

RET Food and Nutrition - KS3 Stage Ladder

- Students will be taught to:
- develop the creative, technical and practical expertise needed to perform everyday food tasks confidently and build and apply a repertoire of knowledge, understanding and skills in order to make high quality products for a wide range of consumers.
 - critique, evaluate and test ideas, recipes and products and the work of others.
 - understand and apply the principles of nutrition and healthy eating and learn how to cook.



Stage		Knowledge	Application	Planning and prep	Testing and evaluating
Y9++	7	<ul style="list-style-type: none"> • Produces clear reports that show an excellent understanding of nutrition, food, cooking and preparation (evidenced). Understands and appreciates how and why work must be completed safely. Developed understanding of food safety. 	<ul style="list-style-type: none"> • Applies excellent understanding of nutrition, food, cooking and preparation to an appropriate context. Selects a varied range of relevant dishes which show a high level of demand, complexity and challenge. Creates an accurate time plan, which shows the correct sequence and dovetailing of tasks and application of food safety principles. 	<ul style="list-style-type: none"> • Plans final product with relevant detailed, realistic steps and correct and logical dovetailing with timings. Applies food safety correctly; selects appropriate techniques. Makes finished product to excellent standard with: <ul style="list-style-type: none"> •Correct consistency/thickness •Little excess waste •A range of finishing techniques •Attention to detail of presentation •Correct use of cooking time • Uses precise/wide range of technical skills and processes accurately. Uses equipment confidently and accurately and tests for readiness. 	<ul style="list-style-type: none"> • Practical investigations using a variety of scientific methods are recorded and explained in detail. Presents and explains nutritional analysis data and Includes conclusions and recommendations. Applies appropriate sensory testing with analysis and conclusions. Final dishes are costed, explained and sometimes analysed. Relevant and creative improvements are suggested for final dishes. Research is relevant, detailed and accurate. Good understanding of dietary group, life stage or culinary tradition demonstrated in analysis and conclusions.
Y9+	6	<ul style="list-style-type: none"> • Produces reports that show a very good understanding of nutrition, food, cooking and preparation which is evidenced. Understands and appreciates how and why I must work safely. 	<ul style="list-style-type: none"> • Applies good understanding of nutrition, food, cooking and preparation, to an appropriate context. Selects a varied range of relevant dishes which will show a reasonably high level of demand, and some complexity and challenge. Creates an accurate timeplan, which shows the correct sequence, good dovetailing of tasks and application of food safety principles. 	<ul style="list-style-type: none"> • Final product planned with: • Clear and accurate plan with some dovetailing with appropriate timings • Reference to food safety • Appropriate techniques selected • Finished product made to a good standard with: • Correct consistency/thickness • Little excess waste • A range of finishing techniques • Work presented to a good standard. Some complex technical skills/processes used accurately. Equipment used confidently and accurately. Tests for readiness and generally uses correct cooking times. Has a time plan which is followed using the correct sequence 	<ul style="list-style-type: none"> • Carries out a range of testing to formulate results. Relevant improvements suggested for final dishes. Final dishes costed with some analysis. Performs sensory testing with very good analysis and evaluation. Work includes relevant interpretation and analysis of results with conclusion of an investigation/hypothesis and some justification. Practical investigations recorded with very good explanation using methods such as: graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence. Includes analysis of dietary group, life stage or culinary tradition. Nutritional analysis for final dishes is explained with conclusions and some recommendations.
Avg EOY9	5	<ul style="list-style-type: none"> • Produces reports that show a good understanding of nutrition, food, cooking and preparation which is evidenced. Understands the need for working safely and food safety. 	<ul style="list-style-type: none"> • Able to apply good understanding of nutrition, food, cooking and preparation, to an appropriate context. Selects a varied range of relevant dishes which show a good level of demand. Creates an accurate timeplan, which shows the correct sequence and good dovetailing of tasks and application of food safety principles. 	<ul style="list-style-type: none"> • Plans final product with: <ul style="list-style-type: none"> •A clear plan with some dovetailing and appropriate timings •Reference to food safety Makes finished product to a good standard with: <ul style="list-style-type: none"> •Near correct consistency/thickness •Some excess waste •Some appropriate finishing techniques •A good standard of presentation •A good level of technical skills and processes used with some accuracy to a fair standard 	<ul style="list-style-type: none"> • Analyses, evaluates and draws coherent conclusions when discussing issues relating to food choices, provenance and production (and food made by self and others). Nutritional analysis for final dishes includes some conclusions. Demonstrates good knowledge of nutrition. Performs sensory testing with some analysis. Gives some costing of dishes with a little analysis. Suggests some improvements for final dishes.

