



YEAR 8

YEAR 7

		<p>MASTERING +</p> <p>Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 9 student.</p>
	<p>MASTERING +</p> <p>Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING</p> <p>Students can make adaptations to a complicated recipe with independence. They have outstanding knowledge of all areas of food skills and are fully independent in their food preparation. They show knowledge of a range of ingredients and are beginning to design all their own recipes. Can evaluate food in detail, give improvements and show knowledge of sensory descriptors.</p>
<p>MASTERING +</p> <p>Students are fully capable in all areas of their food skills to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING</p> <p>Students have a capable understanding of appropriate food skills including knife skills (both red and green), use of equipment and cooking methods, independent organisation and can show evidence of high-level dough making. Their combine, prepare and shape is high level. Students can make changes to a more advanced recipe with independence.</p>	<p>SECURING</p> <p>Students have a capable understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of sauces and dough making. Students can make changes to a complicated recipe with independence. Students evaluation continually reflects on function of ingredients and improvements to their work.</p>
<p>MASTERING</p> <p>Students have a broad understanding of appropriate food skills including competent knife skills, use of relevant equipment and cooking methods. They will be fully independent in their practical lessons and evaluate food in detail. Understand the rubbing in method including shortening. Students can make small changes to a recipe with independence.</p>	<p>SECURING</p> <p>Students have a capable understanding of appropriate food skills including competent knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of dough making. Students can make small changes to a more advanced recipe with support. They are competent in combine, prepare and shape.</p>	<p>DEVELOPING</p> <p>Students have a capable understanding of appropriate food skills including knife skills, use of equipment and cooking methods, independent weighing and measuring and can show evidence of sauces and dough making. They can carry out detailed evaluation reflecting on basic functions of ingredients. Students can make a more complicated recipe with some support.</p>
<p>SECURING</p> <p>Students have a fair understanding of appropriate food skills including knife skills, use of equipment and cooking methods. They can work independently in their cooking. Students can make a simple recipe with independence. Understand the rubbing in method.</p>	<p>DEVELOPING</p> <p>Students have a fair understanding of food preparation skills including a range of chopping techniques, use of equipment and cooking methods. Students can make a more advanced recipe with some help. They are inconsistent in combine, prepare and shape.</p>	<p>ACQUIRING</p> <p>Students have a fair understanding of food preparation skills including a range of chopping techniques, use of equipment and cooking methods. Students can make a complicated recipe with lots of help. They struggle to combine, prepare and shape ingredients.</p>
<p>DEVELOPING</p> <p>Students have a supported understanding of appropriate food skills including knife skills, use of equipment and cooking methods and are moderately independent in the food room. Students can make a simple recipe with some help. The understand how to carry out all in one method.</p>	<p>ACQUIRING</p> <p>Students have a supported understanding of more advanced skills in food preparation such as chopping techniques and using various equipment. They can show evidence of minimal cooking methods. Students can make a more advanced recipe with lots of help. They struggle to combine, prepare, and shape ingredients.</p>	
<p>ACQUIRING</p> <p>Students have a simple idea of basic skills such as stirring and combining, claw and bridge, and using the cooker. Students can make a simple dish with instruction and support.</p>		

FOOD – Nutrition and Health



YEAR 9

YEAR 8

YEAR 7

		MASTERING + Students are fully capable in all areas of their nutrition and health to a level which is beyond the expectations of a year 9 student.
	MASTERING + Students are fully capable in all areas of their nutrition and health to a level which is beyond the expectations of a year 8 student.	MASTERING Students show an outstanding knowledge of diet and nutrients. They can specify diet related illnesses and risks. They can use this to make informed choices for healthy living, for themselves and a target group. They can confidently use a diet program to analyse this.
MASTERING + Students are fully capable in all areas of nutrition and health to a level which is beyond the expectations of a year 7 student.	MASTERING Students show an excellent understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They are fully competent in fats, protein and carbohydrates, fibre and water. They can name a number of vitamins and minerals.	SECURING Students show an excellent understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living, for themselves and a target group. They can begin to use a diet program to analyse this.
MASTERING Students show a good understanding of diet and nutrient knowledge. They can use this to make informed choices for healthy living for themselves. Can recall all the macronutrients of the Eatwell Guide and examples of functions. Can describe how the body digests food.	SECURING Students show a good understanding of diet and nutrient knowledge. They can name a diet related illness and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living for themselves. They are competent in fats, protein and carbohydrates and have a good knowledge of fibre and water. They understand the role of calcium in the body.	DEVELOPING Students show a good understanding of diet and nutrient knowledge. They can name a number of diet related illnesses and relate these to a healthy lifestyle. They can use this to make informed choices for healthy living for themselves.
SECURING Students begin to show an understanding of diet and nutrient knowledge. They can explain the macronutrients of the Eatwell guide and give examples of what food these are from. Can recall basic facts about digestion.	DEVELOPING Students begin to show an understanding of diet and nutrient knowledge. They can name some diet related illnesses and can relate these to a healthy lifestyle. They have a more focus knowledge of carbohydrates, protein and fats and a basic knowledge of fibre and water.	ACQUIRING Students begin to show an understanding of diet and nutrient knowledge. They can name some diet related illnesses and can relate these to a healthy lifestyle.
DEVELOPING Students have minimal understanding of why we need food in our diet. They are unsure of all the characteristics of protein, fats and carbohydrates but can recall aspects of the Eatwell plate.	ACQUIRING Students have minimal understanding of why we need food in our diet. They are unsure of all the characteristics of protein, fats and carbohydrates but can recall aspects of the Eatwell plate.	
ACQUIRING Students have basic understanding of why we need food in our diet.		

