

Food Technology Year 7	Emerging	Developing	Securing	Mastering
Exploring key ideas	Can name some basic macronutrients in their diet and sources.	Can identify some macro and micronutrients in their diet and sources.	Can identify macro and micronutrients in their diet and sources. Explaining some ways of improving nutrient intake and their function on the body.	Can analyse their diet and nutrient sources, explaining ways of improving nutrient intake and their function on the body in depth.
Planning and prep	Can identify the correct equipment for the task with assistance.	Can use the correct equipment for the task with some assistance.	Can confidently use the correct equipment for the task with limited assistance in adequate time accurately.	Can confidently use the correct equipment for the task with no assistance in good time accurately.
Application	Basic knife skills: slicing to be used appropriately in a dish with limited uniformity. Assistance provided to ensure dish is cooked thoroughly. Rubbing in method: attempted unevenly.	Basic knife skills: slicing to be used appropriately in a dish with more uniformity. Some assistance provided to ensure dish is cooked thoroughly. Rubbing in method: executed with some consistencies.	Basic knife skills: slicing to be used appropriately in a dish with consistency. Minimal assistance provided to ensure dish is cooked thoroughly. Rubbing in method: consistently executed.	Basic knife skills: slicing to be used appropriately in a dish with accuracy. No assistance needed to ensure dish is cooked thoroughly. Rubbing in method: expertly executed.
Testing and evaluating	Requires guidance in planning, executing and evaluating the food experiment. May be able to provide some limited rationale for their sensory analysis.	May need some guidance in planning, executing and/or evaluating the food experiment. Can provide some simple rationale for their sensory analysis.	Can plan, execute and evaluate the food experiment. Can provide a rationale for the sensory analysis linking to tier 3 words.	Can independently plan, execute and evaluate the food experiment. Can provide a rationale for the sensory analysis using tier 3 words adequately.

Food Technology Year 8	Emerging	Developing	Securing	Mastering
Exploring key ideas	Can identify a country and dish of choice linking to this country's cuisine.	Can describe some cuisines, identifying the factors and influences.	Can research a range of cuisines explaining the factors and influences.	Can independently research a wide range of cuisines in depth explaining the factors and influences.
Planning and prep	Can identify and apply some steps of the process in making a dish.	Can identify and illustrate some steps of the process in making a dish.	Can confidently identify and clearly illustrate steps of the process in making a dish.	Can confidently in depth identify and clearly illustrate in detailed steps of the process in making a dish.
Application	Basic knife skills: slicing to be used appropriately in a dish with limited uniformity. Assistance provided to ensure dish is cooked thoroughly.	Basic knife skills: slicing to be used appropriately in a dish with more uniformity. Some assistance provided to ensure dish is cooked thoroughly.	Basic knife skills: slicing to be used appropriately in a dish with consistency. Minimal assistance provided to ensure dish is cooked thoroughly.	Basic knife skills: slicing to be used appropriately in a dish with accuracy. No assistance needed to ensure dish is cooked thoroughly.
Testing and evaluating	Requires guidance in planning, executing and evaluating the food experiment. May be able to provide some limited rationale for their hypothesis.	May need some guidance in planning, executing and/or evaluating the food experiment. Can provide some simple rationale for their hypothesis.	Can plan, execute and evaluate the food experiment. Can provide a rationale for the hypothesis linking to food science.	Can independently plan, execute and evaluate the food experiment. Can provide a rationale for the over-arching experiment that is underpinned by food science.

Food Technology Year 9	Emerging	Developing	Securing	Mastering
Exploring key ideas	Can differentiate between different religion and their dietary requirements.	Can recall more detail about different religions and their dietary requirements.	Can explain the differences between different religions and their dietary requirements in more detail.	Can independently design dishes that cater to different religions and their dietary requirements.
Planning and prep	Can apply a formula to determine the cost ingredients and their recipe.	Can confidently calculate the cost of ingredients in a recipe.	Can confidently calculate the cost of ingredients in a recipe and establish a budget.	Can independently budget recipes and can explain the factors that affect food costings.
Application	Requires precision through shaping and baking. Colour could be more even, is under/over baked.	May require more precision through shaping and baking. Colour could be more even.	Can produce a baked product that is relatively consistent in proportion size and shape. Fair and even appearance in colour.	Can produce a baked product that is consistent in portion size and shape with appropriate colour and browning which is visually appealing.
Testing and evaluating	Requires guidance in planning, executing and evaluating the food experiment. May be able to provide some limited rationale for their hypothesis.	May need some guidance in planning, executing and/or evaluating the food experiment. Can provide some simple rationale for their hypothesis.	Can plan, execute and evaluate the food experiment. Can provide a rationale for the hypothesis linking to food science.	Can independently plan, execute and evaluate the food experiment. Can provide a rationale for the over-arching experiment that is underpinned by food science.