

FOOD

Year	Subject	AP	Band A	Band B	Band C
7	Food	AP1	<p>Students can:</p> <ul style="list-style-type: none"> • explain how to work safely and hygienically and explain why personal hygiene rules must be followed • are able to explain why kitchen hazards are dangerous and how to make the environment safe for practice • use a developing range of food terms in their work to show their knowledge and understanding • explain the function of different ingredients in the products they are learning about and give ideas for modifying their flavours and appearance • 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>Students can:</p> <ul style="list-style-type: none"> • describe safe and hygienic practices to prepare themselves for cooking and describe why these rules must be followed • identify unsafe practice in a kitchen and describe ways of making kitchen hazards safe • demonstrate their knowledge of a developing range of food terms and use them in their work • describe which ingredients are used in different products and can suggest ways to change flavours • 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>Students can:</p> <ul style="list-style-type: none"> • state how to get prepared for cooking foods safely. They can say why they must prepare safely and hygienically • spot unsafe practice in a kitchen environment and state how to make it safe • demonstrate knowledge of a range of basic food terms and use them in their work • say which ingredients are used to make different products and can suggest ways to change flavours • 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

7	Food	AP2	<p>Students can:</p> <ul style="list-style-type: none"> ● 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. ● Analyse the sensory characteristics of their product based on the different ingredients they have utilised and give ideas for modifying the recipe to enhance flavour/appearance for future development. ● Use a range of food terms in their work correctly to show their knowledge and understanding. ● Evaluate the health value of the nutrients in their product and give healthy suggestions to improve the recipe following the guidelines laid out by Eat well guide. 	<p>Students can:</p> <ul style="list-style-type: none"> ● Describe Explain their use of technical skills and safe hygienic working to produce a product considering their strengths, what went well and give two ideas for future development. ● 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/appearance for future development. ● Use a limited range of food terms in their work correctly to show their knowledge and understanding. ● Consider the health value of the nutrients in their product and give a healthy suggestion to improve the recipe following the guidelines laid out by Eat well guide. 	<p>Students can:</p> <ul style="list-style-type: none"> ● State their use of some technical skills and safe hygienic working to produce a product. What they were good at and what they would do to work better next time. ● 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/appearance for future development. ● Use basic food terms in their work to show their knowledge and understanding. ● Consider whether the product is healthy or not and can state why. They will be able to give an idea or two for making a change that will create a healthier product.
8	Food	AP1	<p>Students can:</p>	<p>Students can:</p>	<p>Students can:</p>

