

KS3

Specification

2017/18



FOOD & COOKERY



DEAN TRUST Wigan

- ❖ Tools and Equipment
- ❖ Health & Safety
- ❖ Cooking Methods
- ❖ Food Skills
- ❖ Nutrition
- ❖ Recipes
- ❖ Costing
- ❖ Sensory Analysis
- ❖ Balanced Diets
- ❖ Costing
- ❖ Social, Environmental and Cultural Foods
- ❖ Sustainability

Year 7 Formal Assessment

- 1. Baseline Assessment**
- 2. The Eat Well Guide**
- 3. Nutrients**
- 4. Balanced Diets**
- 5. Adapting Recipes**
- 6. Nutrition**

Year 8 Formal Assessment

- 1. Baseline Assessment**
- 2. The Eat Well Guide**
- 3. Nutrients**
- 4. Balanced Diets**
- 5. Adapting Recipes**
- 6. Nutrition**

Band Descriptors

Year 7		Band 1	Band 2	Band 3	Band 4
Autumn 1	Baseline	Pupil is able to sort equipment into subject areas. They can draw their favourite project with some consideration to presentation. It is identifiable. They can evaluate their project relating to WWW and EBIs.	Pupil can reflect on their prior learning and explain uses of different materials they have used and in what projects. They have considered the presentation of their idea by rendering. They can evaluate a project overall considering what they have enjoyed and how their product could be improved.	Pupils are able to explain the different tools and equipment for different jobs. They have also communicated their favourite project effectively with annotations. When evaluating they can reflect on skills they have learnt.	Pupil has a sound understanding of tools, equipment and materials. Their favourite project is well presented and communicated and drawing in 3D. The pupil is able to evaluate their project including justifications for decisions made and also consider feedback from peers.
Autumn 2	Introduction to Cooking- Tools & Equipment	The learner can outline health and safety rules within the classroom and adheres to most hygiene rules considering personal hygiene. They are able to select, use, clean and store basic utensils and equipment. They use the hob, grill and oven mostly independently. They demonstrate a variety of basic cooking skills to produce a variety of dishes.	The learner has some understanding of safety and some hygienic practices. They can describe some preparation, cleaning and storage of utensils and equipment. The learner can give some explanation of ingredients, identify and select equipment, understanding timings, temperature and identify methods. The learner has identified basic cooking skills. Basic skills: weighing, measuring, peeling, chopping, rubbing-in, simmering, boiling, baking and grilling. Learners are have demonstrated a variety of cooking skills to produce at several completed dishes.	The learner has some understanding of safety and some hygienic practices. They can identify some hazards in the food room and explain how they could be avoided. They can describe some preparation, cleaning and storage of utensils and equipment yet lacking justifications. The learner can give a description about the purpose of a recipe, with some understanding of ingredients, equipment, timing, temperature and methods. The learner has identified a list of basic cooking skills with little description. Basic skills: weighing, measuring, peeling, chopping, creaming, rubbing-in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving. Learners are have demonstrated a variety of cooking skills to produce at least 6 dishes.	