

Year Group	Health & Safety	Inspiration	Making	Evaluation
<i>Previous Knowledge and Skills (to be tested)</i>	<ul style="list-style-type: none"> <li>* Use rules of hygiene and wash or prepare ingredients.</li> <li>* Eatwell plate categories.</li> </ul>	<ul style="list-style-type: none"> <li>* Know where food comes from.</li> <li>* Fruits and vegetables from around the world.</li> </ul>	<ul style="list-style-type: none"> <li>* Prepare fruits and vegetables for cold dishes.</li> </ul>	<ul style="list-style-type: none"> <li>* Sensory testing - visual and tasting.</li> </ul>
5	<ul style="list-style-type: none"> <li>* Prepare ingredients hygienically using appropriate utensils.</li> <li>* Select the correct equipment and ingredients.</li> <li>* Safely cut with supervision using the cat's claw and bridge.</li> <li>* Safely cook with supervision - controlling the temperature of the oven or hob.</li> <li>* Understand the eatwell guide and how to balance your diet.</li> </ul>	<ul style="list-style-type: none"> <li>* Suggest improvements to existing recipes and products.</li> <li>* Design products that have a clear purpose and an intended user.</li> <li>* Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>* Peel away from the body with 'fork secure' if needed.</li> <li>* Grate ingredients safely onto a surface or chopping board (with wet towel underneath).</li> <li>* Measure or weigh using chef's measures and scales, to the nearest 5 g's or 1oz.</li> <li>* Measure volume accurately to the nearest 25ml's.</li> <li>* Understanding time when cooking.</li> <li>* Demonstrate they can wash up hygienically.</li> </ul>	<ul style="list-style-type: none"> <li>* Compare with peers and gather opinions of what went well and what could be better.</li> <li>* State how to improve products.</li> </ul>
<p><b>Skill:</b> A year 5 pupil should carry out with skill and accuracy 10+ hours practical cooking, making a range of dishes. Explain the principles of food safety and hygiene when preparing and cooking ingredients. Start to describe and identify some principles of The eatwell plate and relate it to the diet. Identify some main nutrients and their functions provided by The eatwell plate food groups. Explain healthy eating. Describe and categorise some foods, state how they are used in some dishes.</p>				

	Health & Safety	Inspiration	Making	Evaluation
6	<ul style="list-style-type: none"> <li>* Demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</li> <li>* Safely select the correct equipment and use hygiene when preparing ingredients.</li> <li>* Safely cut using the cat's claw and bridge.</li> <li>* Demonstrate they can wash up and wipe down hygienically.</li> <li>* Safely cook - controlling the temperature of the oven or hob.</li> <li>* Know the nutritional value of meals and make products based upon the eatwell guide.</li> <li>* Understand portion control and how to select effective sources of energy, using the eatwell guide.</li> </ul>	<ul style="list-style-type: none"> <li>* Design with purpose by identifying the nutritional needs of different users.</li> <li>* Consider age, sex and occupation of the product users.</li> <li>* Disassemble products to understand how they work.</li> <li>* Identify some of the great cooks within our century and use some of their recipes.</li> <li>* Research nutrition information labels on packaging and understand how to use them to make healthier choices.</li> <li>* Know that not all foods are available all year due to seasons and costings.</li> </ul>	<ul style="list-style-type: none"> <li>* Cut using the cat's claw and bridge. In to regular shaped slices or diced pieces.</li> <li>* Measure or weigh accurately.</li> <li>* Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> <li>* Understand in a little depth how to use the microwave to melt products safely.</li> <li>* Follow a recipe, understanding step by step instructions.</li> <li>* Understand staple foods from around the world.</li> </ul> <p>I understand the use of raising agents; self-raising flour and baking powder and heat transference through the cooking method of baking.</p>	<ul style="list-style-type: none"> <li>* Use sensory diagrams to evaluate the sensory properties of products. <ul style="list-style-type: none"> <li>- Identify areas of improvement.</li> </ul> </li> <li>* Improve upon existing products, giving reasons for choices.</li> <li>* Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>* Evaluate the food product once cooked: texture, appearance, colour, taste and aroma.</li> </ul>

**Skill:** A year 6 pupil should carry out with skill and accuracy 10+ hours practical cooking, making a range of dishes including one for the eatwell plate. Explain the principles of food safety and hygiene when preparing and cooking ingredients. Describe some principles of The eatwell plate and relate it to the diet. Identify some main nutrients and their functions provided by The eatwell plate food groups. Explain healthy eating. Describe and categorise some foods, state how they are used in some dishes.

