

Food and Nutrition

Year	Subject	AP	HPA	MPA	LPA
			<u>Understanding hygienic practices</u>		
7	Food	AP1	<p>Students can explain how to work safely and hygienically and explain why personal hygiene rules must be followed.</p> <p>Students are able to explain why kitchen hazards are dangerous and how to make the environment safe for practice.</p> <p>Students use a developing range of food terms in their work to show their knowledge and understanding.</p> <p>Students are able to explain the function of different ingredients in the products they are learning about and give ideas for modifying their flavours and appearance.</p> <p>Students are able to execute a range of skills showing a good degree of accuracy to produce a made outcome that is appealing and properly cooked in the time independently.</p>	<p>Students can describe safe and hygienic practices to prepare themselves for cooking and describe why these rules must be followed.</p> <p>They can identify unsafe practice in a kitchen and describe ways of making kitchen hazards safe.</p> <p>Students are able to demonstrate their knowledge of a developing range of food terms and use them in their work.</p> <p>Students are able to describe which ingredients are used in different products and can suggest ways to change flavours.</p> <p>Students are able to work through a range of skills showing a degree of accuracy to produce a made outcome that is appealing and properly cooked in the time independently with occasional support or by the answering of student valid questions.</p>	<p>Students can state how to get prepared for cooking foods safely. They can say why they must prepare safely and hygienically.</p> <p>Students can spot unsafe practice in a kitchen environment and state how to make it safe.</p> <p>Students are able to demonstrate knowledge of a range of basic food terms and use them in their work.</p> <p>Students are able to say which ingredients are used to make different products and can suggest ways to change flavours.</p> <p>Students are able to work through some skills showing some accuracy to produce a made outcome that is attractive and properly cooked (with support) in the time showing some independent working with some support or by the answering of student questions.</p>

7	Food	AP2	<u>Planning and Evaluating Products</u>		
			<p>Student's can:</p> <p>Explain their use of technical skills and safe hygienic working to produce a product reflecting upon what went well and several areas for development in future lessons and at home.</p> <p>Plan, detailing the exact ingredients and measurements they will need to create their product and record the equipment they will require to produce their practical dish.</p> <p>Describe the sensory characteristics of their product based on the different ingredients they have utilised and give some suggestions for modifying the recipe to improve flavour and appearance for future development.</p> <p>Use a range of food terms in their work correctly to show their knowledge and understanding.</p> <p>Evaluate the health value of the nutrients in their product and give healthy suggestions to improve the recipe following the Eat well guide.</p>	<p>Student's can:</p> <p>Describe their use of technical skills and safe hygienic working to produce a product considering their strengths, what went well and give ideas for future lessons and at home.</p> <p>Plan and record the ingredients they will need to create a product, give sensible estimations on measurements and record most of the equipment they will require to produce their practical dish.</p> <p>Use some keywords to describe the sensory characteristics of their product based on the different ingredients they have used and give some suggestions for modifying the recipe to improve flavour and appearance for future development.</p> <p>Use a developing range of food terms in their work correctly to show their knowledge and understanding.</p> <p>Consider the main nutrients in their product and give a healthy suggestion to improve the recipe following the Eat well guide.</p>	<p>Student's can:</p> <p>State their use of some technical skills and safe hygienic working to produce a product. Describe what they were good at and what they would do to improve their working next time.</p> <p>Plan, considering the ingredients they will need to create a product, give estimations on measurements and record the main equipment they will require to produce their practical dish.</p> <p>Give key words to describe the sensory characteristics of their product based on the different ingredients they have utilised and give a suggestion for modifying the recipe to improve flavour and appearance for future development.</p> <p>Use a basic range of food terms in their work to show their knowledge and understanding.</p> <p>Consider whether their products are healthy or not and state why. They will be able to give an idea or two for making a change that will create a healthier product using the Eatwell guide.</p>

