



Key Stage 3 Food

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Understand the importance of nutrition, a balanced diet and about the characteristics of a broad range of ingredients in choosing and preparing food. Cook a repertoire of savoury meals and become confident in a range of cooking techniques.

Strand / Topic	Year 7	Year 7 and 8	Year 8	Mastery and above at Year 8
To master practical skills. Cooking skills	<ul style="list-style-type: none"> - Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). - Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. - Demonstrate a range of baking and cooking techniques. - Create and refine recipes, including ingredients, methods, cooking times and temperatures. 	<ul style="list-style-type: none"> - Modify recipes according to the needs of a user and the healthy eating plate. - Understand cross-contamination and cook using pre-cooked meats. - Understand how to fry, grill, bake and use a larger range of baking and cooking techniques. Start to use more specialised techniques such as a Bain Marie and piping. Start to use electrical equipment. - Understand nutrition and energy for sporting events. Understand sugar, starch and fibre carbohydrates and the speed at which they release energy. - Begin to understand the function of ingredients in dishes and whether these are physical, nutritional or sensory. 	<ul style="list-style-type: none"> - Research, select and modify your own recipes. - Understand cross-contamination and cook using raw meats. Understand cooking temperatures and how to identify when meats are cooked. - Use the oven with confidence, Confidently fry, grill and bake. Mix and combine evenly. Begin to add toppings and garnishes. Start to use more combine techniques and use electrical equipment. Make pastry, use standard components, season and start making sauces. - Understand nutrition and energy in greater detail and its impact on the body. Understand how to make healthy economical dishes for the whole family. - Have a firm understanding of the function of ingredients and select ingredients for their nutritional, sensory and physical properties. 	<ul style="list-style-type: none"> - Have a deep seated interest in the subject and bring their own recipes into school - Use meats, fish and eggs in an organised way, which avoids cross contamination. Demonstrate a high level hygiene and organisation in the kitchen. - Use a vast range of cooking and baking techniques. Confidently use all equipment and bring in their own equipment where appropriate. Start to use more complex techniques, understand a range of icing techniques, develop skills in finishing products. Develop more complex dishes from scratch. - Have a greater understanding of produce and seasonal produce. Use more adventurous ingredients and select more labour intensive and high level skill dishes. - Describe, explain and justify reasons for choice, functions of ingredients and have a developing understanding of portion control.



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<p>To design, make, evaluate and improve.</p> <p>Design Process</p>	<ul style="list-style-type: none"> - Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). - Make products through stages of prototypes, making continual refinements. - Ensure products have a high quality finish, using art skills where appropriate. - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	<ul style="list-style-type: none"> - To develop a design for a specific need or dietary issue. To understand how to create a diet rich in nutrients, minerals, protein and calcium products. To understand how to design diets based around healthier carbohydrate choices. - To develop dishes and techniques and modify these through design and making. To reflect on practice and add improvements according to making and development of skill. - To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. - To start to use computer programmes to plan diet and menu planning. 	<ul style="list-style-type: none"> - To develop designs which are suitable for a wider range of users. To produce dishes which are economical, on a large scale and produced professionally. To understand how to tailor dishes for a range of user needs, both for a specific user and whole user groups. To base their economical dishes on carbohydrates and fruit and vegetables. To give healthier options for the other nutrient groups. - To develop dishes and techniques and modify these through design and making. To experiment and practice dishes, until they become well presented. - To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. To start to use zoom ins and add more nutritional information, backed up by the impact on our bodies. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. To show more detailed subject knowledge. - To start to use computer programmes to plan diet and menu planning. 	<ul style="list-style-type: none"> - To have a deeper understanding of a range of user nutritional needs and show ability to design and select dishes for specific needs, occasions and functions. To produce dishes which are economical, on a large scale and more complex or bespoke dishes. - To base their economical dishes on carbohydrates, fruit and vegetables, protein and calcium. To have an awareness of sugar, salt and fat content. To give healthier options. To substitute ingredients with more complex or specialised ingredients, researched in their own time. - To develop dishes and techniques and modify these through design and making. To experiment and practice dishes, until they become well presented. To work on this after school. To design in greater detail, becoming confident with tone and using a greater range of views which demonstrate ingredients, physical properties and sensory properties. To start to use zoom ins and add more nutritional information, backed up by the impact on our bodies. - To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties. To begin to justify and explain choices. To show more detailed subject knowledge. - To start to use computer programmes to plan diet and menu planning.



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<p>To take inspiration from design throughout history.</p>	<ul style="list-style-type: none"> - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of products so as to suggest improvements to the user experience. 	<ul style="list-style-type: none"> - Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices, according to their own knowledge. To suggest alternatives and modifications. - To demonstrate a knowledge or awareness of cooking out of school and bring own recipes and books into school where applicable. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of what products should look like and how they can be identified as successful. 	<ul style="list-style-type: none"> - To design in greater detail, influenced by recipes from the internet, books and their own tastes. To understand the historical significance of products and design based on this information. To add more modern alternatives. - To research in greater depth and be able to deduce whether a recipe to appropriate to make, according to size, proportions and the need of the brief. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of popular cooking culture and the advice of main stream chefs. - To have an awareness of what products should look like and how they can be identified as successful. - To suggest more detailed improvements based on their misconceptions, mistakes and experience. 	<ul style="list-style-type: none"> - To design in greater detail, influenced by recipes from the internet, books and their own tastes. But to look into more complex, innovative or niche chefs and their work. - To understand the historical significance of products and design with this information in mind and combine this with more modern techniques. - To research in greater depth and be able to deduce whether a recipe to appropriate to make, according to size, proportions and the need of the brief. To look for more complex recipes and products. - To evaluate their products against professionally made ones, and suggest improvements against their peers work and assessment criteria. - To have an awareness of popular cooking culture and the advice of main stream chefs and more scientific or high end chefs. - To suggest more detailed improvements based on their misconceptions, mistakes and experience. To actively seek improvements, analyse and evaluate their own practice.