


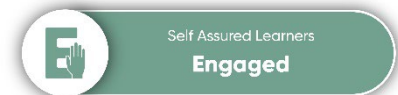


## KS3 FOOD PREPARATION & CATERING ASSESSMENT STATEMENTS – YEAR 7




Developing		Secure		Expert	
<p><b>Hygiene and Safety Part 1</b> <i>What are the rules and expectations during a food practical lesson?</i> Students demonstrate basic understanding of hygiene and safety rules.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 1</b> <i>What are the rules and expectations during a food practical lesson?</i> Students consistently follow instructions and maintain a clean workspace.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 1</b> <i>What are the rules and expectations during a food practical lesson?</i> Students lead by example, assist peers, and show advanced skills in food preparation and safety practices.</p>	<input type="checkbox"/>
<p><b>Hygiene and Safety Part 2</b> <i>What variables of measurement do we use in a food practical?</i> Students identify basic measurement tools and their uses.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 2</b> <i>What variables of measurement do we use in a food practical?</i> Students apply measurement techniques accurately in simple recipes.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 2</b> <i>What variables of measurement do we use in a food practical?</i> Students analyse and adjust measurements to enhance flavours and textures in complex dishes.</p>	<input type="checkbox"/>
<p><b>Hygiene and Safety Part 3</b> <i>Why is it important to know the location and the use of equipment?</i> Ensures safety; when students are aware of where tools are stored and how to use them properly, they can avoid accidents and injuries.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 3</b> <i>Why is it important to know the location and the use of equipment?</i> Understanding equipment usage improves efficiency; when students can quickly find and use the right tools for tasks, they complete projects more effectively.</p>	<input type="checkbox"/>	<p><b>Hygiene and Safety Part 3</b> <i>Why is it important to know the location and the use of equipment?</i> Fosters responsibility and teamwork, as students learn to care for shared resources and support each other in their learning activities.</p>	<input type="checkbox"/>
<p><b>Healthy Eating</b> <i>What is the benefit of the Eatwell guide?</i> Students starting to learn about healthy eating.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>What is the benefit of the Eatwell guide?</i> Students identify a solid grasp of balanced meals and making healthy choices.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>What is the benefit of the Eatwell guide?</i> Represents a deep understanding, where students can analyse and adapt their diets for specific health needs.</p>	<input type="checkbox"/>
<p><b>Healthy Eating</b> <i>What nutrients are related to the Eatwell guide and what are their functions?</i> Students recognize and can name the food groups in the Eatwell Guide.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>What nutrients are related to the Eatwell guide and what are their functions?</i> Students can explain the functions of various nutrients and provide examples of foods in each group.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>What nutrients are related to the Eatwell guide and what are their functions?</i> Students analyse how a balanced diet, based on the Eatwell Guide, supports overall health and well-being, and can create meal plans that reflect this balance.</p>	<input type="checkbox"/>
<p><b>Healthy Eating</b> <i>How can we ensure that we remain hydrated and spot the signs of dehydration?</i> Students understanding their hydration needs and recognising the need to drink.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>How can we ensure that we remain hydrated and spot the signs of dehydration?</i> Students understanding of consistently drinking enough water and noticing signs of dehydration.</p>	<input type="checkbox"/>	<p><b>Healthy Eating</b> <i>How can we ensure that we remain hydrated and spot the signs of dehydration?</i> Students understanding of being able to adjust water intake based on different activities and environments.</p>	<input type="checkbox"/>

**CURRICULUM INTENT:**

Year 7 Food Technology focuses on equipping students with essential cooking skills and knowledge about food safety and nutrition. Students will explore various cooking methods, learn to prepare simple dishes, and understand the importance of healthy eating. The program encourages creativity and experimentation in the kitchen while emphasizing the significance of sustainability and making informed food choices. Through hands-on activities and projects, students will develop confidence in their cooking abilities and gain an appreciation for diverse cuisines, preparing them for more advanced culinary challenges in the future.