				<ul style="list-style-type: none"> Dishes are tested for readiness with some correct use of cooking time. Equipment is used confidently and accurately and a time plan is followed using correct sequence. 	
Avg EOY8	4	<ul style="list-style-type: none"> Produces work that shows a satisfactory understanding of nutrition, food, cooking and preparation, which is evidenced and mostly accurate. Mostly understands the need for working safely. 	<ul style="list-style-type: none"> Able to apply satisfactory understanding of nutrition, food, cooking and preparation to an appropriate context. Selects a varied range of relevant dishes which show a satisfactory level of demand, complexity and challenge. Creates a mostly accurate timeplan, which shows the correct sequence and satisfactory dovetailing of tasks and application of food safety principles. 	<ul style="list-style-type: none"> Plans final product with: <ul style="list-style-type: none"> A little dovetailing some appropriate timings Reference to food safety Makes finished product to a good standard with: <ul style="list-style-type: none"> Some excess waste Some finishing techniques Work is presented to a fair standard. Occasional technical skills and processes are used with some accuracy. Occasionally tests for readiness and shows some correct use of cooking time. Uses equipment with some accuracy and follows a time plan using a correct sequence 	<ul style="list-style-type: none"> Carries out a little nutritional analysis for dishes. Gives a little evidence of costing. Shows evidence of sensory testing but results may not be clear or analysed. Suggests improvements for final dishes occasionally. Makes straightforward comments on issues relating to food choices, provenance and production, food made by myself and others.
Avg EOY7	3	<ul style="list-style-type: none"> Simple but developing understanding of nutrition, food, cooking and preparation, to an appropriate context. 	<ul style="list-style-type: none"> Able to apply simple understanding of nutrition, food, cooking and preparation, to create a basic timeplan. 	<ul style="list-style-type: none"> Plans final product with: <ul style="list-style-type: none"> A simplistic plan with some inaccuracies Some reference to food safety I make my finished product to a good standard with: <ul style="list-style-type: none"> Basic technical skills/processes Some Equipment used confidently with help needed with some pieces Makes a satisfactory attempt to follow time plan. 	<ul style="list-style-type: none"> Carries out occasional nutritional analysis for dishes. Sometimes shows evidence of sensory testing but results may not be clear or analysed. Gives an occasional evidence of costing. Suggests improvements for some final dishes. Makes basic comments on issues relating to food choices, provenance and production, food made by self and others.
Avg EOY6	2	<ul style="list-style-type: none"> Starting to understand nutrition, food, cooking and preparation, to an appropriate context. 	<ul style="list-style-type: none"> Able to apply basic understanding of nutrition, food, cooking and preparation, to an appropriate context. 	<ul style="list-style-type: none"> Uses basic skills to create final dish. Tends to use store cupboard products. Beginning to understand the need for timings and order of work and the need for reference to health and safety and food hygiene. 	<ul style="list-style-type: none"> Beginning to gain awareness of elements of nutrition and now need to ensure understands all of the elements and how they relate to the food that we eat. Seen and taken part in some sensory testing. Aware that costing is important and now need to start to analyse it for dishes. Sometimes aware of what could have been improved in dishes.
	1	<ul style="list-style-type: none"> With support, able to produce some work that shows student is starting to understand nutrition, food, cooking and preparation; can select a simple dish; is able to produce an order of work. 	<ul style="list-style-type: none"> With support, able to produce some work that shows student is starting to understand nutrition, food, cooking and preparation; selects a simple dish; able to produce an order of work. 	<ul style="list-style-type: none"> Uses some basic skills to attempt a final dish. Tends to use store cupboard products. Beginning to understand the need for a time plan and reference to health and safety and food hygiene. 	<ul style="list-style-type: none"> Beginning to gain awareness of basic elements of nutrition (by following the Eat Well Guide) and now need to ensure understands all of the elements and how they relate to the food that we eat. Seen some sensory testing and understand why it is useful. Aware that costing is important and now need to start to analyse it for dishes. Beginning to be aware of what could have been improved in dishes. Attempts to make occasional comments on issues relating to food choices, provenance and production, food made by self and others.