The learner can describe safe and hygienic practices when preparing themselves and the cooking environment. They can describe hazards and potential risks both personal and in the cooking environment. They demonstrate knowledge of kitchen equipment such as the cooker, hob, microwave, large food mixer, food processor and focuses on the basic utensil) and more specialised equipment (i.e.- temperature probe.) The learner can describe how they prepare, store and clean the equipment. They can describe the cooking skills and can follow a recipe accurately, although they are organised they don't always demonstrate confidence. They have demonstrated a range of basic cooking skills.
Spring 1		The pupil can identify each nutrient relating to the eat well guide and categories different ingredients. They can consider different factors relating to food choices, such as quality and cost. Learners can identify different ingredients, nutrients and sources on a recipe. They work with little confidence and refer to the recipe heavily during practical lessons. They participate in some practical lessons and able to evaluate their dish considering WWW and EBIs.	The pupil can identify, describe the function, and give examples of the different nutrients. They can consider different factors relating to food choices, such as quality, cost and availability. The learner can select/ design suitable dishes that meet a context (cuisine) and give reasons for their chosen ingredients, relating to the source and nutrients. They participate in most practical lessons and have completed dishes with some assistance. Their evaluations consider what went well, what could be improved and also sensory analysis.	The pupil can name and describe the main food groups, with examples and their sources. They can consider different costs, and different factors considering food choices, such as availability, brand and composition. The learner can select suitable dishes that meet the context, with some consideration to recipes. Some reasons of choice for the recipes have been given. The learner includes the recipe chosen, identifies its source and gives some annotation related to amounts of the ingredients. Learners participate in some practical lessons, and have several completed dishes. The learner has evaluations for the dishes made, considering what has gone well, what could be improved and sensory analysis.	The learner can show understanding of different groups and cultures, and how this affects their diets and nutrients demonstrating their understanding of the Eat well Guide. They can explain how seasons affect food availability by making reference to autumn and winter vegetables and summer fruits, with references to products being imported. The learner can name and describe a number of social (i.e. food choices that are affected by Religion, Personal, Environmental, Cost and also sensory Factors. The learner is able to select suitable recipes and ingredients. The learner has participated in most practical lessons, with a completed planning sheet, showing organisation. Pupils work mostly confidently and mostly independently asking for some advice. The pupils have evaluated each of their dishes, considering peers comments, sensory analysis and outlined what went well and what could be improved.