## KS3 FOOD PREPARATION & CATERING ASSESSMENT STATEMENTS – YEAR 8




Developing		Secure		Expert	
<p><b>Nutrition and Life Stages parts 1/2/3</b>  <i>Why do some people follow a special diet at certain stages of their life?</i>  <i>What adaptations are needed for these diets to meet nutritional requirements?</i></p> <ul style="list-style-type: none"> <li>Begin to understand the life stages of <b>babies and toddlers</b> and begin to understand what adaptations are required for their diets to meet nutritional requirements.</li> <li>Begin to understand the life stages of <b>children and teenagers</b> and begin to understand what adaptations are required for their diets to meet nutritional requirements.</li> <li>Begin to understand the life stages of <b>early/middle/late adulthood and elderly</b> and begin to understand what adaptations are required for their diets to meet nutritional requirements.</li> </ul>	<input type="checkbox"/>	<p><b>Nutrition and Life Stages parts 1/2/3</b>  <i>Why do some people follow a special diet at certain stages of their life?</i>  <i>What adaptations are needed for these diets to meet nutritional requirements?</i></p> <ul style="list-style-type: none"> <li>Understand the life stages of <b>babies and toddlers</b> and understand what adaptations are required for their diets to meet nutritional requirements.</li> <li>Understand the life stages of <b>children and teenagers</b> and understand what adaptations are required for their diets to meet nutritional requirements.</li> <li>Understand the life stages of <b>early/middle/late adulthood and elderly</b> and understand what adaptations are required for their diets to meet nutritional requirements.</li> </ul>	<input type="checkbox"/>	<p><b>Nutrition and Life Stages parts 1/2/3</b>  <i>Why do some people follow a special diet at certain stages of their life?</i>  <i>What adaptations are needed for these diets to meet nutritional requirements?</i></p> <ul style="list-style-type: none"> <li>Understand and analyse the life stages of <b>babies and toddlers</b> and understand and analyse what adaptations are required for their diets to meet nutritional requirements.</li> <li>Understand and analyse the life stages of <b>children and teenagers</b> and understand and analyse what adaptations are required for their diets to meet nutritional requirements.</li> <li>Understand and analyse the life stages of <b>early/middle/late adulthood and elderly</b> and understand and analyse what adaptations are required for their diets to meet nutritional requirements.</li> </ul>	<input type="checkbox"/>
<p><b>Food Choice</b>  <i>What are personal factors &amp; what effects our food choice?</i>                      Students identify basic food choices</p>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What are personal factors &amp; what effects our food choice?</i>                      Students understand how personal factors impact their decisions</p>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What are personal factors &amp; what effects our food choice?</i>                      Students critically analyse and make informed choices based on a variety of personal and social influences</p>	<input type="checkbox"/>
<p><b>Food Choice</b>  <i>What is food allergy and food intolerance?</i>                      Students recognize the differences between allergies and intolerances</p>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What is food allergy and food intolerance?</i>                      Students can explain how each condition affects the body</p>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What is food allergy and food intolerance?</i>                      Students can analyse the impact of these conditions on individuals' lives and discuss management strategies.</p>	<input type="checkbox"/>
<p><b>Food Choice</b>  <i>What foods are chosen at religious celebrations and for cultural food traditions?</i>  <i>What are the factors that religion can have on food choices in different cultures?</i></p> <ul style="list-style-type: none"> <li>Students have a basic awareness of different foods and their meanings.</li> <li>Students identify basic religious food practices.</li> </ul>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What foods are chosen at religious celebrations and for cultural food traditions?</i>  <i>What are the factors that religion can have on food choices in different cultures?</i></p> <ul style="list-style-type: none"> <li>Students understand how these foods play a role in cultural identity.</li> <li>Students can explain the reasons behind these practices.</li> </ul>	<input type="checkbox"/>	<p><b>Food Choice</b>  <i>What foods are chosen at religious celebrations and for cultural food traditions?</i>  <i>What are the factors that religion can have on food choices in different cultures?</i></p> <ul style="list-style-type: none"> <li>Students can analyse and appreciate the deeper significance of these culinary practices in fostering community and spirituality.</li> <li>Students can analyse how these food choices reflect broader cultural values and community identity.</li> </ul>	<input type="checkbox"/>

**CURRICULUM INTENT:**

Year 8 Food Technology focuses on developing students' skills and knowledge in food preparation, nutrition, and safety. During this course, students will learn how to create a variety of dishes while understanding the importance of healthy eating and sustainable food practices. They will explore different cooking techniques, ingredients, and food cultures, allowing them to appreciate the role of food in everyday life. Additionally, students will engage in hands-on activities that encourage creativity and problem-solving, preparing them for future culinary challenges and fostering a lifelong interest in cooking and nutrition.



