

**Food**

Year 7 Level	BELOW	WORKING TOWARDS EXPECTED	EXPECTED STANDARD	ABOVE EXPECTED	OUTSTANDING
Practical Skill	<ul style="list-style-type: none"> <li>• Can name and use a range of basic tools safely.</li> <li>• Needs prompting on where to store some ingredients.</li> <li>• When getting ready to cook misses out one or more stages of the routine.</li> <li>• Can prepare a basic selection of dishes with minimal support.</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance can select and use appropriate tools and equipment safely.</li> <li>• Can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep hands clean for most lessons.</li> <li>• Can replicate skills having seen a demonstration competently.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and uses appropriate tools and equipment safely.</li> <li>• Can name different methods of storing foods and give good examples of which foods to store where.</li> <li>• Recognises the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up.</li> <li>• Follows a recipe but may need refer to the skills from a demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses equipment safely, for consistency and accuracy.</li> <li>• Understand the use of date-marks and storage instructions on food and drink labels</li> <li>• Can get ready to cook: tie back long hair, wash hands, wear a clean apron, keep my hands clean and explain the consequences of not following this.</li> <li>• Uses basic finishing techniques to increase the visual appeal of dishes.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to name the process and reason behind the choice of tools and equipment.</li> <li>• Understands the difference between high/medium/low risk foods and where to store them.</li> <li>• Follows hygiene and safety routines at all times.</li> <li>• Shows confidence when following a recipe and manages time well.</li> </ul>
Theory	<ul style="list-style-type: none"> <li>• With support can identify different sections of labels.</li> <li>• Can identify which methods of cooking are better for us.</li> <li>• Aware of major allergens, e.g. nuts and gluten.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of which foods have labels providing information to help when making a choice.</li> <li>• Has basic knowledge of functions of ingredients.</li> <li>• Can name the key areas on the Eatwell Guide and categorise foods into each section.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify major sections of labels and link to the reason why it is law to display them.</li> <li>• Know that some people avoid certain foods due to religion allergies/intolerances or special diets.</li> <li>• Demonstrates sound knowledge of contributing factors of a healthy lifestyle and the Eatwell guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and makes use of the main information on food and drink labels.</li> <li>• Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade and free range.</li> <li>• Can explain the function and nutritional properties of main ingredients in key products.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the main information on food and drink labels to make an informed choice.</li> <li>• Understands the chemical and physical changes in properties of specific food due to cooking and can use limited vocabulary when discussing issues.</li> <li>• Makes suggestions of ingredients to use considering environmental, social, sustainable and moral issues.</li> </ul>
Create & Analyse	<ul style="list-style-type: none"> <li>• Offers minimal alternative ingredients when designing a product to change the appearance or taste.</li> <li>• Needs a framework for sensory testing to be recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Can replace ingredients from a selection of options showing a basic understanding of the sensory property of the ingredient.</li> <li>• Choses appropriate sensory words to describe a dish and can identify a strength and weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Can select suitable alternative ingredients to alter the sensory appeal to a dish.</li> <li>• Begins to explain strengths and weaknesses of sensory testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes recipes and dishes to make them healthier and more appealing by altering ingredients.</li> <li>• Interprets the results of sensory tests accurately and explains giving examples of what aspects to change</li> </ul>	<ul style="list-style-type: none"> <li>• Shows creativity when changing recipes and dishes to make them healthier and more appealing by altering ingredients.</li> <li>• Links strengths and weaknesses of a sensory test to key processes and functions of ingredients.</li> </ul>