



The Royal School

Wolverhampton

Curriculum 2025

Food Studies

(NB. Replace the word SUBJECT throughout this document with the name of your subject)

Curriculum Concepts

Food Studies

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

Food studies curriculum intent

Whilst following the guidelines of the National Curriculum we aim to offer a broad based curriculum which will result in acquisition of knowledge, develop enjoyment of learning and will equip our pupils for work and leisure as active, confident and responsible members of society.

In particular we aim to:

- Provide a high quality Food education inspiring creativity and imagination, that will enable pupils to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Pupils will be equipped with a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.

Food studies curriculum implementation

In Food we teach 2 lessons per week on a rotation with Design Technology and Computing at KS3, 2 lessons per week at KS4. This subject is not available at KS5. Our curriculum is structured in rotations. Each KS 3 rotation lasts for up to 12 weeks with on-going assessment linked to design and make criteria in line with national curriculum requirements; at KS 4 each learning cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Each lesson follows The Royal lesson structure below:

- Date and learning question.
- Review questions as bell work and answers to be self-assessed or peer assessed.
- Homework set at start of lesson.
- The learning journey shared including lesson objectives and success criteria.
- Challenge tasks set every lesson.
- Review learning objectives at end of lesson.

Our curriculum is implemented in many ways including taught lessons and out of class experiences such as lesson 6 food activities such as International cooking and baking. Sixth form students are encouraged to participate in an enrichment activity that prepares them for university and independent living. A house competition which has been based on the Great Royal Bake off, visits to Cadbury World and other food and hospitality venues. Boarders activities take place throughout the year

Food studies curriculum impact

The impact of our curriculum can be evaluated in many ways using both quantitative and qualitative information indicating how ready pupils are for the next stage in their learning whether that be transition between key stages or leaving for apprenticeships or work at the end of year 11.

This includes an assessment of

- the number of pupils achieving the national average (and often higher!) at the end of their key stage indicating their readiness to move forward with the next stage of their learning journey.
- The number of pupils gaining entry into their chosen career route including apprenticeships and employment or other FE venues

Food Technology / Hospitality and Catering - Learning Journey

External Exam (worth 40%)

Exam on the theory covered in Unit 1.
1 hour 20 mins – 80 marks



Practical Skills:
A range of practical lessons that focus on a mix of basic, medium and complex techniques. These skills will help plan and implement the practical assessment in Year 11

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Coursework (NEA) worth 60%
Applying the knowledge gained from unit 1 and unit 2 theory to a brief, and plan, cook and present a range of dishes to a high level.



Unit 1 - The Hospitality and Catering industry
Theory: Gain comprehensive knowledge and understanding of the hospitality and catering industry including types of provision, health and safety.

Mock (summer) NEA project
Completion of a mock NEA project to prepare for unit 2 assessment in Year 11

Unit 1 - The Hospitality and Catering industry
Theory: Gain comprehensive knowledge and understanding of the hospitality and catering industry including structure and roles.



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Unit 2 – Hospitality and Catering in action
Theory: Gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus for a range of individual circumstances.

Mini NEA project
Completion of a mini-NEA project to prepare for unit 2 assessment in Year 11



Practical Skills:

Increasing practical skills with a range of more complex dishes with a focus on practical pace, presentation and cross contamination

Unit 1 - Food Safety
Gain comprehensive knowledge of food safety and allergy intolerance.



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Food Science:
An introduction to food science through the practical lessons, e.g. the role of gluten in bread making

Keeping Food Safe
Developing the knowledge surrounding safety and hygiene, with a focus on micro-organisms and cross contamination.

Food science
Continued exploration of food science during demonstrations and practical lessons including eggs, aeration and raising agents.

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Practical Skills

Increased practical skills with a focus on multi-tasking and practical pace

Farm to Fork

Food choice – why do we choose the food we eat? Provenance – where does our food come from?

Eat a Rainbow: Healthy Eating vs Nutrition

Expand on previous knowledge of healthy eating with the exploration of nutrients and the function within the body



Practical Skills

An introduction to the food room. How to use the various equipment safely and effectively to produce a range of dishes



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welcome

How Food Studies enables all students to thrive and achieve

How inclusive lessons have been planned

Lessons have been planned to include a broad variety of **learning activities**, such as **hands-on making, tasting, research, and evaluation**, ensuring accessibility for a wide range of learning styles.

Pupils are provided with **scaffolded tasks** (e.g. making a simple production plan with one dish to one ready for the NEA with dishes and accompaniments for a three hour session, having some vegetables pre cut which supports both high- and low-attaining students).