	Health & Safety	Inspiration	Making	Evaluation
7	<ul style="list-style-type: none"> <li>* Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>* Know the 4C's for good food hygiene (eg. cross-contamination, cleaning, cooking, cooling.)</li> <li>* Safely select and use utensils and electrical equipment.</li> <li>* Safely use the bridge hold and cats claw grip to dice vegetables.</li> <li>* Know the risks of using the hob, oven or grill and be able to control cooking temperatures.</li> <li>* Demonstrate they can wash up and wipe down hygienically, avoiding cross contamination.</li> <li>* Name the main nutrients and the functions provided by the Eatwell guide and recognise that the amount of nutrients and energy provided by food depends on the portion eaten.</li> </ul>	<ul style="list-style-type: none"> <li>* Design with the user in mind, motivated by producing healthy balanced meals, which represent the eatwell plate.</li> <li>* Recognise the dietary needs of different groups and that these are affected by social, economic and environmental factors and religious and cultural diversity.</li> <li>* Make products through stages of prototypes, making continual refinements.</li> <li>* Add detailed annotations to explain the function of ingredients, skills and techniques and nutritional value of meals.</li> <li>* Combine elements of design from a range of inspirational cooks throughout history, giving reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>* Use the bridge hold and claw grip to dice an onion and peel and chop other vegetables safely.</li> <li>* Use the bridge hold and cats claw to dice vegetables. Choose which vegetables should be peeled.</li> <li>* Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>* Demonstrate a range of baking and cooking techniques, including use of the hob, grill and oven.</li> <li>* Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> <li>* Understand how to use yeast and develop knowledge of bread making theory.</li> <li>* Use a range of cooking techniques using the hob and/or the oven; creaming, combining, rubbing in, kneading, proving, chopping, mixing, frying, Roux, grating, boiling, and simmering.</li> </ul>	<ul style="list-style-type: none"> <li>* Use sensory stars to reflect on the sensory properties of dishes.</li> <li>* Use improvement actions based on sensory properties.</li> <li>* Ensure products have a high quality finish and are fit for purpose.</li> <li>* Create innovative products that improve upon existing products.</li> <li>* Evaluate the design of recipes and swap ingredients for more favourable ones.</li> <li>* Evaluate changes that happen when food is cooked and include how to improve the dish and make the dish healthier.</li> </ul>
<p><b>Skill:</b> A year 7 pupil should carry out with skill and accuracy 12+ hours practical cooking, making a range of dishes. Explain the principles of food safety and hygiene when preparing and cooking ingredients. Describe and explain the principles of The eatwell plate and relate it to the diet. Name the main nutrients and their functions provided by The eatwell plate food groups. Explain and apply tips for healthy eating to their own diet. Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p>				

	Health & Safety	Inspiration	Making	Evaluation
8	<ul style="list-style-type: none"> <li>* Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms), linked to fridge temperature and food poisoning.</li> <li>* Understand cross-contamination and cook using pre-cooked meats.</li> <li>* Know how to select and use utensils and equipment confidently and safely.</li> <li>* Confidently use the bridge hold and claw grip to dice vegetables.</li> <li>* To understand how to create a diet rich in nutrients, now also including protein and calcium products, based on the eatwell guide.</li> <li>* Understand the relationship between food intake and physical activity and recognise the main factors that influence an individual's energy requirements.</li> <li>* Understand how to reduce our sugar, fat and salt intake, reducing the risk of disease and ill health.</li> </ul>	<ul style="list-style-type: none"> <li>* To develop a design for a specific need or dietary issue.</li> <li>* To understand how to design diets based around healthier carbohydrates and rich in vegetables. Plan and justify diet and menu planning.</li> <li>* Combine elements of dishes from a range of inspirational chefs throughout history, giving reasons for choices, according to their own knowledge.</li> <li>* To have an awareness of what products should look like and how they can be identified as successful.</li> <li>* Recognise and compare a variety of foods from around the world.</li> <li>* Understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>* confidently use the bridge hold and claw grip to dice an onion and peel and chop other vegetables safely.</li> <li>* Modify recipes according to the needs of a user and the healthy eating plate.</li> <li>* Understand how to fry, grill, bake and use a larger range of baking and cooking techniques.</li> <li>* Understand nutrition and the value of different energy sources.</li> <li>* Understand sugar, starch and fibre carbohydrates and the speed at which they release energy.</li> <li>* Understand the value of protein foods.</li> <li>* To develop dishes and techniques and modify these through design and making.</li> <li>* Understand the function of ingredients in dishes and whether these are physical, nutritional or sensory.</li> <li>* Be competent in a range of cooking techniques using the hob and/or the oven; rubbing in, whisking, combining, mixing, kneading, proving, shaping, marinating, chopping, frying, combining using raw ingredients and setting.</li> </ul>	<ul style="list-style-type: none"> <li>* Use sensory stars to reflect on the sensory properties of dishes, gathering opinions of others.</li> <li>* To reflect on practice and add improvements according to making and development of skill.</li> <li>* To add annotations which are more detailed and comment on skills, nutrition, physical and sensory properties.</li> <li>* To suggest alternatives and modifications.</li> <li>* To evaluate their products against professionally made ones.</li> <li>* To evaluate a food label, explain what traffic light labelling is and use this to compare foods.</li> <li>* To use awareness of taste, texture and smell to decide how to season dishes and combine ingredients.</li> <li>* To evaluate changes that happen when food is cooked: texture, appearance, colour, taste and aroma and include how to improve the dish and make the dish healthier.</li> </ul>

**Skill:** A year 8 pupil should carry out with skill and accuracy 12+ hours practical cooking, making a range of dishes adapting or modifying the recipe when required. Explain the principles of food safety and hygiene when preparing and cooking ingredients. Explain the principles of The eatwell plate and relate it to the diet. Name the main nutrients and their functions provided by The eatwell plate groups. Explain the sources and functions of water and the importance of hydration. Define energy, explain why it is needed and identify sources of energy in the diet. Describe and explain why energy needs changes throughout different life stages. Explain energy balance and the consequences of an imbalance. Explain why carbohydrate, protein, fat and fibre are needed in the diet. Name and explain the sources and dietary recommendations for carbohydrate, protein, fat and fibre. Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet. Explain and summarise the factors that affect individual food choice.

<p><i>Future Knowledge and Skills (Y9 to GCSE)</i></p>	<p>* Health - define energy, explain why it is needed in the diet and categorise different sources of energy in the diet.</p>	<p>* Plan and create a specification for a main meal dish to meet a specific need.</p>	<p>* Explain the sources, functions and dietary recommendations for carbohydrates, proteins, fat and fibre.</p> <p>* Make a range of dishes and modify and adapt the recipe as necessary with precision.</p>	<p>* Suggest improvements to dishes by gathering opinions and evaluating and modifying recipes.</p>
--	---	--	--	---