FOOD- Food Safety



YEAR 8		YEAR 9
YEAR 7	MASTERING + Students are capable of showing knowledge of food safety which are beyond the expectations of a year 8 student.	MASTERING + Students are capable of showing knowledge of food safety which are beyond the expectations of a year 9 student
	MASTERING Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They can name symptoms related to food poisoning and have knowledge of bacteria.	MASTERING Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They know symptoms related to food poisoning and have knowledge of bacteria including specific names and causes. Student confidently name all temperatures relating to food.
MASTERING + Students are capable of showing knowledge of food safety which are beyond the expectations of a year 7 student.	MASTERING Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They can name symptoms related to food poisoning and have knowledge of bacteria.	SECURING Students can recall all aspects of food hygiene and safety. They prevent accidents through hazard awareness. They confidently name symptoms related to food poisoning and have knowledge of bacteria including specific names. They can name a range of kitchen temperatures.
MASTERING Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them. Can accurately describe a high risk food and why they are high risk.	SECURING Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them. They can name symptoms related to food poisoning.	DEVELOPING Students are outstanding in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to prevent and resolve them. They can name symptoms related to food poisoning and the basic temperatures required.
SECURING Students are solid in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to resolve them. Can explain a high-risk food.	DEVELOPING Students are solid in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to resolve them	ACQUIRING Students are solid in their knowledge of food hygiene and safety. They can name many potential hazards within the kitchen and how to resolve them
DEVELOPING Students are aware of basic food hygiene and safety. Students can name potential hazards within the kitchen and how to resolve them. Can name a high-risk food	ACQUIRING Students are aware of basic food, hygiene and safety. Students can name potential hazards within the kitchen and how to resolve them.	
ACQUIRING Students know how to prepare themselves for a practical. Students can name potential hazards within the kitchen.		

FOOD – Food choice, Science and the Environment

YEAR 9



YEAR 8

YEAR 7

		MASTERING + Students are knowledgeable of food choice, science and the environment to a level which is beyond the expectations of a year 9 student.
	MASTERING + Students are knowledgeable of food choice, science and the environment to a level which is beyond the expectations of a year 8 student.	MASTERING Students are able to design and cook a range of complicated, adapted cultural dishes. Students have knowledge of sustainability, food miles and can discuss food fortification and environmental impact. They can evaluate dishes in terms of their moral, cultural and ethical values. They can name and describe up to 5 raising agents.
MASTERING + Students are knowledgeable of food choice, science and the environment to a level which is beyond the expectations of a year 7 student.	MASTERING Students can understand in depth yeast as the raising agent in bread and describe key word such as structure and gluten, giving clear examples and scientific details. They understand the process of gelatinisation and can name 2-3 stages of the process. They can understand the science of shortening in pastry and why aeration is used as folding technique.	SECURING Students are able to design and cook a range of cultural dishes. analysis. Students have firm knowledge of what sustainability; food miles and food fortification are. They can look at dishes in terms of their moral, cultural and ethical values. They can name and describe 4 raising agents
MASTERING Students can discuss in detail the process of yeast as the raising agent in bread and understand what proving, kneading and fermentation are, giving clear examples. They can successfully understand, discuss and give extra examples of the terms “rubbing in” and “enrobing”	SECURING Students can understand in depth yeast as the raising agent in bread and describe key word such as structure and gluten, giving clear examples. They understand the process of gelatinisation and can name 1-2 stages of the process. They can describe shortening in pastry and why aeration is used as folding technique.	DEVELOPING Students can cook a range of cultural dishes independently They have knowledge of the wider world impact including food miles and sustainability. They can name 3 raising agents. They can recall gelatinisation and how it is used to make custard. They can name some diets that relate to food choice.
SECURING Students can understand the process of yeast as the raising agent in bread and understand what proving, kneading and fermentation are. They can successfully understand and discuss the terms “rubbing in” and “enrobing”	DEVELOPING Students can discuss yeast as the raising agent in bread and describe key word such as structure and gluten. They understand the process of gelatinisation and how it relates to Macaroni cheese. They can name a range of pasties and describe how aeration is a folding technique.	ACQUIRING Students can cook a range of cultural dishes using a recipe successfully. They have basic knowledge of what sustainability is. They can recall gelatinisation and link to another food product. They can name 2 raising agents.
DEVELOPING Students can discuss yeast as the raising agent in bread and understand what proving and kneading are . They can successfully understand the term “rubbing in” and “enrobing”	ACQUIRING Students can understand yeast as the raising agent in bread and recognise key word such as structure and gluten. They recognise the key word of gelatinisation and how it relates to Macaroni cheese. They can name a type of pastry and describe aeration as a folding technique.	
ACQUIRING Students can name that yeast is the raising agent in bread and understand what kneading is. The can successfully use the term “rubbing in” and “enrobing”		