Inclusive planning includes **multiple ways to show understanding** – e.g. via drawing, annotation, verbal explanation, or practical demonstration – ensuring that pupils with different strengths can succeed.

Target users are considered during design projects (eg year 7 own diets and choices, KS4 an assigned scenario) which offers pupils an opportunity to draw on their personal identity or community, promoting inclusivity and relevance.

How an inclusive environment has been created

Classrooms are designed to be **visually clear, physically accessible, and well-organised** with the majority of equipment in cupboards in pupil's workstation. Each cupboard has a poster showing a picture and name of the equipment. Minimal equipment is outside a workstation thus ensuring safe and confident movement for all learners.

A **culture of mutual respect** is fostered through collaborative design critiques and shared tools/resources, where every pupil's contribution is valued.

Pupils are encouraged to **apply own experiences thus** making work meaningful and inclusive of diverse backgrounds, interests, and identities.

Resources are adapted to suit pupils' needs (e.g. using larger print templates, demonstrations of key skills, recipes in photograph form for KS3, physical models for reference, or step-by-step guides for EAL or SEND learners).

How the curriculum has been considered for pupils with additional needs

The curriculum allows **flexibility in outcome and pathway**: for example, while all pupils learn skills in cutting vegetables, the final complexity of the product (e.g. chopping compared with julienne or brunoise, making own pasta or using readymade) can vary by ability.

Additional adult support or peer pairing is used during more technical activities (allowing pupils with physical, cognitive, or processing difficulties to participate safely).

Schemes of work build in **structured repetition** of key skills (e.g. knife skills, cooking techniques) across units, which supports retention for pupils with memory or processing needs.

Visual aids, modelling, and **chunked instruction** are embedded throughout to support pupils with ASD, ADHD, or speech and language needs.

Adaptive teaching strategies

How learners are supported with literacy

- Pupils use **subject-specific vocabulary** in context through tasks like explaining their choices writing evaluations, or creating menu dishes
- Sentence starters and **key vocabulary displays** are provided around the classroom to reinforce technical terms.
- Teachers **model structured responses** during evaluations (e.g. "The dish was suitable because..."), supporting pupils with expressive language challenges.
- Design tasks include **research components** (e.g. considering dietary needs, type of provision), helping pupils build functional literacy linked to real-world application.
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How learners are supported to retain vocabulary

- Vocabulary is introduced through **multi-sensory methods** – spoken, visual (e.g. labelled diagrams), and practical (e.g. using the equipment while naming it).
- **Repetition across lessons** (e.g. revisiting terms like "slicing, dicing, claw grip") and retrieval activities (quizzes, flashcards, "What's the word?" games) help embed understanding.
- Learners are encouraged to use vocabulary in context via **peer explanations**, group discussions, sensory analysis and labelled design work.
- Displays and vocabulary mats are used consistently as reference tools.

How learners are supported with numeracy

- Pupils engage in **real-world numeracy** (e.g. accurate measuring, calculating portion size, nutritional value with software), giving mathematical skills a clear and practical context.
- **Scaffolded measurement tasks** with visual guides (e.g. adult supervision with using scales, calibration reminders) help pupils who struggle with spatial awareness or number accuracy.
- Estimation, ratio, timing, (e.g. cutting products into even portions) are embedded in design tasks, reinforcing cross-curricular maths understanding.
- Worksheets and templates include **step-by-step calculations** where needed, and teachers model mathematical problem-solving during demonstrations. Numeracy extension tasks are used as extension tasks at KS3

How learners are supported to develop conceptual understanding

- Pupils develop understanding of abstract concepts (e.g. energy transfer, system inputs/outputs) through **practical application** – different cooking techniques, testing products, modifying
- **Concepts are broken down** into stages (e.g. effects of different knife techniques and effect on cooking times, different types of heat)
- Visuals, physical models, and simulations are used to demonstrate theoretical ideas.
- Pupils revisit concepts in **progressive units** (e.g. applying material properties in both keyring and birdhouse projects), reinforcing learning through multiple contexts.