**KS3 FOOD PREPARATION & CATERING ASSESSMENT STATEMENTS – YEAR 9**

<b>Developing</b>	 <b>Secure</b>	 <b>Expert</b>	
<p><b><u>Hospitality &amp; Catering - THE STRUCTURE OF THE H&amp;C INDUSTRY</u></b></p> <ul style="list-style-type: none"> <li>• Identify at least 5 different establishments</li> <li>• Be able to state a variety of styles of service</li> <li>• Be able to define contract caterers and give examples</li> <li>• Be able to state different methods of ratings</li> </ul>	<input type="checkbox"/>	<p><b><u>Hospitality &amp; Catering - THE STRUCTURE OF THE H&amp;C INDUSTRY</u></b></p> <ul style="list-style-type: none"> <li>• Explain 2 establishments in detail.</li> <li>• Explain the main features of each style of service</li> <li>• Be able to create menus suitable for different occasions</li> <li>• Explain the differences between different methods of ratings</li> </ul>	<input type="checkbox"/>
<p><b><u>Food Preparation &amp; Nutrition – FOOD NUTRITION Macro/micro-nutrients</u></b></p> <ul style="list-style-type: none"> <li>• Students can identify the different types, functions, deficiencies and excess of fats, vitamins and minerals.</li> <li>• Students can identify the sources, functions, deficiencies and excess of proteins and carbohydrates.</li> <li>• Students can identify the functions of water, how water is lost from the body, how much water do we need each day and occasions when we need extra fluids.</li> </ul>	<input type="checkbox"/>	<p><b><u>Food Preparation &amp; Nutrition – FOOD NUTRITION Macro/micro-nutrients</u></b></p> <ul style="list-style-type: none"> <li>• Students can understand the different types, functions, deficiencies and excess of fats, vitamins and minerals.</li> <li>• Students can understand and discuss the sources, functions, deficiencies and excess of proteins and carbohydrates.</li> <li>• Students can understand and discuss the functions of water, how water is lost from the body, how much water do we need each day, and occasions when we need extra fluids.</li> </ul>	<input type="checkbox"/>
<p><b><u>Hospitality &amp; Catering - FOOD RELATED CAUSES OF ILL HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• Be able to state the major allergens and intolerances</li> </ul> <p><b><u>ENVIRONMENTAL HEALTH OFFICER</u></b></p> <ul style="list-style-type: none"> <li>• Be able to state several of the roles of an EHO in basic form</li> </ul> <p><b><u>COMMON TYPES OF FOOD POISONING</u></b></p> <ul style="list-style-type: none"> <li>• Be able to state the 7 common types of food poisoning</li> <li>• Be able to state the common symptoms of food induced ill health</li> </ul>	<input checked="" type="checkbox"/>	<p><b><u>Hospitality &amp; Catering - FOOD RELATED CAUSES OF ILL HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• Explain the top 10 food allergens and 4 intolerances</li> </ul> <p><b><u>ENVIRONMENTAL HEALTH OFFICER</u></b></p> <ul style="list-style-type: none"> <li>• Explain the main features of each role</li> </ul> <p><b><u>COMMON TYPES OF FOOD POISONING</u></b></p> <ul style="list-style-type: none"> <li>• Be able to relate the food poisoning species to food types and symptom types</li> <li>• Be able to relate the symptoms to possible causes of illness</li> </ul>	<input type="checkbox"/>
<p><b><u>Food Preparation &amp; Nutrition - FOOD SAFETY</u></b></p> <ul style="list-style-type: none"> <li>• Students can identify the signs of food spoilage and be able to confidently categorise them.</li> </ul>	<input type="checkbox"/>	<p><b><u>Food Preparation &amp; Nutrition - FOOD SAFETY</u></b></p> <ul style="list-style-type: none"> <li>• Students can explain the role of enzymes in food spoilage and give examples and reasons why.</li> </ul>	<input type="checkbox"/>
		<p><b><u>Hospitality &amp; Catering - FOOD RELATED CAUSES OF ILL HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify potential allergens in food and suggest alternatives</li> </ul> <p><b><u>ENVIRONMENTAL HEALTH OFFICER</u></b></p> <ul style="list-style-type: none"> <li>• Be able to relate the role of an EHO to the wider industry</li> </ul> <p><b><u>COMMON TYPES OF FOOD POISONING</u></b></p> <ul style="list-style-type: none"> <li>• Be able to identify potential sources of pathogens from description of symptoms and foods consumed</li> <li>• Be able to identify potential sources of pathogens from description of symptoms and foods consumed</li> </ul>	<input type="checkbox"/>
