Explain nutritional needs of ages and stages and suggest factors that affect their food choice. Has a good understanding of a vegetarian and vegan diet and can justify reasons for following this diet Describe the difference between food intolerance and

			the main allergens.	a food allergy, listing the main allergens and the symptoms.
Making	<p>Work with a variety of tools safely and efficiently in a tidy environment.</p> <p>Work using some practical skills and techniques fairly effectively, including the safe and correct use of some cooking techniques, utensils and electrical equipment (eg kettle, electric hand whisk, etc).cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce satisfactory dishes with acceptable sensory qualities.</p> <p>Complete some practical tasks independently and within time constraints.</p> <p>Explain how well the making of a dish went, how the dish could be improved and the sensory qualities.</p>	<p>Work with a variety of equipment safely, hygienically and efficiently in a tidy environment.</p> <p>Illustrate some level of competence (success) in the safe and correct use of a range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Consistently produce good quality finished dishes.</p> <p>Complete most practical tasks independently and within time constraints</p> <p>Explain the sensory qualities of dishes made, and which steps in the making went well and which didn't and how to improve the dish and the sensory qualities.</p>	<p>Always work in a safe and hygienic manner in a clean and tidy environment.</p> <p>Illustrate a good level of competence (success) in the safe and correct use of a range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce successful, well finished dishes with good sensory qualities</p> <p>Independently complete most practical tasks showing some efficiency and acceptable time management</p> <p>Analyse, test and evaluate the making of dishes, justify how to improve the dishes made and briefly analyse the sensory qualities.</p>	<p>Always work consistently in a safe and hygienic manner in a tidy and clean environment.</p> <p>Illustrate a sound level of competence in the safe and correct use of a wide range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce successful, well finished dishes with very good sensory qualities.</p> <p>Independently complete all practical tasks showing efficiency and good time management.</p> <p>Analyse, test and evaluate every aspect of a practical lesson and justify any possible improvements to a dish.</p> <p>Analyse the sensory qualities of dishes made.</p>