How teaching is adapted for learners who struggle with attention

- Lessons are broken into **short, focused tasks** with clear goals and visible timers to structure working time.
- **Step-by-step instructions** are modelled both live and on printed prompt sheets.
- Regular **check-ins** and use of visual task boards help keep pupils on track and reduce overwhelm.
- Activities involve **hands-on, kinaesthetic learning**, which helps sustain engagement and focus in practical learners.
- Safe zones and quiet break areas are considered where appropriate, for pupils who become overwhelmed.
- In theory lessons, movement breaks planned into tasks eg equipment scavenger hunt, snowballing of ideas

How teaching is adapted for learners who struggle with change and transition

- Teachers provide **clear advance warnings of changes**, such as sensory testing, new topics, or group reorganisation.
- **Visual timetables or lesson plans** are displayed and referred to regularly so pupils can anticipate what's next. KS 3 have 12 schedule in workbooks; ingredients list given half termly
- Transition points (e.g. moving from planning to making) are scaffolded with reminders, recap sessions, and sometimes individual preparation.
- **Consistency in routines and layout** is maintained – equipment has defined places, instruction structure is predictable, and expectations are clearly reinforced.

SUBJECT KS3 Curriculum Mapping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

National curriculum content		Year 7	Year 8	Year 9 (GCSE foundation year)
Aims:				
develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world		Introduction of knife skills; Use of cooker to prepare and cook simple recipes	Use of food processors	Develop presentation skills/ garnishes/ decorations
build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users		Fruit/ layered salad to respond to a brief	Selection of a particularly dietary need to modify recipe	Developing more complex skills and recipes
critique, evaluate and test their ideas and products and the work of others		Evaluation of selected practical work	Evaluation of selected practical/ final assessment	Evaluation of selected items for a given brief eg school dinners.
understand and apply the principles of nutrition and learn how to cook.		Selecting ingredients for task based on a particular nutrient	Increasing difficulty of skill and recipe Different dietary needs throughout life	Introduce more complex skills/ refine lower level skills
Are competent in the skills needed to:	Design- use research and exploration, to identify and understand user needs ♣ identify and solve their own design problems ♣ develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ♣ use a variety of approaches to generate creative ideas and avoid stereotypical responses	Investigate types and reasons for being a vegetarian Modify a recipe	Investigate the dietary needs of specific groups Select and modify where necessary a suitable recipe	Use of food labelling to identify allergens Select and modify recipe in response to a scenario
	Make - select from and use specialist tools, techniques, processes.	Make adapted recipe using appropriate ingredients and equipment	Make selected recipe with appropriate ingredients and equipment	Make own recipe, select suitable ingredients and equipment. Produce allergen card

	<p>equipment, select from and use a wider, more complex range of ingredients, <u>taking into account their properties</u></p> <hr/> <p>Evaluate- analyse the work of past and present professionals investigate new and emerging technologies test, evaluate and refine their ideas and products against a specification</p> <hr/>	Evaluate the outcome and suggest further modifications	Evaluate the outcome and suggest further modifications	Evaluate the outcome and suggest further modifications for different groups and situations
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Subject Content:

Understand and apply the principles of nutrition and health	Introduction to nutrients	Energy balance	Effects of unsatisfactory nutritional intake	
cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	Chicken goujons, pizza toasts, curry	Dietary needs Cottage pie Savoury rice	Allergens and intolerances – how food can cause harm. Adapting dishes to meet a brief	
become competent in a range of cooking techniques	Knife skills such as slicing, chopping	All in one sauce Knife skills	Introduce higher level skills such julienne for carrots; filleting a chicken; baking skills- pastry Sauces- roux,	
understand the source, seasonality and characteristics of a broad range of ingredients.	Introduce foods from around the world in context of Eatwell guide	Seasonal fruits and vegetables	Selecting ingredients for a particular menu Source of ingredients- caught, grown or reared.	

RSW All Through SUBJECT Curriculum map

(If you have developed one pop it here, if not delete this section)

Key Stage	Year							
		Topic	Topic	Topic	Topic	Topic	Topic	Topic
EYFS	R							
KS1	1							
	2							
KS2	3							
	4							
	5							
	6							
KS3	7	Group 1 (12 weeks) Food safety Introduction to cooking	Group 1 Food choices Vegetarians	Group 2 (12 weeks) Food safety Introduction to cooking	Group 2 Food choices Vegetarians	Group 3 (12 weeks) Food safety Introduction to cooking	Group 3 Food choices Vegetarians	
	8	Group 1 Impacts of dietary choices- hydration, energy	Group 1 Special dietary needs and adapting recipes	Group 2 Impacts of dietary choices	Group 2 Special dietary needs and adapting recipes	Group 3 Impacts of dietary choices	Group 3 Special dietary needs and adapting recipes	
KS4	9	1.4 Food safety Practical	EHO HACCP	1.1 Structure of H&C industry Pastries and	1.1 stars and ratings Develop	1.2 Job roles in H&C Develop practical	1.2 Meeting customer needs Develop	Independent practical task to a brief- school