Band Descriptors

Year-7		Band 1	Band 2	Band 3	Band 4
Spring 2		The learner can outline health and safety rules within the classroom and adheres to most hygiene rules considering personal hygiene. They are able to select, use, clean and store basic utensils and equipment. They use the hob, grill and oven mostly independently. They demonstrate a variety of basic cooking skills to produce a variety of dishes.	For each food group the learner gives specific foods which should be included and/or avoided in the diet and some basic information on the contribution that the group makes to the diet e.g. the nutrients provided. The learner demonstrates understanding of the Eat well Guide. They can describe sources of food and give examples of foods from each. The learner can explain how seasons affect food availability by making reference to autumn and winter vegetables and summer fruits, with references to products being imported.	The learner shows good understanding and can logically explain the contribution each group of foods can make to our diet. They refer to functions of each nutrient. They can explain various sources of food and would include the meaning of the country of origin, with examples of foods and link it to each main food group. They relate to seasons and specific weather and climate conditions in different countries. The learner considers how foods in season can differ from imported foods taking into consideration costs, nutritional value, and taste with reasons.	The learner can describe safe and hygienic practices when preparing themselves and the cooking environment. They can describe hazards and potential risks both personal and in the cooking environment. They demonstrate knowledge of kitchen equipment such as the cooker, hob, microwave, large food mixer, food processor and focuses on the basic utensil) and more specialised equipment (i.e.- temperature probe.) The learner can describe how they prepare, store and clean the equipment. They can describe the cooking skills and can follow a recipe accurately, although they are organised they don't always demonstrate confidence. They have demonstrated a range of basic cooking skills.
Summer 1	Multicultural Foods	Learners can explain what is meant by a balanced diet, and able to describe all the nutrients. They understand the Eat well guide and can categorise ingredients to each nutrients.	The learner can name and describe a number of social (i.e. food choices that are affected by religion, personal factors (vegetarian) and supporting Fairtrade), Environmental factors (i.e.- food miles, use of pesticides, and weather i.e.- salads for warmer weather and hot filling dishes like stews in the winter), Cost Factors (i.e.- availability, quality, and variety) and also sensory factors (i.e.- taste, textures and appearance.)	The learner can describe in detail how various social (i.e.- locality, peer group pressure), environmental (i.e.-carbon footprint, transport), cost and sensory factors (i.e.- taste and sound) affect food choices. For each factor the learner has given one or more appropriate example.	Learners will explain in detail what is meant by a healthy diet, and relate to the Eat well Guide and be able to explain the functions of each nutrient. The learners will be able to assess their diets from a food diary and make possible recommendations with justifications. Learners will assess a recipe in terms of its contribution to healthy eating with justified explanations. They will give details and examples of how a recipe can be changed to make it healthier (considering both cooking methods and alternative ingredients.)
Summer 2		The pupil can identify each nutrient relating to the Eat well guide and categories different ingredients. They can consider different factors relating to food choices, such as quality and cost. Learners can identify different ingredients, nutrients and sources on a recipe. They work with little confidence and refer to the recipe heavily during practical lessons. They participate in some practical lessons and able to evaluate their dish considering WWW and EBIs.	The learner can research different recipes for given dishes (i.e. fish, pasta, fruit dish) They have been able to select suitable recipes and ingredients. The learner has participated in at least 4 practical lessons and have pictures of completed dishes. The pupils have planning sheets for each dish, showing organisation. Pupils work mostly confidently and mostly independently asking for some advice. The pupils have evaluated each of their dishes, considering peers comments, sensory analysis and outlined what went well and what could be improved.	The learner has compared the ingredients on a number of recipes with critical understanding (i.e.- comparing several pasta recipes like beef lasagne, spaghetti carbonara, spaghetti bolognaise before making a choice) They have evidence of planning sheets, and annotated recipe sheets reflecting their learning of ingredients. The pupils have participated in all practicals with confidence and worked in an organised manner considering health and safety. The pupil has photos of completed products (*including name label). The pupils have evaluated their product including a breakdown of the effects of the ingredients they selected on the final result, cost calculations, a sensory analysis of their finished result, highlight strengths and weaknesses of their methods and suggest ways in which they could improve the dish.	The learner can show understanding of different groups and cultures, and how this affects their diets and nutrients demonstrating their understanding of the Eat well Guide. They can explain how seasons affect food availability by making reference to autumn and winter vegetables and summer fruits, with references to products being imported. The learner can name and describe a number of social (i.e. food choices that are affected by Religion, Personal, Environmental, Cost and also sensory Factors. The learner is able to select suitable recipes and ingredients. The learner has participated in most practical lessons, with a completed planning sheet, showing organisation. Pupils work mostly confidently and mostly independently asking for some advice. The pupils have evaluated each of their dishes, considering peers comments, sensory analysis and outlined what went well and what could be improved.

