

**Year Group 9    Subject: FPN    Assessment Framework**

Assessment Objective	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8+
<b>Nutritional Understanding</b>	<p>I can draw and annotate the Eatwell guide.</p> <p>I can list sources for each nutrient.</p> <p>I can categorise nutrients into macro and micronutrients.</p> <p>I can produce a piece of writing highlighting the importance of each nutrient.</p> <p>I can plan 3 dishes based on the needs of the Eatwell guide and dietary guidelines.</p> <p>I can state where ingredients are sourced and suggest the environmental impact in a basic way.</p>	<p>I refer to the Eatwell guide and dietary guidelines in my practical work.</p> <p>I can list sources for each macro and micronutrient.</p> <p>I understand one complementary interaction of nutrients in the body and can describe what it does with some inaccuracies.</p> <p>I can define the differences of why foods belong in each category.</p> <p>I can inform people of the nutritional content of their dish.</p> <p>I can plan 4 dishes that are in line with the guidelines and Eatwell guide and justify how.</p> <p>I can create a piece of informative writing explaining how the nutrients in a dish will affect the body.</p> <p>I can explain the environmental impact food has on the planet.</p>	<p>The Eatwell guide and dietary guidelines are the fundamentals of my nutritional knowledge.</p> <p>I can list sources and alternative sources for nutrients.</p> <p>I understand two complementary interactions of nutrients in the body and describe their role.</p> <p>I can explain how my own and others dishes would benefit or damage the body linking to deficiencies and excess factors.</p> <p>I can plan four healthy and nutritious dishes that meet the needs of the Eatwell guide and dietary guidelines.</p> <p>I can produce a mini report analysing the nutritional content with my dishes that summarise whether over a period of time they are good for our current and long-term health.</p> <p>I can analyse and explain the factors food production has on the environment and suggest how it can be reduced.</p>	<p>I am able to break down any dish description and explain how it meets the needs of the Eatwell guide and dietary guidelines.</p> <p>I can list sources of macro and micronutrients and assign them to different dietary needs including vegetarians, vegans, religion as well as life stages.</p> <p>I understand three complementary interactions of nutrients in the body and explain their roles.</p> <p>I am able to create a menu that meets the requirements of the Eatwell guide and guidelines.</p> <p>I can produce a written report analysing the nutritional content within my dishes that summarise benefits and disadvantage of short- and long-term health.</p> <p>I can identify ingredients that have contributed to the emission of greenhouse gases and suggest how preventions can be made in food production.</p>	<p>I can evaluate how not meeting the Eatwell guide and guidelines can lead to future health problems and diet-related diseases.</p> <p>I can categorise the macro and micronutrients and explain if they are particularly important for each lifestyle.</p> <p>I understand multiple complementary interactions of nutrients in the body and can explain the process of each.</p> <p>I am able to create a selection of dishes and guide others to produce meals that and nutrient dense and meet requirements of the guidelines.</p> <p>I can produce a written report analysing the nutritional content within my dishes that summarise benefits and disadvantage of short- and long-term health.</p> <p>I can identify ingredients that have contributed to the emission of greenhouse gases and suggest how preventions</p>

					<p>can be made in food production.</p> <p>I can create a balanced and unbiased argument for nutrition debate topics.</p>
<b>Practical Skills</b>	<p>I am able to select equipment independently and define some of their uses.</p> <p>I can complete knife skills such as dicing, baton and julienne with some accuracy.</p> <p>I know how to make a reduction sauce on the hob.</p> <p>I can attempt to make a roux sauce with some support.</p> <p>I understand how to handle and cook high risk foods.</p>	<p>I can independently with confidence select and use the relevant equipment in lesson.</p> <p>I am able to suggest what equipment is used for certain processes.</p> <p>I regularly produce intricate knife skills including dicing, baton and julienne in my dishes.</p> <p>I can confidently identify a create a reduction sauce.</p> <p>I can select and make a roux sauce.</p> <p>I can demonstrate how to handle and cook high risk foods providing reasoning for certain methods used.</p>	<p>I can work independently with confidence and also lead a team through practical sessions.</p> <p>I can link specific equipment with certain processes and explain the role.</p> <p>I consistently showcase high levels of intricate knife skills that showcase accuracy and precision throughout.</p> <p>I can confidently create a reduction for multiple dishes and state the dishes they are in.</p> <p>I can create a roux sauce successfully and explain how the process works by applying theoretical knowledge.</p> <p>I can independently with confidence showcase the importance of handling and cooking high risk foods and be able to explain the dangers if they are not followed correctly.</p>	<p>I thrive in both independent and team challenges in practical sessions.</p> <p>I am able to select and use equipment, including electrical equipment and explain its purpose of use.</p> <p>I can create knife skills including julienne, dicing and baton consistently in my dishes.</p> <p>I can create reduction sauces and understand how they can be affected if not cooked correctly.</p> <p>I understand the scientific process of making a roux sauce and apply this to my cooking.</p> <p>I can independently create a bread dough analysing its properties.</p> <p>I can independently with confidence showcase the importance of handling and cooking high risk foods and be able to explain the dangers if they are not followed correctly.</p>	<p>I am capable of leading a team and working independently to a high standard when cooking.</p> <p>I am able to select, demonstrate and use how specific equipment works and why it is used.</p> <p>I use specific knife skills with certain ingredients to improve to appearance and texture of my dish.</p> <p>I can apply scientific knowledge into practise when making a reduction sauce.</p> <p>I can apply scientific knowledge into practise when making a roux sauce.</p> <p>I can explain how sauces can be affected if now followed to production plan properly.</p> <p>I can independently with confidence showcase the importance of handling and cooking high risk foods and be able to explain the dangers if they are not followed correctly giving examples of food poisoning.</p>

