



Food - Year 9

	Emerging – a student whose understanding of the Yr 9 Food skills is still emerging will be able to:	Developing – a student who is developing their Yr 9 Food skills will be able to:	Secure – a student who is secure in the skills in the Yr 9 Food curriculum will be able to:	Exceeding– a student who is exceeding in the Yr 9 food curriculum will be able to:
Knowledge and Understanding	<p>Complete written work in full sentences.</p> <p>Follow instructions to complete simple written task</p> <p>Identify some religions and list some foods that are forbidden</p> <p>List different ages and stages</p> <p>Define a basic understanding of a vegetarian and vegan diet.</p> <p>Identify the difference between food intolerance and a food allergy.</p>	<p>Complete written work in full sentences using descriptions.</p> <p>Follow instructions to complete written tasks with some help.</p> <p>Describe different religions, listing foods that can/cannot be eaten</p> <p>Describe nutritional needs of ages and stages</p> <p>Has a good understanding of a vegetarian and vegan diet.</p> <p>Describe the difference between food intolerance and a food allergy.</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 in detail a range of different religions, listing foods that can/cannot be eaten including halal and kosher.</p> <p>Explain nutritional needs of ages and stages</p> <p>Has a good understanding of a vegetarian and vegan diet and can explain reasons for following this diet.</p> <p>Describe the difference between food intolerance and a food allergy, listing</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 a range of different religions, listing foods that can/cannot be eaten including halal and kosher</p> <p>Explain nutritional needs of ages and stages and suggest factors that affect their food choice.</p> <p>Has a good understanding of a vegetarian and vegan diet and can justify reasons for following this diet</p> <p>Describe the difference between food intolerance and</p>

			the main allergens.	a food allergy, listing the main allergens and the symptoms.
Making	<p>Work with a variety of tools safely and efficiently in a tidy environment.</p> <p>Work using some practical skills and techniques fairly effectively, including the safe and correct use of some cooking techniques, utensils and electrical equipment (eg kettle, electric hand whisk, etc).cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce satisfactory dishes with acceptable sensory qualities.</p> <p>Complete some 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 the sensory qualities.</p>	<p>Work with a variety of equipment safely, hygienically and efficiently in a tidy environment.</p> <p>Illustrate some level of competence (success) in the safe and correct use of a range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Consistently produce good quality finished dishes.</p> <p>Complete most practical tasks independently and within time constraints</p> <p>Explain the sensory qualities of dishes made, and which steps in the making went well and which didn't and how to improve the dish and the sensory qualities.</p>	<p>Always work in a safe and hygienic manner in a clean and tidy environment.</p> <p>Illustrate a good level of competence (success) in the safe and correct use of a range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce successful, well finished dishes with good sensory qualities</p> <p>Independently complete most practical tasks showing some efficiency and acceptable time management</p> <p>Analyse, test and evaluate the making of dishes, justify how to improve the dishes made and briefly analyse the sensory qualities.</p>	<p>Always work consistently in a safe and hygienic manner in a tidy and clean environment.</p> <p>Illustrate a sound level of competence in the safe and correct use of a wide range of cooking techniques, utensils and electrical equipment.</p> <p>cheesecake, macaroni cheese, garlic bread, swiss roll, maids of honour.</p> <p>Produce successful, well finished dishes with very good sensory qualities.</p> <p>Independently complete all practical tasks showing efficiency and good time management.</p> <p>Analyse, test and evaluate every aspect of a practical lesson and justify any possible improvements to a dish.</p> <p>Analyse the sensory qualities of dishes made.</p>

