



Robert Bloomfield Academy: Key Stage 3 Grade Descriptors – CPA Food



KS3	Explore	Planning	Produce	Evaluate
Exceeding KS3 Expectations	Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes Show influence from different famous chefs and brands within work.	Can develop recipes using nutritional analysis programmes to suit the nutritional needs of a variety of different groups. Practical investigations are recorded and explained using methods such as: graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence.	Wide range of complex technical skills/processes(eg filleting fish or cutting vegetables with precision and accuracy eg julienne) to produce excellent quality dishes. Knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting. Dishes include a wide range of finishing techniques such as garnishing and decoration eg piping.	Accurate nutritional analysis data compiled which is fully explained with conclusions and recommendations. Can evaluate the effects of social, moral and ethical factors affecting food and its availability.
Year 9 Sec Year 9 Dev Year 9 Beg	Can describe the different influences on the availability of food e.g. seasonality Can explain the difference between organic and non-organic 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.	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.	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.	Create own evaluation questions and measurable outcomes. Collect data from target audience to aid evaluation. Evaluate costs and ascertain whether product is financially viable. Evaluate the role of lifestyle factors and advertising on food choice.

Year 8 Sec	<p>Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Investigate information available to the consumer regarding food labelling, availability, traceability, animal welfare and assured food standards.</p> <p>Research tailored to a specific target audience.</p>	<p>Identify users' needs for social and health needs.</p> <p>Write a specification and brief that accurately reflects users' needs.</p> <p>Annotation of design is detailed and demonstrates nutritional understanding.</p> <p>Flowchart is very detailed, choices are justified and basic costings discussed.</p>	<p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Adapt recipes to meet different needs.</p> <p>Demonstrate how to apply heat in different ways</p>	<p>Detailed and appropriate sensory testing with detailed analysis and evaluation.</p> <p>Final dishes are costed with the results of this costing analysed and explained.</p> <p>Detailed, relevant and creative improvements suggested for the final dishes.</p>
Year 8 Dev				
Year 8 Beg				
Year 7 Sec	<p>Use product analysis as a tool to explore and look at other food products on the market to help identify needs</p> <p>Understand what a target audience is and identify a target audience.</p>	<p>Identify users' needs and wants, particularly nutritional needs and write a detailed specification. Annotation of designs is detailed including several quality checks.</p> <p>Thought process is evident through annotated designs.</p>	<p>Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.</p> <p>Work safely and name and select the correct equipment.</p>	<p>Use technical knowledge and understanding to explain how and why dishes are successful or not, including the nutritional value of food products</p> <p>Compare the cost of making own recipe to shop bought or eating out.</p> <p>Consider the views of others and provide constructive criticism through peer review.</p> <p>Use feedback from others to make improvements to work.</p>
Year 7 Dev				
Year 7 Beg				
T1	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Have knowledge of some famous dishes, their ingredients and history.</p> <p>Understand the meaning of and prevention of food spoilage, food decay and cross-contamination.</p>	<p>Generate, develop, model and communicate several ideas through discussion, diagrams and detailed methods.</p>	<p>Demonstrating skills relating to food safety when preparing, cooking and storing food - Linked to the 4Cs of food safety (cleaning, cooking, chilling, cross-contamination).</p> <p>When working in pairs can support with measurements and practical techniques.</p>	<p>Use full paragraphs and key terminology to complete sensory evaluations.</p> <p>Evaluate and compare different food labels.</p>
T2				
T3				

T4	Understand and 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 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.	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').	Use a sensory chart to reflect on appearance, taste, aroma and texture. Reflect on strengths and weaknesses and what can be improved.
T5				
T6				