

KS3 Catering	Explore	Planning	Produce	Evaluate
Mastery	<ul style="list-style-type: none"> ❑ Can describe the different influences on the availability of food e.g. seasonality ❑ Can explain the difference between organic and nonorganic food ❑ Investigate and analyse the work of past and present professionals and companies in the area of food technology in order to help inform their own ideas. 	<ul style="list-style-type: none"> ❑ Can develop a recipe for someone with a religious/ dietary requirement ❑ The time plan will include accurate timings, reference to food safety, relevant and accurate dovetailing. ❑ Options related to a variety of costings explored within plans. 	<ul style="list-style-type: none"> ❑ Follow a time plan using correct sequence and application of food safety principles. ❑ A range of finishing techniques to produce a high standard of presentation of the final dishes ❑ Select from and use a wide range of specialist tools, techniques, processes and equipment precisely. 	<ul style="list-style-type: none"> ❑ Create own evaluation questions and measurable outcomes. Collect data from target audience to aid evaluation. ❑ Evaluate the role of lifestyle factors and advertising on food choice.
Secure	<ul style="list-style-type: none"> ❑ Understand the source, seasonality and characteristics of a broad range of ingredients ❑ Investigate information available to the consumer regarding food labelling, availability, traceability, animal welfare and assured food standards. ❑ Research tailored to a specific target audience. 	<ul style="list-style-type: none"> ❑ Identify users' needs for social and health needs. Write a specification and brief that accurately reflects users' needs. ❑ Annotation of design is detailed and demonstrates nutritional understanding. 	<ul style="list-style-type: none"> ❑ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. ❑ Adapt recipes to meet different needs. ❑ Demonstrate how to apply heat in different ways 	<ul style="list-style-type: none"> ❑ Detailed and appropriate sensory testing with detailed analysis and evaluation. ❑ Detailed, relevant and creative improvements suggested for the final dishes.
Developing	<ul style="list-style-type: none"> ❑ Use product analysis as a tool to explore and look at other food products on the market to help identify needs ❑ Understand what a target audience is and identify a target audience. 	<ul style="list-style-type: none"> ❑ Identify users' needs and wants, particularly nutritional needs and write a detailed specification. ❑ Annotation of designs is detailed including several quality checks. ❑ Thought process is evident through annotated designs. 	<ul style="list-style-type: none"> ❑ Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. ❑ Work safely and name and select the correct equipment. 	<ul style="list-style-type: none"> ❑ Use technical knowledge and understanding to explain how and why dishes are successful or not, including the nutritional value of food products ❑ Compare the cost of making own recipe to shop bought or eating out. ❑ Consider the views of others and provide constructive criticism through peer review. ❑ Use feedback from others to make improvements to work.
Emerging	<ul style="list-style-type: none"> ❑ Understand the principles of a healthy and varied diet. ❑ Understand where food comes from. ❑ Understanding food storage instructions and use of food date marks; use by and best before dates. ❑ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. ❑ Have knowledge of some famous dishes, their ingredients and history. ❑ Understand the meaning of and prevention of food spoilage, food decay and cross contamination. 	<ul style="list-style-type: none"> ❑ Understand what a method. ❑ Write up methods explaining basic step by step instructions. ❑ Draw and label diagrams of final dish. ❑ Consider further ingredients which could be used in a dish. ❑ Generate, develop, model and communicate several ideas through discussion, diagrams and detailed methods. 	<ul style="list-style-type: none"> ❑ Create simple recipes using basic calculations and measurements. ❑ Use a measuring jug and electric scales to measure ingredients. ❑ Carry and use equipment with care and as instructed. ❑ Understand correct handwashing technique. ❑ Demonstrate basic chopping techniques (e.g. 'claw and 'bridge'). ❑ Demonstrating skills relating to food safety when preparing, cooking and storing food - Linked to the 4Cs of food safety (cleaning, cooking, chilling, cross-contamination). ❑ When working in pairs can support with measurements and practical techniques. 	<ul style="list-style-type: none"> ❑ Use a sensory chart to reflect on appearance, taste, aroma and texture. ❑ Reflect on strengths and weaknesses and what can be improved. ❑ Use full paragraphs and key terminology to complete sensory evaluations. ❑ Evaluate and compare different food labels.