		skills- knife techniques	Baking skills	bread	practical skills	skills Evaluation techniques	practical skills Evaluation techniques	lunch menu Evaluation of practical work
	10	Introduction to NEA skills- nutrients	Introduction to NEA skills- The impact of cooking methods	Introduction to NEA skills- Factors affecting menus	Introduction to NEA skills- Production plans	Production plans Mini NEA- 1 hour practical	Specific dietary needs	Mini- NEA 2-hour practical
	11	Extension practical tasks Mock NEA	Mocks and extension tasks	Live NEA (12/ 15 hours)	Live NEA (Evaluations) Exam preparation	Exam preparation	Exam preparation	Written exam
KS5	12							
	13							

SUBJECT Curriculum Map 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Group 1- introduction to food	Group 1 impacts of dietary choices	1.4 Food safety Knife skills	Health and Safety Develop practical skills	Extension practical skills Mock NEA	Enrichment Preparation for university/ baking Repeated each half term	NA
Learning Cycle 2	Group 1 Food choices/ vegetarians Group 2 starts at week 13	Group 1 Special dietary needs Group 2 starts at week 13	1.4- Role of EHO HACCP Baking skills	Introduction to NEA skills- Nutrition; impacts of cooking methods on nutrition; factors affecting menu planning Develop practical skills	Written mock Review Develop practical skills		
Learning Cycle 3	Group 2 introduction to food	Group 2 impacts of dietary choices	1.1 Structure of the H&C industry Doughs and pastries	Introduction to NEA skills Production plans Mini 1 hour practical	Live NEA- 12 hours Practical 3 ½ hrs		
Learning Cycle 4	Group 2 Food choices/ vegetarians Group 3 starts at week 4	Group 2 Special dietary needs Group 3 starts at week 4	1.1 Stars and ratings Develop practical skills Evaluation skills	Consolidation of NEA skills in mini 1 hour practical.	Written mocks Exam preparation		
Learning Cycle 5	Group 3 Vegetarians	Group 3 Special diets	Mini assessment on dish for a school lunch menu Develop practical skills	Mini NEA All skills covered 2 hour practical 1 dish	GCSE/BTEC exams followed by A level bridging work		A level/BTEC exams followed by University bridging work

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

SUBJECT Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	Week 5 written test Practical on going	Week 5 written test Practical on going	Week 6- written and practical set task	Week 5- Written and on-going practical	On going in Mock NEA		
Learning Cycle 2	Practical on going	Practical on-going	Week 5- written and On going practical	Mini task- practical Written week 5	3-21 Nov Mock exams Start Live NEA (Jan)	5-9 Jan Mock exams	5-9 Jan Mock exams
Learning Cycle 3	Group 2 week 3 Practical ongoing	Group 2 week 3 Practical ongoing	Week4 and on going practical	On going practical	23 Feb – 6 Mar Mock exams Finish live NEA		
Learning Cycle 4	Practical on going	Practical on going	Week 5 and on going practical	13-24 April Mock exams	Exam prep		
Learning Cycle 5	Group 3 week 1 Practical on going	Group 3 week 1 Practical on going	Week 5 practical task- scenario	Mini NEA Written and practical tasks	GCSE/BTEC exams	15-19 June mock exams	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
Knowledge criteria 1	I can identify some sources and/ or functions of some nutrients	I can describe some functions and sources of the macro nutrients and calcium, vitamin D and C	I can describe the sources and functions of micro and macro nutrients.	I can explain how the sources and functions of macro and micro nutrients contribute to good health
Knowledge criteria 2	I can list some healthy eating tips	I can recall the 8 tips for healthy eating	I can describe the 8 tips for healthy eating and some recommendations for each food group	I can explain how the tips for healthy eating contribute to a healthy life style
Understanding criteria 1	I can identify some reasons for food choices	I can describe why people have different food choices	I can explain how to modify a recipe to meet a need	I can compare food choices and suggest alternatives
Understanding criteria 2	I can identify some good and bad points about a finished product	I can describe some good and bad points of a finished product using some sensory descriptors	I can give some explanation of how a product can be improved if I were to make it again. I can use a range of sensory descriptors	I can explain how a product could be improved and why this would improve a product
Skill criteria 1	I can name some basic food safety principles and demonstrate some food safety expectations when cooking with support	I can identify a number of food safety principles and demonstrate a range of food safety principles with occasional support	I can explain some food safety principles and demonstrate when cooking	I can explain principles of food safety and apply independently when cooking
Skill criteria 2	I can use some preparation skills and use some parts of the cooker to produce a satisfactory finished product with support	I can use practical skills and the cooker to produce a good finished product with little support	I can competently demonstrate practical skills and use the cooker to produce a good finished product without help	I can work independently with a high degree of accuracy to produce a high quality finish

NB. The assessment criteria matrix should be saved in the correct folder in the subject team.

