

Design and Technology Food – KS3 Curriculum Threshold

Year/Progress Thresholds				Research	Make	Evaluate	Subject Knowledge
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations					
		Fluent	<ul style="list-style-type: none"> Understand the source, seasonality and characteristics of a broad range of ingredients. Prepare and cook dishes, taste food and perform investigations hygienically and safely. Apply their knowledge of food science in a practical and meaningful way. Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. 	<ul style="list-style-type: none"> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be taught to: Understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking. Understand the source, seasonality and characteristics of a broad range of ingredients. 	<ul style="list-style-type: none"> List what they have completed over Year 9 lessons and suggest what they would like to do in the future. List what they have completed over Year 9 lessons and suggest what they would like to do in the future. Assess what they have achieved over Year 9 lessons, justifying how their work could be enhanced in the future (at home or studying GCSE). Assess what they have achieved over Year 9 lessons, justifying how their work could be enhanced in the future (at home or studying GCSE). Describe and measure their own success for the dishes they have cooked, noting main food skills and cooking techniques demonstrated. Pupils will also outline areas of improvement. 	<p>Food Preparation and Nutrition –</p> <ul style="list-style-type: none"> Pupils recap the importance of a healthy balanced diet and look closely into facts that affect food choice. Pupils develop their practical ability further by increasing their technical skills set. Pupils learn to make dishes from different cultures including Moroccan chicken, chow mein, macaroni cheese and lasagne. 	
	Fluent	Complete	<ul style="list-style-type: none"> Apply their healthy eating and nutrition knowledge. Demonstrate and apply their awareness of consumer preferences and the reasons for choices made. 	<ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. 	<ul style="list-style-type: none"> Analyse the work of past and present professionals and others to develop and broaden their understanding. Investigate new and emerging technologies. Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. 	<p>Food Preparation and Nutrition – pupils recap the importance of a healthy, balanced diet and look closely into hydration and micronutrients and their impact on the body. Pupils develop practical skills further using a range of staple food ingredients. Dishes include pasta arrabiata, pizza swirls, puff pastry plaits etc.</p>	

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Fluent	Complete	Substantial	<ul style="list-style-type: none"> Understand and apply the Basic principles of nutrition and health. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Competent in a range of cooking - understand the source, seasonality and characteristics of a broad range of ingredients. 	<ul style="list-style-type: none"> List what they have completed over Year 7 lessons and suggest what they would like to do in the future. Explain and evaluate what they have achieved over Year 7 lessons, suggesting improvements in the future. Assess what they have achieved over Year 7 lessons, justifying how their work could be enhanced in the future. Recall what they have cooked and the main food skills they have demonstrated. 	<p>Food Preparation and Nutrition –</p> <ul style="list-style-type: none"> Pupils will understand the importance of a healthy balanced diet while learning how to make a variety of predominantly savoury dishes that use a range of fruits and vegetables. Dishes include couscous salad, savoury scones, banana bread etc.
Complete	Substantial	Establishing	<ul style="list-style-type: none"> Understand the importance of good food safety and hygiene including knowing how to get ready to cook (such as having hair tied back, removing jewellery and nail varnish, thoroughly washing and drying hands before and after handling food, and wearing a clean apron). 	<ul style="list-style-type: none"> Know the names of some tools/ equipment. Know how to use most of the tools/ equipment with some support in practical lessons. I can measure and weigh out the ingredients I need, with support. 	<ul style="list-style-type: none"> Pupils have evaluated their product against all specification design criteria. Pupils have discussed quality control issues during the making process and how they resolved these. 	
Substantial	Establishing	Initial	<ul style="list-style-type: none"> Recognise common allergens and demonstrate how to take preventative measures to reduce the risk of contamination and allergic reaction. 	<ul style="list-style-type: none"> Know how to use most of the tools/ equipment with some support in practical lessons. I can measure and weigh without support. 	<ul style="list-style-type: none"> Pupils have attempted to describe 4 practical skills used in the making of their products. Pupils have evaluated their product against some of the specification design criteria. 	
Establishing	Initial		<ul style="list-style-type: none"> Demonstrate and apply the principles of cleaning, preventing cross contamination, safe storage of food including chilling, cooking food thoroughly and reheating food until it is steaming hot. 	<ul style="list-style-type: none"> I know how to use most of the tools/ equipment with some support in practical lessons. I can measure and mark out the materials I need, with support. 	<ul style="list-style-type: none"> Pupils have clearly identified positives and negative aspects of their final product. Pupils have suggested two improvements to their final product and have justified these in detail. Pupils have listed tools used during the making process. 	

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Initial			<ul style="list-style-type: none"> • To promote healthy eating and drinking habits across the whole school community. • To foster passion and success for Food Technology and create opportunities for both pupils and staff to develop and master their culinary skills. • To promote cultural awareness and tolerance through food production and testing. 	<ul style="list-style-type: none"> • Know the names of some tools/ equipment/ materials. • I know how to use most of the tools/ equipment with some support in practical lessons. • I can measure and weigh. 	<ul style="list-style-type: none"> • Pupils have clearly identified positive and negative aspects of their final product. • Pupils have suggested two improvements to their final product and have justified these in detail. • Pupils have listed tools used during the making process. 	
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