



**Food - Year 8**

	<b>Emerging – a student whose understanding of the Yr 8 Food skills is still emerging will be able to:</b>	<b>Developing – a student who is developing their Yr 8 Food skills will be able to:</b>	<b>Secure – a student who is secure in the skills in the Yr 8 Food curriculum will be able to:</b>	<b>Exceeding– a student who is exceeding in the Yr 8 food curriculum will be able to:</b>
<b>Knowledge and Understanding</b>	<p>Complete written work in full sentences.</p> <p>Follow instructions to complete simple written task</p> <p>Identify some of the principles of food hygiene, cross contamination and food poisoning.</p> <p>List some of the government guidelines for healthy eating.</p> <p>Identify the functions and sources of some macro and micro nutrients.</p> <p>List some factors that affect food choice.</p>	<p>Complete written work in full sentences using descriptions.</p> <p>Follow instructions to complete written tasks with some help.</p> <p>Describe some of the principles of food hygiene, cross contamination and food poisoning.</p> <p>Describe the government guidelines for healthy eating.</p> <p>Describe the functions and sources of some macro and micro nutrients.</p> <p>Describe factors that affect food choice</p>	<p>Complete written work in full sentences using descriptions and explain comments made.</p> <p>Follow instructions to complete detailed written tasks with some guidance.</p> <p>Describe all of the principles of food hygiene, cross contamination and food poisoning.</p> <p>Explain the government guidelines for healthy eating.</p> <p>Explain the functions and sources of some macro and micro nutrients. Identifying consequences of too much and too little</p> <p>Explain a range of factors that affect food choice</p>	<p>Complete written work in full sentences using descriptions and justify comments made.</p> <p>Follow instructions to complete detailed written tasks independently.</p> <p>Explain and justify all of the principles food hygiene, cross contamination and food poisoning.</p> <p>Justify the government guidelines for healthy eating, providing recommendations for each guideline.</p> <p>Explain the functions and sources of some macro and micro nutrients. Identifying and explaining the consequences of too much and too little</p> <p>Explain a range of factors that</p>

				affect food choice giving examples
<b>Making</b>	<p>Work with most equipment safely, hygienically and tidily, using some practical skills and techniques fairly effectively. Produce some satisfactory dishes. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Complete some practical tasks independently and within time constraints.</p> <p>Describe how well the making of a dish went and how parts of the dish could be improved and identify the sensory qualities of the dishes made (evaluation).</p>	<p>Work with a variety of equipment safely, hygienically and efficiently in a tidy environment, using some practical skills and techniques fairly effectively, including the safe and correct use of some utensils and equipment.</p> <p>Produce some good dishes with acceptable sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Complete most practical tasks independently and within time constraints.</p> <p>Explain how well the making of a dish went how the dish could be improved and describe the sensory qualities of the dishes made (evaluation).</p>	<p>Work consistently in a safe and hygienic manner in a tidy and clean environment. Illustrate some level of success (competence) in the safe and correct use of a range of utensils and electrical equipment and in a variety of cooking techniques.</p> <p>Produce a selection of good quality dishes with good sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Consistently complete practical tasks independently and within time constraints presenting good quality finished dishes.</p> <p>Explain which steps in the making went well and which didn't and describe how to improve the dish (evaluation).</p>	<p>Always work in a safe and hygienic manner in a tidy and clean environment. Illustrate a good level of success (competence) in the safe and correct use of a range of utensils and electrical equipment and in a variety of cooking techniques. Produce a selection of high quality dishes with good sensory qualities. Pineapple upside down, pizza, scones, jam tarts, Bolognese, apple crumble</p> <p>Always complete practical tasks independently and within time constraints presenting high quality finished dishes.</p> <p>Analyse, test and evaluate the making of dishes and justify how to improve the dishes (evaluation).</p> <p>Analyse the sensory qualities of dishes made (evaluation).</p>

			Briefly analyse the sensory qualities of dishes made (evaluation).	
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