D&T – Explore



YEAR 7		YEAR 8		YEAR 9
	MASTERING + Working above mastering level	MASTERING + Working above mastering level	MASTERING + Working above mastering level	MASTERING + Working above mastering level
		MASTERING You can identify a problem, carry out relevant research that will help with iterative designing and prototype development. Understand primary user and stakeholder needs and wants, be able to identify health and safety requirements and strengths and weaknesses of relevant existing products.	MASTERING You can identify a problem, carry out relevant research that will help with iterative designing and prototype development. Understand primary user and stakeholder needs and wants, be able to identify health and safety requirements and strengths and weaknesses of relevant existing products.	MASTERING You can identify a problem, carry out relevant research that will help with iterative designing and prototype development. Understand primary user and stakeholder needs and wants, be able to identify health and safety requirements and strengths and weaknesses of relevant existing products.
		SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.
	MASTERING You can identify a problem, carry out relevant research that will help with iterative designing and prototype development. Understand primary user and stakeholder needs and wants, be able to identify health and safety requirements and strengths and weaknesses of relevant existing products.	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.
	SECURE You can identify a problem, carry out material, tools and machine research through investigation of existing products that will help produce a list of requirements and aid future design and prototype modelling.	DEVELOPING You can identify a problem and carry out relevant research through investigation of existing products that will help with future design and modelling.	DEVELOPING You can identify a problem and carry out relevant research through investigation of existing products that will help with future design and modelling.	DEVELOPING You can identify a problem and carry out relevant research through investigation of existing products that will help with future design and modelling.
	DEVELOPING You can identify a problem and carry out relevant research through investigation of existing products that will help with future design and modelling.	ACQUIRING You can identify a problem and with support, carry out research that will help with future designing.	ACQUIRING You can identify a problem and with support, carry out research that will help with future designing.	ACQUIRING You can identify a problem and with support, carry out research that will help with future designing.
	ACQUIRING You can identify a problem and with support, carry out research that will help with future designing.			

D&T – Design Thinking



YEAR 7

MASTERING + Working above a mastering level
MASTERING You can communicate complex design ideas using your knowledge of advanced media techniques so that others can follow your thinking.
SECURE You can communicate your design ideas and working drawings using the full range of appropriate media.
DEVELOPING You can use different types of freehand drawing showing dimensions, rendering, annotation an ICT to help you explain your design ideas.
ACQUIRING You can use a range of freehand sketches in 2D and 3D with some annotation and when appropriate use ICT to make your design ideas clear.

YEAR 8

MASTERING + Working above Mastering Level
MASTERING You can communicate complex design ideas using your knowledge of advanced media techniques so that others can follow your thinking.
SECURE You can use a full range of media to explain your design thoughts ready to develop into full working drawings.
DEVELOPING You can use different types of freehand drawing showing dimensions, rendering, annotation an ICT to help you explain your design ideas.
ACQUIRING You can use a range of freehand sketches in 2D and 3D with some annotation and when appropriate use ICT to make your design ideas clear.

YEAR 9

MASTERING + Working above a mastering level
MASTERING You can communicate complex design ideas using your knowledge of advanced media techniques so that others can follow your thinking.
SECURE You can communicate your design ideas and working drawings using the full range of appropriate media.
DEVELOPING You can use different types of freehand drawing showing dimensions, rendering, annotation an ICT to help you explain your design ideas.
ACQUIRING You can use a range of freehand sketches in 2D and 3D with some annotation and when appropriate use ICT to make your design ideas clear.