8	Food	AP1	<u>Preparing Dishes Safely and Hygienically with technical skills</u>		
			<p>Students can:</p> <p>Confidently and independently follow recipes and demonstrate cooking skills.</p> <p>Seek clarification on occasion.</p> <p>Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely.</p> <p>Confidently identify a wide range of cooking equipment and utensils and describe their use.</p> <p>Correct problems with dishes independently before seeking teacher advice. Apply advice to correct issues and learn from feedback and experience. Give guidance to peers to support them.</p> <p>Create edible products in the time showing accuracy and consideration to flavour by modifying the recipe.</p> <p>Evaluate their dishes using a range of vocabulary.</p> <p>Describe ways to improve their sensory appeal giving several examples and how this will impact on the dish.</p> <p>Describe the main nutritional value of the dish and give three ideas for improving it.</p> <p>Describe with technical terms the</p>	<p>Students can:</p> <p>Follow recipes independently and demonstrate cooking skills.</p> <p>Seek occasional guidance to clear up any misconceptions and clarify ideas rather than ask for help.</p> <p>Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely, hygienically and independently.</p> <p>Confidently identify a range of cooking equipment and utensils and describe their use.</p> <p>Try to correct problems with dishes before seeking teacher advice. Learn from teacher feedback and experience.</p> <p>Create edible products in the time and showing accuracy.</p> <p>Dishes are presentable with suitable textures.</p> <p>Evaluate their dishes describing using a range of vocabulary (adjectives) their sensory attributes appearance, aroma, taste and texture.</p> <p>Describe ways to improve their sensory appeal giving examples.</p> <p>Describe the main nutritional value of the dish and give three ideas for improving it if it were to be made again.</p>	<p>Students can:</p> <p>Read and follow recipes with occasional teacher assistance / modeling and demonstrate preparation and cooking skills with some pointers.</p> <p>Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely and hygienically with the odd reminder.</p> <p>Identify a range of cooking equipment and utensils and describe their use.</p> <p>Gain teacher guidance and advice to help correct problems in making on occasion.</p> <p>Overcome problems with independence and learn from feedback and experience.</p> <p>Create edible products in the time showing some accuracy with my skills, appealing appearance and suitable textures.</p> <p>Evaluate their dishes describing their sensory attributes appearance, aroma, taste and texture.</p> <p>State ways to improve their sensory appeal.</p> <p>State the main nutritional value of the dish and ideas for improving it if it were to be made again.</p> <p>State the technical skills they used when</p>

			technical skills they used when making their dish with reference to the method and evaluate.	Describe the technical skills they used when making their dish.	working, their successes and ideas for improvement.
8	Food	AP2	<u>Adapting Recipes To Suit Tasks and Producing Safe and Hygienic Dishes</u>		
			<p>Student can:</p> <p>Adapt a recipe to create a making plan detailing the exact ingredients and measurements they will need to create their product and record the equipment they will require to produce their practical dish.</p> <p>The recipe stages will be modified to create their own detailed plan for production. Realistic suggestions for how long preparation, cooking and washing will be given.</p> <p>Practically work through their personal hygiene independently, collecting and organising their equipment and ingredients ready to follow their recipe plan.</p> <p>Read and follow recipes largely independently to demonstrate improving technical skills that are accurate to produce the planned dish to a quality finish in the time.</p> <p>Work hygienically and with confidence to produce their final product using equipment accurately appropriately and safely.</p>	<p>Student can:</p> <p>Adapt a recipe to create a making plan detailing the ingredients and measurements they will need to create their product and record the equipment they will require to produce their practical dish.</p> <p>The recipe stages will be modified to create their own plan. Suggestions for how long preparation, cooking and washing up will be suggested.</p> <p>Practically work through their personal hygiene independently, collecting and organising their equipment and ingredients ready to follow their recipe plan.</p> <p>Read and follow recipes largely independently to demonstrate improving technical skills that are accurate to produce the planned dish to a quality finish in the time.</p> <p>Work hygienically and with confidence to produce their final product using equipment appropriately and safely. Seek teacher clarification to solve problems.</p>	<p>Student can:</p> <p>Adapt a recipe to create a making plan and record the ingredients they will need to create a product.</p> <p>Give sensible estimations on measurements and record most of the equipment they will require to produce their practical dish.</p> <p>Simply modify the recipe stages to create their own dish and suit their tastes.</p> <p>Practically work through their personal hygiene largely independently, collecting and organising their equipment and ingredients ready to follow their recipe plan.</p> <p>Read and follow recipe plans with some teacher assistance to demonstrate developing technical skills that are largely accurate to produce the dish to a good finish in the time.</p> <p>Work hygienically and with some confidence to produce their final product using equipment appropriately and safely.</p> <p>Seek teacher guidance and advice to</p>

