

Broughton Hall Catholic High School

Key Stage 3 Descriptors

Food - Year 8

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

				affect food choice giving examples
Making	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 Complete some practical tasks independently and within time constraints. 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).	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. Produce some good dishes with acceptable sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble Complete most practical tasks independently and within time constraints. 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).	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. Produce a selection of good quality dishes with good sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble Consistently complete practical tasks independently and within time constraints presenting good quality finished dishes. Explain which steps in the making went well and which didn't and describe how to improve the dish (evaluation).	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 Always complete practical tasks independently and within time constraints presenting high quality finished dishes. Analyse, test and evaluate the making of dishes and justify how to improve the dishes (evaluation). Analyse the sensory qualities of dishes made (evaluation).

	Briefly analyse the sensory	
	qualities of dishes made	
	(evaluation).	



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Food - Year 7

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

Produce an acceptable standard of dishes.

Complete some practical tasks on time and with some guidance and help.

Describe the dish made, list any problems and list some sensory qualities (evaluation).

in one – fairy cakes, bread making, using the grill-healthy pizza bread. Produce some good quality dishes. Complete most practical tasks within time constraints and with a little guidance and help. Describe how well the making of a dish went, how parts of the dish could be improved and identify the sensory qualities (evaluation).

and forming-sausage rolls, all in one – fairy cakes, bread making, using the grill- healthy pizza bread. Consistently produce good quality dishes. Complete practical tasks within time constraints and mostly independently. Explain which steps in the making went well, how to improve the dish made and describe the sensory qualities (evaluation).

one – fairy cakes, bread making, using the grill-healthy pizza bread.
Consistently produce very good quality finished dishes.
Consistently complete practical tasks within time constraints and independently.
Explain and justify which steps in the making went well, how to improve the dish made and explain the sensory qualities (evaluation).



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Key Stage 3 Descriptors

Food - Year 9

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

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