		<p><b><u>Food Preparation &amp; Nutrition - FOOD SAFETY</u></b></p> <ul style="list-style-type: none"> <li>• Students can analyse and apply how enzymic action can be slowed or stopped to prevent food spoilage.</li> </ul>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>• Students can identify and describe the growth conditions of micro-organisms and bacteria in food.</li> <li>• Students can identify how to prepare and store food safely.</li> <li>• Students can identify the different sources of bacterial contamination, including the main types of bacteria.</li> <li>• Students can identify and describe the range of hazards and risks in the food room.</li> </ul>		<ul style="list-style-type: none"> <li>• Students can explain and understand how micro-organisms and bacteria can form, and which are high risk foods.</li> <li>• Students can explain a range of strategies to enable food to be prepared and stored safely.</li> <li>• Students can explain how to control various types of bacteria and identify the types of food poisonings.</li> <li>• Students can apply suitable control measures to reduce or remove the risks and increase hygiene awareness.</li> </ul>		<ul style="list-style-type: none"> <li>• Students can analyse how different conditions can control and minimise the development of micro-organisms and bacteria in foods.</li> <li>• Students can apply a range of food safety strategies to a variety of scenarios and justify the impact they have.</li> <li>• Students can apply knowledge and understanding of food poisonings and bacteria to food safety with justifications and analysis.</li> <li>• Students can develop excellent routines in the food room and apply these consistently, as individuals and as a group.</li> </ul>	
<b>Hospitality &amp; Catering - JOB ROLES IN THE H&amp;C INDUSTRY</b> <ul style="list-style-type: none"> <li>• Be able to state a variety of job roles</li> </ul>	<input type="checkbox"/>	<b>Hospitality &amp; Catering - JOB ROLES IN THE H&amp;C INDUSTRY</b> <ul style="list-style-type: none"> <li>• Explain the main requirements of each job</li> </ul>	<input type="checkbox"/>	<b>Hospitality &amp; Catering - JOB ROLES IN THE H&amp;C INDUSTRY</b> <ul style="list-style-type: none"> <li>• Be able to explain the qualities and training for each job</li> </ul>	<input type="checkbox"/>
<b>Food Preparation &amp; Nutrition - FOOD CHOICE</b> <ul style="list-style-type: none"> <li>• Students will discover the 12 different factors that affect food choice.</li> <li>• Students will understand how food choice is related to a range of religions and cultures</li> <li>• Students will understand how food choice is related to a range of ethical, moral and medical factors</li> <li>• Students can identify mandatory and non-mandatory information that must be included on food labelling.</li> <li>• Students can identify the distinctive features and characteristics of British Cuisine.</li> <li>• Students can describe how our senses influence food choice: sight, taste, touch and aroma.</li> </ul>	<input type="checkbox"/>	<b>Food Preparation &amp; Nutrition - FOOD CHOICE</b> <ul style="list-style-type: none"> <li>• Students can explain and give reasons why each factor might impact an individual's food choices</li> <li>• Students research and identify the key principles, beliefs and special occasions linked to food for a specified religion.</li> <li>• Students can explain and give reasons why each factor might impact an individual's food choices</li> <li>• Students can understand and explain how food labelling and marketing can influence food choice.</li> <li>• Students can explain the equipment and cooking methods, eating patterns and presentation styles of British Cuisine</li> <li>• Students can identify and describe how to carry out all of the types of sensory testing.</li> </ul>	<input type="checkbox"/>	<b>Food Preparation &amp; Nutrition - FOOD CHOICE</b> <ul style="list-style-type: none"> <li>• Students will be able to offer modifications or solutions to recipes or food choices to improve a person's lifestyle</li> <li>• Students share findings and learn from peers to establish a detailed understanding of all religions and how they impact food choice.</li> <li>• Students will be able to offer modifications or solutions to recipes or food choices to comply with dietary needs.</li> <li>• Students can analyse the impact that food labelling and marketing strategies have on food choice.</li> <li>• Students can analyse the traditional and modern variations of recipes and begin to explore different international cuisines</li> <li>• Students can evaluate how you would ensure fair testing when carrying out food sensory tests on food.</li> </ul>	<input type="checkbox"/>

**CURRICULUM INTENT:**

Year 9 Food Technology is designed to equip students with essential skills and knowledge related to food preparation, nutrition, and safety. This course encourages students to explore various cooking techniques, understand the importance of healthy eating, and develop an appreciation for diverse cuisines. By engaging in hands-on activities, students learn to plan and prepare meals while considering factors such as dietary needs, sustainability, and food waste. The aim is to foster creativity, critical thinking, and problem-solving skills, enabling students to make informed choices about food throughout their lives. Students will have introduction of subject areas from both Food qualifications, GCSE Food Preparation & Nutrition and BTEC Hospitality & Catering, This exposure to the two courses will aid them to make the decision of which route they would prefer to gain a qualification, in year 10 and 11.