			Be able to tell when their product is cooked (food readiness) from their own knowledge and use of simple tests.	Be able to tell when their product is cooked (food readiness) from teacher description and own knowledge.	help correct problems. Tell when their product is cooked (food readiness), they may clarify with their teacher or a peer to assist accuracy.
9	Food	AP1	<u>Modifying a recipe and preparing it safely and hygienically ready for life beyond school</u>		
			<p>Students can</p> <p>Select and modify a recipe to create a through detailed recipe plan that they can follow in a practical lesson to show their detailed knowledge and understanding of how to make a product skilfully and hygienically.</p> <p>Explain how to hygienically prepare to work with food and rules that must be followed and why.</p> <p>Explain how kitchens and preparation areas should be kept hygienically and explain its importance.</p> <p>Name the macronutrients, explain their function in the body and give examples of foods rich in each nutrient including healthier choices.</p> <p>Describe how different types of food should be stored and can give valid reasons why conditions must be maintained.</p>	<p>Student can:</p> <p>Select and adapt a recipe to create a detailed recipe plan that they can follow in a practical lesson to show their detailed knowledge and understanding of how to make a product skilfully and hygienically.</p> <p>Describe how kitchens and preparation areas should be kept hygienically and explain its importance.</p> <p>Describe how to hygienically prepare to work with food and rules that must be followed and why.</p> <p>Name the macronutrients, describe why they are used in the body and give some examples of foods you can consume to gain each nutrient.</p> <p>State how different types of food should be stored and can give reasons why conditions must be maintained.</p>	<p>Student can:</p> <p>Select and modify a recipe to create a recipe plan that they can follow in a practical lesson to show their knowledge and understanding of how to make a product skilfully and hygienically.</p> <p>State kitchens should be kept hygienically and different food preparation areas.</p> <p>Know how to hygienically prepare to work with food and rules that must be followed and why.</p> <p>Name the macronutrients, state why they are used in the body and give a few examples of foods you can consume to gain them.</p> <p>Discuss how different types of food should be stored and give reasons why.</p> <p>Show awareness of factors that cause</p>

			<p>Give several examples of microorganisms that cause food to spoil or be contaminated and can explain how this can be avoided.</p> <p>Practical dishes are made in the time and show a range of well executed technical skills. Dish is cooked properly and modifications may have been made to adjust it for personal preferences.</p> <p>Student works independently and may seek occasional clarification only.</p>	<p>Give examples of microorganisms that cause food to spoil or be contaminated and can describe how this can be avoided.</p> <p>Practical dishes are made just in the time and show a range of well utilised technical skills.</p> <p>Dish is cooked properly and some simple modifications may have been made to adjust the dish to personal tastes.</p> <p>Student works mostly independently and may seek occasional clarification of points.</p>	<p>foods to spoil and give ideas regarding how this can be avoided.</p> <p>Practical dishes are made just in the time and show a range of well utilised technical skills. Dish is cooked properly (may seek clarification).</p> <p>Student works largely independently and may seek occasional clarification of points or practical pointers to assist progress.</p>
9	Food	AP2	<u>Evaluate my working to help me enhance my working and future recipes</u>		
			<p>Student can:</p> <p>Evaluate their working and consider in detail their technical skills successes and areas for development.</p> <p>Explain what the sensory properties of their dishes were like with regards to aroma, appearance, flavour and texture.</p> <p>They can also give several suggestions regarding how to develop and make</p>	<p>Student can:</p> <p>Reflect on their working and consider in detail their technical skills successes and areas for development.</p> <p>Describe what the sensory properties of their dishes were like with regards to aroma, appearance, flavour and texture. They can also give a few suggestions regarding how to develop and make improvements.</p>	<p>Student can:</p> <p>Consider their working and think about their technical skill successes and areas for development.</p> <p>State what the sensory properties of their dishes were like with regards to aroma, appearance, flavour and texture.</p> <p>They can also give suggestions regarding how to develop and make</p>

			<p>improvements.</p> <p>Explain the main nutrients their dish contains and how they assist the body and give ideas for improvements to assist health.</p> <p>Explain their thoughts with regards to the expense of their dish in terms of ingredients.</p> <p>Practically work through their personal hygiene independently and efficiently, collecting and organising their equipment and ingredients.</p> <p>Read and follow recipes independently to demonstrate technical skills that are accurate to produce the planned dish to a high quality finish in the time, neatly presented.</p> <p>Work hygienically with confidence to produce their final product showing knowledge of equipment skillfully and safely.</p>	<p>Describe the main nutrients their dish contains and how they assist the body and give ideas for improvements to assist health.</p> <p>Describe their thoughts with regards to the expense of their dish in terms of ingredients.</p> <p>Practically work through their personal hygiene independently and efficiently, collecting and organising their equipment and ingredients. Clarify any uncertainties.</p> <p>Read and follow recipes independently to demonstrate technical skills that are accurate to produce the planned dish to a good quality finish in the time.</p> <p>Work hygienically with confidence to produce their final product using equipment skillfully and safely.</p>	<p>improvements.</p> <p>State the main nutrients their dish contains and how they assist the body and give ideas for improvements to assist health.</p> <p>State whether they consider their dish to be expensive or not, reflecting on the ingredient used.</p> <p>Practically work through their personal hygiene independently, collecting and organising their equipment and ingredients ready to follow their recipe plan.</p> <p>Read and follow recipes largely independently to demonstrate improving technical skills that are accurate to produce the planned dish to a quality finish in the time.</p> <p>Work hygienically and with increasing confidence using equipment appropriately and safely.</p> <p>Seek teacher clarification when needed.</p>
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