D&T – Develop and Prototype Modelling



YEAR 9

YEAR 8

YEAR 7

YEAR 8		MASTERING + Working above a mastering level
YEAR 7	MASTERING + Working above a mastering level	MASTERING You can produce in advance of making a detailed, accurate and logical plan which predict the time and resources needed to complete the manufacture of the product. You can use your prior knowledge and understanding of a wide range of materials and equipment to organise the production of fully functional products that have been made with precision and a high regard for safety
	MASTERING You can produce in advance of making a detailed, accurate and logical plan which predict the time and resources needed to complete the manufacture of the product. You can use your prior knowledge and understanding of a wide range of materials and equipment to organise the production of fully functional products that have been made with precision and a high regard for safety.	SECURE You can produce a detailed plan for manufacture that others can follow listing all the requirements you need to complete the task in a logical sequence. You can adapt your methods of manufacture to changing circumstances and select and use a full range of tools and equipment in a skilful and accurate way with high regard for safety. You can modify your plans to make a high-quality product that works well.
	MASTERING You can produce in advance of making a detailed, accurate and logical plan which predict the time and resources needed to complete the manufacture of the product. You can use your prior knowledge and understanding of a wide range of materials and equipment to organise the production of fully functional products that have been made with precision and a high regard for safety.	SECURE You can produce a detailed plan for manufacture that others can follow listing all the requirements you need to complete the task in a logical sequence. You can adapt your methods of manufacture to changing circumstances and select and use a full range of tools and equipment in a skilful and accurate way with high regard for safety. You can modify your plans to make a high-quality product that works well.
	SECURE You can produce a detailed plan for manufacture that others can follow listing all the requirements you need to complete the task in a logical sequence. You can adapt your methods of manufacture to changing circumstances and select and use a full range of tools and equipment in a skilful and accurate way with high regard for safety. You can modify your plans to make a high-quality product that works well.	DEVELOPING You can prepare a detailed step by step plan for manufacture that others can follow. With some guidance you can control and use tools and equipment with degree of accuracy and in a safe manner to produce a quality product. You can adjust your way of working to improve the outcome.
	DEVELOPING You can produce a step by step plan for manufacture that others can follow. With some guidance you can control and use tools and equipment with degree of accuracy and in a safe manner to produce a quality product. You can adjust your way of working to improve the outcome.	ACQUIRING You can produce a step plan for making in order to complete your own work. With guidance you can show your understanding of how to use tools and equipment to measure, mark out, cut and join materials with care and safety to produce well made products.
	ACQUIRING You can produce a step plan for making in order to complete your own work With guidance you can show your understanding of how to use tools and equipment to measure, mark out, cut and join materials with care and safety to produce well made products	

D&T – Evaluate



YEAR 9

YEAR 8

YEAR 7

		MASTERING + Working above a mastering level
	MASTERING + Working above a mastering level	MASTERING You can fully evaluate your ideas against the specification and consider the user and manufacturer needs when developing a design for manufacture. You can evaluate the end product using thorough analysis of your testing to show how the school-based prototype could be extended for commercial manufacture.
MASTERING + Working above a mastering level	MASTERING You can fully evaluate your ideas against the specification and consider the user and manufacturer needs when developing a design for manufacture. You can evaluate the end product using thorough analysis of your testing to show how the school-based prototype could be extended for commercial manufacture	SECURE You can make a full evaluation of your ideas against the specification and develop, model and test them to produce a realistic design for manufacture. You can evaluate the end product using evidence from tests and users' views to suggest and justify modifications.
MASTERING You can make a full evaluation of your ideas against the specification and develop, model and test them to produce a realistic design for manufacture. You can evaluate the end product using evidence from tests and users' views to suggest and justify modifications.	SECURE You can make a full evaluation of your ideas against the specification and develop, model and test them to produce a realistic design for manufacture. You can evaluate the end product using evidence from tests and users' views to suggest and justify modifications	DEVELOPING You can evaluate your design ideas against the specification to select the best design to develop for manufacture. You can test and evaluate your finished product and explain how well it works.
SECURE You can explore and test your design ideas against the specification and explain why you have selected one idea to develop for manufacture. Through on-going evaluation and results from testing you can evaluate your product and suggest modifications.	DEVELOPING You can explore and test your design ideas against the specification and explain why you have selected one idea to develop for manufacture. Through on-going evaluation and results from testing you can evaluate your product and suggest modifications.	ACQUIRING You can consider your design ideas and explain why you are developing one for manufacture. You can communicate the strengths and weaknesses of your finished product.
DEVELOPING You can evaluate your design ideas against the specification to select the best design to develop for manufacture. You can test and evaluate your finished product and explain how well it work	ACQUIRING You can consider your design ideas and explain why you are developing one for manufacture. You can communicate the strengths and weaknesses of your finished product.	
ACQUIRING You can consider your design ideas and explain why you are developing one for manufacture. You can communicate the strengths and weaknesses of your finished product.		