		<ul style="list-style-type: none"> ● Confidently and independently follow recipes and confidently demonstrate cooking skills. ● Seek clarification on occasion. ● Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely, hygienically and independently. ● Confidently identify a wide range of cooking equipment and utensils and describe their use. ● 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. ● Create edible products in the time showing accuracy and consideration to flavour by modifying the recipe. The texture and appearance of dishes is appealing. ● Evaluate their dishes describing using a range of vocabulary (adjectives) their sensory 	<ul style="list-style-type: none"> ● Follow recipes independently and ● Demonstrate cooking skills. ● Seek occasional guidance to clear up any misconceptions and clarify ideas rather than ask for help. ● Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely, hygienically and independently. ● Confidently identify a range of cooking equipment and utensils and describe their use ● Try to correct problems with dishes before seeking teacher advice. Use advice to correct issues and learn from teacher feedback and experience. ● Create edible products in the time and showing accuracy. Dishes are presentable with suitable textures. ● Evaluate their dishes describing using a range of vocabulary (adjectives) their sensory attributes appearance, aroma, taste and texture. 	<ul style="list-style-type: none"> ● Read and follow recipes with occasional teacher assistance / modelling and demonstrate preparation and cooking skills with some pointers. ● Demonstrate how to work safely and hygienically, using and storing utensils and equipment safely and hygienically with the odd reminder. ● Identify a range of cooking equipment and utensils and describe their use. ● Gain teacher guidance and advice to help correct problems in making on occasion. Overcome problems with independence and learn from feedback and experience. ● Create edible products in the time showing some accuracy with my skills, appealing appearance and suitable textures. ● Evaluate their dishes describing their sensory attributes appearance, aroma, taste and texture. ● State ways to improve their sensory appeal.
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			<p>attributes appearance, aroma, taste and texture.</p> <ul style="list-style-type: none"> Describe ways to improve their sensory appeal giving several examples and how this will impact on the dish. Describe the main nutritional value of the dish and give three ideas for improving it if it were to be made again explaining why this would be effective for the diet. Describe with technical terms the technical skills they used when making their dish with reference to the method, their successes and ideas for improvement. 	<ul style="list-style-type: none"> Describe ways to improve their sensory appeal giving examples. Describe the main nutritional value of the dish and give three ideas for improving it if it were to be made again. Describe the technical skills they used when making their dish with reference to the method, their successes and ideas for improvement. 	<ul style="list-style-type: none"> State the main nutritional value of the dish and ideas for improving it if it were to be made again. State the technical skills they used when working, their successes and ideas for improvement.
8	Food	AP2			
9	Food	AP1	<p>Students can:</p> <ul style="list-style-type: none"> Select and modify a recipe to create a thorough detailed recipe plan that they can follow in a practical lesson to show their detailed knowledge and understanding of how to make a 	<p>Students can:</p> <ul style="list-style-type: none"> 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 	<p>Students can:</p> <ul style="list-style-type: none"> 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>product skilfully and hygienically.</p> <ul style="list-style-type: none"> ● Explain how to hygienically prepare to work with food and the rules that must be followed and why. ● Explain how kitchens and preparation areas should be kept hygienically and explain the importance of this. ● Name the macronutrients, explain their function in the body and give examples of foods rich in each nutrient including healthier choices. ● Describe how different types of food should be stored and can give valid reasons why conditions must be maintained. ● Give several examples of microorganisms that cause food to spoil or be contaminated and can explain how this can be avoided. ● Make practical dishes in the time allowed and show a range of well executed technical skills. ● Make a dish that is cooked properly and consider 	<p>how to make a product skilfully and hygienically.</p> <ul style="list-style-type: none"> ● Describe how kitchens and preparation areas should be kept hygienically and explain the importance of this. ● Describe how to hygienically prepare to work with food and the rules that must be followed and why. ● Name the macronutrients, describe why they are used in the body and give some examples of foods you can consume to gain each nutrient. ● State how different types of food should be stored and can give reasons why conditions must be maintained. ● Give examples of microorganisms that cause food to spoil or be contaminated and can describe how this can be avoided. ● Make practical dishes mostly in the time allowed and show a range of well-utilised technical skills. ● Make a dish that is cooked properly and consider some 	<ul style="list-style-type: none"> ● State kitchens should be kept hygienically and different food preparation areas. ● Know how to hygienically prepare to work with food and the rules that must be followed and why. ● Name the macronutrients, state why they are used in the body and give a few examples of foods you can consume to gain them. ● Discuss how different types of food should be stored and give reasons why. ● Show awareness of factors that cause foods to spoil and give ideas regarding how this can be avoided. ● Make practical dishes mostly in the time allowed and show a range of well-utilised technical skills. ● Make a dish that is cooked properly (may seek clarification). ● Work largely independently and may seek clarification or practical pointers to assist progress.
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			<p>modifications to adjust the dish to personal preferences.</p> <ul style="list-style-type: none"> • Work independently seeking occasional clarification. 	<p>simple modifications to adjust the dish to personal tastes.</p> <ul style="list-style-type: none"> • Work mostly independently seeking some clarification. 	
9	Food	AP2	<p>Students can:</p> <ul style="list-style-type: none"> • Work through their personal hygiene independently to prepare fully for their practical lesson to start quickly and efficiently. • Follow their recipe independently and demonstrate their technical skills creating a set of products in response to a brief e.g: shortcrust pastry making, shaping, rolling out, filling, using a bain /marie, portion control, baking, decorating with hand made garnishes and presenting to produce a completed product/s in the time. • Work hygienically, independently and with focused confidence to produce their final product using equipment appropriately and safely. Seek occasional guidance to clarify ideas rather than ask for help. 	<p>Students can:</p> <ul style="list-style-type: none"> • Work through their personal hygiene independently to prepare for their practical lesson then collect and organise their equipment and ingredients ready to start following their recipe / plan. • Read and follow recipes with occasional teacher assistance to demonstrate their technical skills creating a set of products in response to a brief e.g: bread dough making, shaping, rolling out, portion control, baking, decorating and presenting to produce a completed product/s in the time. • Work hygienically, independently and with confidence to produce their final product using equipment appropriately and safely. Seek teacher guidance 	<p>Students can:</p> <ul style="list-style-type: none"> • Work through their personal hygiene independently, on occasion requiring a teacher prompt to fully prepare for their practical lesson. • Read and follow recipes with teacher assistance/modelling to demonstrate their technical skills creating a set of products in response to a brief e.g: simple bread dough making, shaping, rolling out, portion control, baking, simple decorating / garnishing and presenting to produce a completed product/s in the time. • Work hygienically and with some confidence to produce their final product using equipment appropriately and safely. Seek teacher guidance and advice to help correct problems. • Wash and clear up thoroughly ensuring the kitchen is fully

		<ul style="list-style-type: none">• Wash and clear up thoroughly ensuring the kitchen is fully cleaned with all equipment, washed and dried properly and put away.• Tell when their product is cooked (food readiness), cooled and put it away safely (food storage) and appropriately to take home before the lesson ends.• Try to correct problems with dishes independently before seeking teacher advice. Use advice to correct issues and learn from teacher feedback and own experiences.	<p>and advice to help correct problems on occasion.</p> <ul style="list-style-type: none">• Wash and clear up thoroughly ensuring the kitchen is fully cleaned with all equipment, washed and dried properly and put away. Teachers may need to give pointers and reminders to support.• Tell when their product is cooked (food readiness), they may clarify with their teacher or a peer to confirm. Allow it to cool and put it away safely (food storage).	<p>cleaned with all equipment, washed and dried properly and put away. Can tell when their product is cooked (food readiness), they may clarify with their teacher or a peer to assist accuracy. Allow it to cool and put it away safely (food storage).</p>
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