



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	More Able 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. - Understand nutrition and the value of different energy sources. - Understand sugar, starch and fibre carbohydrates and the speed at which they release energy. - Understand the value of protein foods. - Understand how to reduce our sugar, fat and salt intake, reducing the risk of disease and ill health. - Begin to understand the function of ingredients in dishes and whether these are physical, nutritional or sensory. - Start to use more specialised techniques such as a Bain Marie and piping. Start to use electrical equipment. 	<ul style="list-style-type: none"> - Understand cross-contamination and begin to use low risk raw meats in our cooking. - Use the oven with confidence to fry, grill and bake. - Mix and combine ingredients evenly and professionally. - Consider shaping and presentation skills, finishing dishes more professionally. - Use equipment skilfully and use electrical equipment where appropriate. - Make pastry, understanding how to achieve a quality shortcrust pastry. - Use standard components to make products that require greater skill. - 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. - Research, select and modify your own recipes, according to the needs of users. - Understand the function of eggs as a starting point for understanding function of ingredients. - Use seasonal and world produce appropriately and sensitively. 	<ul style="list-style-type: none"> - Brings in additional ingredients and equipment. - Use meats, fish and eggs in a hygienic way, which avoids cross contamination. Demonstrate a high level of hygiene and organisation in the kitchen. - Use more complex techniques and demonstrate the skills taught in a skilful and creative way. - Have a greater understanding of produce and seasonal produce. - Use more adventurous ingredients and select more labour intensive and high skill dishes. - Describe, explain and justify reasons for choice, functions of ingredients and have a developing understanding of portion control. - Use contemporary recipes and current food techniques and trends.



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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 producing healthy balanced meals, which represent the eatwell plate. - Make products through stages of prototypes, making continual refinements. - Ensure products have a high quality finish, using 3D drawings, cross sections and zoom ins where appropriate. - Add detailed annotations to explain the function of ingredients, skills and techniques and nutritional value of meals. 	<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, now also including protein and calcium products. - To understand how to design diets based around healthier carbohydrates and rich in vegetables. - 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. - Understand portion control. 	<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 vegetables. - 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. - To comment on portion size. 	<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> <p>Evaluate</p>	<ul style="list-style-type: none"> - Combine elements of design from a range of inspirational cooks throughout history, giving reasons for choices. - Create innovative designs that improve upon existing products. - Evaluate the design of recipes and swap ingredients for more favourable ones. 	<ul style="list-style-type: none"> - Combine elements of dishes from a range of inspirational chefs throughout history, giving reasons for choices, according to their own knowledge. - To suggest alternatives and modifications. - To evaluate their products against professionally made ones. - To have an awareness of what products should look like and how they can be identified as successful. <p>Sensory stars to reflect on the sensory properties of dishes. Improvement actions based on sensory properties and improvement in skills.</p>	<ul style="list-style-type: none"> - 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. <p>Sensory stars to reflect on the sensory properties of dishes. Improvement actions based on sensory properties and improvement in skills.</p>	<ul style="list-style-type: none"> - 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. <p>Additional redevelopment and redesigning of dishes where appropriate. Remodelling in own time.</p>