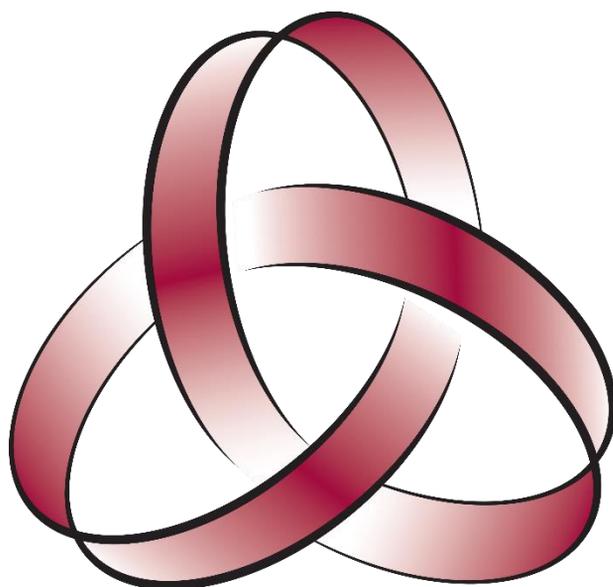
Year 8		Band 1	Band 2	Band 3	Band 4
Autumn 1	Developing Higher Level Cooking Skill	<p>The learner has some understanding of safety and some hygienic practices. They can describe some preparation, cleaning and storage of utensils and equipment. The learner can give some explanation of ingredients, identify and select equipment, understanding timings, temperature and identify methods. The learner has identified basic cooking skills. Basic skills: weighing, measuring, peeling, chopping, rubbing-in, simmering, boiling, baking and grilling. Learners are have demonstrated a variety of cooking skills to produce at several completed dishes.</p>	<p>The learner has some understanding of safety and some hygienic practices. They can identify some hazards in the food room and explain how they could be avoided. They can describe some preparation, cleaning and storage of utensils and equipment yet lacking justifications. The learner can give a description about the purpose of a recipe, with some understanding of ingredients, equipment, timing, temperature and methods. The learner has identified a list of basic cooking skills with little description. Basic skills: weighing, measuring, peeling, chopping, creaming, rubbing-in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving. Learners are have demonstrated a variety of cooking skills to produce at least 6 dishes.</p>	<p>The learner can describe safe and hygienic practices when preparing themselves and the cooking environment. They can describe hazards and potential risks both personal and in the cooking environment. They demonstrate knowledge of kitchen equipment such as the cooker, hob, microwave, large food mixer, food processor and focuses on the basic utensil) and more specialised equipment (i.e-temperature probe.) The learner can describe how they prepare, store and clean the equipment. They can describe the cooking skills and can follow a recipe accurately, although they are organised they don't always demonstrate confidence. They have demonstrated a range of basic cooking skills.</p>	<p>They can clearly describe, logically working practices for the preparation of the cooking environment and able to describe associated risk of cross-contamination and assess potential risks They are able to give a description to equipment and how to prepare, clean and store them. The learner can provide a detailed description of the purpose of a recipe, showing an understanding of the importance of the ratio of ingredients, the need for seasoning and tasting, the sequence of instructions and the importance of the method and cooking times to influence the success of the finished product. They can identify most of the cooking skills involved in their recipe. They work methodically and in a well organised manner, with confidence in practical lessons.</p>
Autumn 2		<p>Learners can explain the Eat well guide and identify each nutrient included. Learners can identify ingredients and cooking methods in a recipe and how they relate to healthy eating.</p>	<p>Learners can explain what is meant by a balanced diet, and able to describe all the nutrients considering their diets by assessing their food diary and make possible recommendations. Learners will explain healthy eating advice, alongside with Eat well Guide considering proportions. Learners can assess a recipe in terms of its contribution to healthy eating, they can explain how the recipes could be changed to make the completed product healthier.</p>	<p>Learners will explain in detail what is meant by a healthy diet, and relate to the Eat well Guide and be able to explain the functions of each nutrient. The learners will be able to assess their diets from a food diary and make possible recommendations with justifications. Learners will assess a recipe in terms of its contribution to healthy eating with justified explanations. They will give details and examples of how a recipe can be changed to make it healthier (considering both cooking methods and alternative ingredients.)</p>	<p>Learners will explain what is healthy diet, describing thoroughly the Eat well guidelines, and guidelines, with justification and examples. They will identify and relate nutrients to the Eat well guide, and explain how they make up a balanced diet. Learners will be able to assess a food diary demonstrating subject knowledge and be able to make critical judgements and explain possible modifications to promote a healthy diet. They relate to healthy eating advice with examples and justification. Learners will be able to annotate, dissect and analyse a recipes with regards to how it contributes to healthy eating, considering both guidelines and the healthy eating guide.</p>

