

Yr 7	Skills and Practical Techniques	Knowledge and Understanding
 <u>Ambitious</u>	• I can work in an organised way and prepare foods safely and hygienically every time I cook. • I know about preventing cross contamination. • I can produce step by step plans with all information equipment and ingredients. • I know how to use utensils and electrical equipment safely I can confidently preheat and control all parts of a cooker independently • I know about applying heat in different ways. • I can suggest ways to change the sensory properties of a dish to adapt it to other consumers.	• I can write a a comprehensive evaluation, taking into account what other people said about my product and have several clear suggestions for improvement. All improvements are justified. • I can confidently talk about the 'Eatwell plate', the main nutrients and explain the function (job) of each nutrient. • I can name and explain explain the problem of too much / too little of fat / sugar and starch • I can discuss dietary fibre and explain the effects of not eating enough.
 <u>Mastery</u>	• I can always work in an organised and efficient way, preparing food safely and hygienically every time I cook. • I understand and apply methods to prevent cross contamination. • I create clear, detailed step-by-step plans that include all equipment and ingredients. • I can use a wide range of utensils and electrical equipment safely and independently. • I confidently preheat and control all parts of a cooker. • I understand how different types of heat affect food. • I can suggest and make changes to the sensory properties of a dish to suit different consumers.	• I can write a detailed evaluation that includes feedback from others and some justified suggestions for improving my product. • I can describe the Eatwell Plate and explain some of the functions of the main nutrients (e.g., protein, carbohydrates, fats, vitamins, and minerals). • I can explain what happens if someone eats too much or too little fat, sugar, or starch. • I can discuss the role of dietary fibre and clearly explain the effects of not getting enough in the diet.
 <u>Developing</u>	• I can work in an organised way and prepare foods safely and hygienically most times I cook. • I know how to use date marks and storage instructions to ensure my food is safe • I can name and use many pieces of equipment safely and correctly • I can plan cooking activities in the correct order • I know how to use all parts of a cooker • I can make both sweet and savoury dishes • I can suggest ways to change the sensory properties of a dish	• I have written a good evaluation against the specifications, including strengths, weaknesses and clear suggestions for improvement. • I know what 'Healthy eating' is and why it's important I know that food provides energy and nutrients in different amounts • I can link the 5 main food groups to the main nutrients. I can discuss the value of fibre in the diet.

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 <u>Emerging</u>	• I can list dangers and suggest ways to make myself and the environment safe. • I can prepare food safely. • I know where to store foods to keep them safe. • I can identify key pieces of equipment • I can use the hob and the oven with assistance.	• I have written an basic evaluation and include strengths, weaknesses and suggestions for improvement. • I know and can talk about ways to make a diet healthy and I understand the “Eatwell Guide”. • I can name the 5 main food groups I am aware of correct portion sizes for different age groups. • I know I need to eat more fibre and drink more water.

Yr 8	Skills and Practical Techniques	Knowledge and Understanding
 <u>Ambitious</u>	• I can produce step by step plans with a list of ingredients and equipment • I can identify key stages in the making process to ensure my food is safe- input safety and quality checks • I know about preventing cross contamination and using colour coded boards. • I can complete all Year 8 cooking skills confidently and independently and teach the method to other pupils in the class. (rubbing in, knead, prove, shape, white sauce, pizza making) • I can suggest ways to adapt a recipe to enhance the sensory and nutritional properties of the dish.	• Know how to cook a broader range of ingredients and healthy recipes. • I can design a healthy dish and explain the function of each ingredient • I know and understand the term 'gelatinisation', I can explain the process to others. • I have written a detailed evaluation, taking into account what other people • said about my product and have several clear suggestions for improvement. • All improvements are justified.
 <u>Mastery</u>	• I can produce a clear, detailed step-by-step plan that includes all necessary ingredients and equipment. • I can identify key safety and quality checks throughout the making process to ensure food is safe and high quality. • I fully understand how to prevent cross contamination, including the correct use of colour-coded chopping boards and safe food handling practices. • I can complete all Year 8 cooking skills (e.g., rubbing in, kneading, proving, shaping, making white sauce, pizza making) confidently and independently, and I am able to teach or support others in using these methods. • I can suggest and justify adaptations to a recipe to improve its sensory appeal (taste, texture, smell, appearance) and nutritional value.	• I can cook a wide variety of ingredients and healthy recipes, showing confidence in using different cooking techniques. • I can design a balanced, healthy dish and explain the function of each ingredient in terms of nutrition and purpose in the recipe. • I understand the term gelatinisation and can clearly explain the process and where it is used in cooking. • I have written a thorough evaluation, using feedback from others and making several justified, realistic suggestions for improvement.