Year 8	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year
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				expectations
Knowledge criteria 1	I can describe some functions and sources of the macro nutrients and calcium, vitamin D and C	I can describe the sources and functions of micro and macro nutrients.	I can explain how the sources and functions of macro and micro nutrients contribute to good health	I can compare different diets to explain how they provide micro and macro nutrients
Knowledge criteria 2	I can identify some factors that affect an individual's energy requirement and how an excess in energy will affect a person	I can describe a range of factors that affect an individual's energy requirement and how an excess may affect them	I can explain why individual's require different amounts of energy, giving detailed examples and relate to the effects of an imbalance	I can evaluate an individual's energy requirements and suggest modifications to diet relating to how an imbalance leads to a range of health conditions
Understanding criteria 1	I can identify some special dietary needs	I can describe some special dietary needs, giving suitable foods to avoid	I can explain why a range of people have different dietary needs and make modifications to recipes	I can compare a range of special dietary needs and modify recipes to be suitable for all.
Understanding criteria 2	I can select a recipe to meet the needs of a given dietary need with help	I can select a recipe to meet the needs of a dietary need and describe how the recipe meets that need	I can select recipes that I can adapt to meet the requirements of a selected dietary need and give reasons as to how the modifications meet the need.	I can select a higher skill recipe to modify to meet the requirements of a dietary need, explaining in detail how the modifications meet that need
Skill criteria 1	I can identify a number of food safety principles and demonstrate a range of food safety principles with occasional support	I can explain some food safety principles and demonstrate when cooking	I can explain principles of food safety and apply independently when cooking	I can explain principles of food safety and apply independently when cooking and for storing and reheating of products
Skill criteria 2	I can use practical skills and the cooker to produce a good finished product with little support	I can competently demonstrate practical skills and use the cooker to produce a good finished product without help	I can work independently with a good degree of accuracy to produce a high quality finish	I can work independently with a high degree of accuracy with skills of increased complexity to produce high quality products

Year 9	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
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Knowledge criteria 1	I can identify some bacteria that cause food poisoning and the conditions microbes need to grow	I can describe some micro- organisms that cause food poisoning and the conditions required for growth	I can describe how pathogenic bacteria can multiply to dangerous levels and how to prevent their growth	I can explain why pathogenic bacteria cause a range of food poisoning and how to prevent their growth
Knowledge criteria 2	I can identify some responsibilities of the environmental health inspector	I can describe some responsibilities of the environmental health officer	I can describe the role and responsibilities of the EHO	I can explain the action a EHO would take in a given scenario
Understanding criteria 1	I can identify some responsibilities of food handlers and food businesses	I can describe some responsibilities of food handlers and food businesses	I can describe the responsibilities of food handlers and food businesses and the consequences if minimum standards are not met	I can explain how food handlers and food businesses should meet minimum standards of food hygiene and the consequences for customers, businesses and employees if these standards are not met.
Understanding criteria 2	I can identify some stages of a HACCP	I can suggest some hazards found on a HACCP	I can describe a number of hazards and their control points on a HACCP	I can explain how the control measures reduce the risk of the hazards on a HACCP
Skill criteria 1	I can identify some sensory properties that require improvement	I can describe sensory properties that require improvement. I can describe my performance.	I can suggest some improvements to make to a finished product and evaluate my performance	I can explain changes required to improve a product and my performance
Skill criteria 2	I can follow a recipe and demonstrate some principles of hygiene and safety with help to produce a product that demonstrates low level skills.	I can follow a recipe and demonstrate principles of hygiene and safety with little support to produce a successful product that demonstrates low to medium skills	I can follow a recipe and demonstrate principles of hygiene and safety independently to produce a successful product that demonstrates medium level skills	I can follow a recipe and demonstrate principles of hygiene and safety independently to a high standard and to produce well presented product that demonstrates medium to complex skills