Year 8

		Band 1	Band 2	Band 3	Band 4
Spring 1	Developing Higher Level Cooking Skill	<p>The learner has some understanding of safety and some hygienic practices. They can identify some hazards in the food room and explain how they could be avoided. (i.e.- sanitising work surfaces and checking equipment and utensils were clean before use, tailing cables, spillages not wiped up and the importance of the safe storage of cleaning liquids in a lockable cupboard separate from other kitchen products.) They can describe some preparation, cleaning and storage of utensils and equipment yet lacking justifications.</p>	<p>The learner can describe safe and hygienic practices when preparing themselves and the cooking environment (i.e.- clean surfaces, clean equipment and utensils and can give basic instructions for each e.g. the use of hot water at 50-60 degrees Celsius and an appropriate detergent for washing up, a sanitizer for work surfaces to kill any surface bacteria.) The learner can describe hazards and potential risks both personal and in the cooking environment. They demonstrate knowledge of kitchen equipment such as the cooker, hob, microwave, large food mixer, food processor and focuses on the basic utensil) and more specialised equipment (i.e- temperature probe.) The learner can describe how they prepare, store and clean the equipment (e.g. checking utensils and equipment for cleanliness, ensuring that knives are sharp, tins are greased, oven is switched on) The learner can refer to the importance of water temperature appropriate cleaning agents and the necessary cloths and scourers needed to clean the items and the importance of storing items such as chopping boards in a rack and knives in a block correctly</p>	<p>The learner can describe personal hygiene (handwashing, soap, hot water, fingernails, physical contamination) and methods of control would include greater justification (the prevention of cross-contamination, which can occur through the transfer of bacteria when handling raw meat and cooked dishes.) They can clearly describe preparation of the cooking environment (associated risks with cross- contamination through the transfer of bacteria indirectly from equipment or work surfaces, knives or other utensils, raw meat to cooked dishes and potential injury as a result of not handling washing or storing knives appropriately.) They can assess potential risks (identifying some specific bacteria that might arise through cross-contamination when handling raw meat, poultry and raw vegetables. Contaminants such as plasters or fingernails getting into food and allergens such as nuts inadvertently getting into dishes from equipment and work surfaces) .They are able to give a description to equipment, how to prepare them (checking utensils and equipment for cleanliness, making sure electrical equipment was safe and correctly assembled and no trailing leads etc.) and how to clean them (water temperature, rinse and dry items thoroughly.) They can describe storage of equipment (coloured chopping boards need to be air dried and stored in racks to prevent odours developing. Knives should never be left in a sink; they should be dried thoroughly and stored in a knife block.)</p>	<p>The learner is able to explain preparation of personal and cooking environment and include scientific principles (i.e.- how specific bacteria such as salmonella can spread by cross-contamination and the outcomes of unsafe and unhygienic practice.) Being able to explain working practices to prevent risks and potential hazards (i.e.- clean surfaces, clean equipment and utensils and will give instructions for each, how this will relate to the spread of bacteria and the conditions necessary for growth, possible cross-contamination is one of the major causes of food poisoning and the importance of specific practices to protect themselves and others.) Pupils demonstrate knowledge of identifying specific bacteria, such as salmonella or clostridium perfringens through the transfer of bacteria from raw meat to cooked dishes. Staphylococcus aureus through sneezing and contaminants such as hair in food and allergens such as gluten, nuts, celery and mustard. The learners can describe a variety of equipment and utensils available in school and professional kitchens. they show understanding of how these are prepared, cleaned and stored (i.e-heavy equipment stored above head height can cause injury; storing boards before they are fully dry can lead to growth of bacteria on their surface, and also implications of these e.g. poor execution of task, potential dangers, how food spoilage may occur.)</p>