Yr 8	Skills and Practical Techniques	Knowledge and Understanding
 <u>Developing</u>	• I am always organised and hygienic. • I understand the different terms used in date marking-‘use by’ & ‘best before’. • I weigh and measure accurately all the time • I follow instructions without teacher assistance • I can use the rubbing in method independently • I can knead, shape and prove bread independently • I can suggest ways to change the sensory properties of a dish to adapt it to other consumers. • I know how to make a roux sauce.	• I can confidently discuss the ‘Eatwell plate’, the main nutrients and explain the function (job) of each nutrient. • I can explain the problem of too much / too little fat / sugar and starch. • I can name some vitamins and minerals and link their jobs and sources. • I know and understand the term ‘gelatinisation’. • I have written a detailed evaluation against the specifications, including strengths, weaknesses and clear suggestions for improvement.
 <u>Emerging</u>	• I can work in an organised way and prepare foods safely and hygienically most times I cook. • I know what a date mark is and how to find out about storing foods safely • I can weigh and measure accurately with some support. • I can use the rubbing in method I can knead, shape and prove bread with assistance - I can preheat and turn off the ovens safely • I can make a white sauce – the all-in-one method	• I know what ‘Healthy eating’ is and why it’s important • I know that food provides energy and nutrients in different amounts • I can link the 5 main food groups to the main nutrients. • I know why we need fats, protein and carbohydrates in our diet. • I know that when you heat flour with a liquid the sauce thickens. • I have written an evaluation and include strengths, weaknesses and suggestions for improvement.

Yr 9	Skills and Practical Techniques	Knowledge and Understanding
 <u>Ambitious</u>	• I can identify how food is preserved and confidently explain the term 'Danger Zone' giving detail and examples. • I know all key food safety temperatures. • I know how to cook a repertoire of predominantly savoury dishes to feed myself and others a healthy and varied diet • I can use a wider range of preparation techniques and methods when cooking • I can cook different recipes to suit a range of needs, wants and values • I know how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging • Skills: drizzle, pipe, portion, bake blind,	• I can name different varieties of the commodities studied and explain how they are grown, reared, used in food preparation • I know that food is produced, processed and sold in different ways - e.g. conventional and organic farming, fair trade • I know how to modify recipes and cook dishes that promote current healthy eating messages • I can nutritionally analyse my dishes to establish the nutrient content of a dish I've made and discuss changes to alter nutrient content. • I can confidently discuss all key nutrients, their job in the body, their sources – including 3 main vitamins and minerals. • I have written a detailed evaluation, taking into account what other people said about my product and have several clear suggestions for improvement. All improvements are justified
 <u>Mastery</u>	• I can clearly explain how different food preservation methods work and confidently describe the Danger Zone (5°C–63°C), giving detailed examples of how to keep food safe. • I know and apply all key food safety temperatures accurately when preparing and storing food. • I can cook a wide variety of savoury dishes that contribute to a healthy, balanced, and varied diet for myself and others. • I use a broad range of preparation techniques (e.g., drizzle, pipe, portion, bake blind) with confidence and accuracy. • I can adapt recipes to suit different needs, wants, values (e.g., dietary preferences, cultural choices, health goals). • I actively work to minimise food waste, including composting, portion control, and recycling food packaging.	• I can name a range of varieties of commodities we have studied (e.g., types of grains, dairy, fruits, meats) and confidently explain how they are grown, reared, processed, and used in food preparation. • I clearly understand how food is produced, processed, and sold in different ways (e.g., conventional vs. organic farming, fair trade), and I can explain the impact of these methods. • I can modify recipes to suit different people's needs and cook dishes that promote current healthy eating guidance. • I can nutritionally analyse my dish accurately and suggest specific changes to increase or reduce nutrients like fat, salt, or sugar. • I can confidently discuss all key nutrients, including their function in the body, food sources, and include examples of at least three vitamins and three minerals. • I have written a detailed evaluation using feedback from others and included several well-justified improvements to my dish.

Yr 9	Skills and Practical Techniques	Knowledge and Understanding
 <u>Developing</u>	• I know how to adapt a recipe to suit different needs and target groups • I know about specific temperature controls of foods and storage places. • I know the principles of cleaning, preventing cross contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot • I know how to cook a repertoire of predominantly savoury dishes to feed myself and others a healthy and varied diet • I can use a wider range of preparation techniques and methods when cooking • I can cook different recipes to suit a range of needs, wants and values. • I can suggest ways to adapt recipes to increase the fibre content. Skills : separate, zest, stir-frying, steaming	• I understand and know the advantage to buying foods that are grown in the UK and in season • I understand the different ways that eggs and chicken are produced - 'organic' and • 'free range' etc. • I can design a healthy dish and explain the nutritional value of most ingredients. • I know the implications of dietary excess or deficiency. eg. malnutrition, maintenance of a healthy weight. • I have written a detailed evaluation against the specifications, including strengths, weaknesses and clear suggestions for improvement.
 <u>Emerging</u>	• I can work in an organised way and prepare foods safely and hygienically most times I cook. • I know about preventing cross contamination and using colour coded boards. • I know how to use date marks and storage instructions to ensure my food is safe • I can make a repertoire of predominantly savoury meals -I know how to use taste, texture and smell to decide how to season dishes	• I can identify the symbols for organic / fair trade/ food miles and other SMES links to food. • I am aware of some key allergies and why labelling is important. • I can discuss healthy eating and suggest ways to make a dish healthier. • I can list the main nutrients and explain the function (job) of each nutrient. • I can explain the problem of too much / too little of fat / sugar and starch • I have written an evaluation and include strengths, weaknesses and suggestions for improvement.