Band Descriptors

Year 8		Band 1	Band 2	Band 3	Band 4
Spring 2	Unit 1: Preparing to Cook	<p>The learner can give a description about the purpose of a recipe, with some understanding of ingredients, equipment, timing, temperature and methods.</p> <p>The learner has identified a list of basic cooking skills with little description. Basic skills: weighing, measuring, peeling, chopping, creaming, rubbing-in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving.</p>	<p>The learner shows understanding of the purpose of a recipe is to enable the successful preparation and cooking of the dish, the identification of the appropriate ingredients in the correct amounts, the sequence, method, cooking time and temperatures etc.</p> <p>They can identify the stages of the recipe and annotate the recipe with some brief detail. Making reference to the functions of ingredients (i.e.-taste, texture and nutritional content.) They can describe the cooking skills (i.e.- simmering is when the sauce would be brought to the boil and then the heat reduced to simmer the sauce.)</p>	<p>The learner can provide a detailed description of the purpose of a recipe, showing an understanding of the importance of the ratio of ingredients, the need for seasoning and tasting, the sequence of instructions and the importance of the method and cooking times to influence the success of the finished product. They have considered some more primary functions of ingredients (i.e. - such as aeration, thickening, shortening and how this affects the finished item.) Learners make reference to their specific recipe (e.g. minced beef is the main flavour and gives bulk and texture.) They can identify most of the cooking skills involved in their recipe and be able to describe these in detail (e.g. chopping may involve removing the outer skin from an onion, using a bridge to cut the onion in half, using a claw to cut the onion finely to prevent cuts.)</p>	<p>The learner can describe the primary functions of each ingredient, developing the response to include the impact on the finished dish (e.g. omitting eggs in the recipe would make the meatballs lose their shape and fall apart, this would make the texture and appearance unappetising). They can explain in detail cooking skills and identify all the skills involved in their recipe (e.g. sauce making from a roux – accurate measurement of key ingredients, cooking the roux at the right temperature to the right stage, gradual addition of liquid at a temperature that allows the sauce to thicken, adjusting for consistency and seasoning.)</p>
Summer 1		<p>Learners have demonstrated a variety of cooking skills to produce at least 6 dishes.</p>	<p>The learner has demonstrated safe and hygienic working practices to prepare themselves and the environment for cooking, and is able to give examples. The learner can follow a recipe accurately, although they are organised they don't always demonstrate confidence. They have demonstrated a range of basic cooking skills. They have demonstrated the safe use of appropriate equipment and utensils. They have demonstrated safe and hygienic cleaning and storage of equipment, washing up at the correct temperature and using appropriate cleaning materials</p>	<p>The learner has evidence of successfully completed dishes, with they have annotated. They have worked methodically and in a well organised manner, with confidence. They have shown a good level of practical skills. They have weighed and measured accurately and have developed good knife skills. They have demonstrated a range of cooking skills in a confident manner showing an understanding of the methods chosen and the processes involved, checking at the appropriate stages to achieve a good standard of the selected dishes.</p>	<p>The learner has demonstrated a well organised approach when assembling the relevant equipment and utensils and a confident approach when following the recipe. The learner can taste the dish, season appropriately and adapt the recipe to suit own preference. The learner has included technical knowledge of the chosen cooking methods and the processes involved. The learner can demonstrate methods demanding greater skill levels (i.e.- roasting, steaming, poaching, sautéing, stewing, casseroling and sauce making) This is reflected in the finished standard of the selected dishes.</p>
Summer 2		<p>The pupil can name and describe the main food groups, with specific examples of food. The learner can name and describe sources of food (e.g. farm-grown/home grown.)</p>	<p>For each food group the learner gives specific foods which should be included and/or avoided in the diet and some basic information on the contribution that the group makes to the diet e.g. the nutrients provided. The learner demonstrates understanding of the Eat well Guide. They can describe sources of food and give examples of foods from each. The learner can explain how seasons affect food availability by making reference to autumn and winter vegetables and summer fruits, with references to products being imported.</p>	<p>The learner shows good understanding and can logically explain the contribution each group of foods can make to our diet. They refer to functions of each nutrient. They can explain various sources of food and would include the meaning of the country of origin, with examples of foods and link it to each main food group. They relate to seasons and specific weather and climate conditions in different countries. The learner considers how foods in season can differ from imported foods taking into consideration costs, nutritional value, and taste with reasons.</p>	<p>The learner can describe specific contributions that foods from each food group can make to the diet. They include the proportion of each of the food groups that should make up a balanced/healthy diet; they relate this to the Eat well Guide. They make reference to salt intake and to the different requirements of babies and young children e.g. in relation to milk types. The Learner can describe various sources of food and how these can affect the food. The learner would give specific examples of foods for each source and include the name of each food group. They explain the meaning of the country of origin, specific examples, and the impact on availability and choice for a range of food groups.</p>



DEAN TRUST *Wigan*

Dean Trust Wigan
Greenhey
Orrell
Wigan
WN5 0DQ
01942 511987

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