<p><b>Food Safety</b></p>	<p>I will carry out health and hygiene procedures off of my own initiative.</p> <p>Use of safety equipment such as chopping boards and coloured utensils is selected and used independently.</p> <p>I wipe down the surfaces after every practical with anti-bacterial spray. This is done thoroughly and consistently.</p> <p>I attempt to ensure my worktop is clear and clean throughout the cooking process.</p> <p>I know a number of ways to ensure safety aspects are followed when handling and cooking high risk foods such as chicken, fish etc.</p> <p>I am able to suggest some temperatures of storage areas to ensure its safe.</p>	<p>I will wipe down and encourage others to complete the health and hygiene procedures throughout the practical lesson.</p> <p>I can highlight and explain why certain safety equipment is used and why.</p> <p>I will wipe down and encourage others to complete wiping down of surfaces after every lesson.</p> <p>I can keep my worktop clear and clean during a practical session.</p> <p>I can identify and explain how food safety is managed in terms of the use of high risk produce such as chicken, fish, cheese and state key temperatures of the cooking process.</p> <p>I am able to store food safely and correctly providing a justification.</p> <p>I am able to suggest improvements when I witness some safety procedures not being followed.</p>	<p>I will wipe down and complete health and hygiene procedures ready to complete a practical lesson.</p> <p>I am able to justify and explain the importance of food safety procedures being carried out.</p> <p>I can determine and explain why specific equipment and methods are used during a practical lesson.</p> <p>I will wipe down my surfaces before and after I cook to ensure food safety standards have been met prior and after cooking.</p> <p>I am able to ensure my worktop is clear, clean and hygienic throughout the cooking process.</p> <p>I am able to identify and evaluate how food safety aspects such as storing, preparing, cooking and serving of food must be conducted to reduce the risk of contamination.</p> <p>I am able to state key safety temperatures for certain foods.</p> <p>I can confidently implement food safety aspects into my own work as well as encouraging and prompting others.</p>	<p>I will independently and confidently complete health and hygiene procedures before, during and after cooking.</p> <p>I understand the importance of carrying out procedures to prevent cross contamination.</p> <p>I can explain the types of contamination of food.</p> <p>I can evaluate why we have specific equipment and its use in a lesson.</p> <p>I am able to ensure my food avoids any form of contamination by following the right protocols.</p> <p>I am able to identify and evaluate how food safety aspects such as storing, preparing, cooking and serving of food must be conducted to reduce the risk of contamination.</p> <p>I can analyse the key safety temperatures that affect binary fission.</p> <p>I can confidently implement food safety aspects into my own work as well as encouraging and prompting others.</p>	<p>I will independently and confidently complete health and hygiene procedures before, during and after cooking.</p> <p>I am able to apply food safety to my practical learning environment.</p> <p>I can prevent the risk of food becoming unpalatable by explain key procedures.</p> <p>I can analyse the types of contamination that can occur in food and the food environment.</p> <p>I can analyse the dangers of the right equipment not being used when cooking and handling food.</p> <p>I am able to ensure my food avoids any form of contamination by following the right protocols.</p> <p>I can analyse and evaluate the correct storing, preparing, cooking and serving of food.</p> <p>I can explain the term binary fission and evaluate where this is most likely to occur and why.</p> <p>I can confidently implement food safety aspects into my own work as well as</p>
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<b>Evaluation</b>	<p>I am able to describe the sensory qualities of my dish with subject vocabulary.</p> <p>I can analyse my dish to a good standard consistently.</p> <p>I am able to suggest how my dish could be improved better in term of sensory aspects.</p> <p>I make a basic attempt to showcase an understanding of nutritional content within my dish for a practical lesson.</p> <p>I can make suggestions of how much dish could be made better for health purposes.</p>	<p>I can evaluate and explain the sensory properties within my dish including appearance, aroma, taste, texture and sound.</p> <p>My dishes are analysed good consistently.</p> <p>I can suggest improvements for my dishes sensory qualities and also critique others using subject specific vocabulary.</p> <p>I can apply a good understanding of nutritional content within my written reports.</p> <p>I can suggest how my work can be improved nutritionally and state how it will benefit an individual.</p> <p>I can name some of the functional and chemical properties of food with inaccuracies.</p>	<p>I am able to reflect upon my practical work and evaluate the sensory qualities of my dish; followed on with suggesting modifications to improve each.</p> <p>Dishes I create have an in-depth and concise analysis.</p> <p>I use subject specific vocabulary consistently when evaluating my dishes.</p> <p>I apply greater depth and understanding of nutritional content within my dishes.</p> <p>I can suggest modifications to suit a dietary need, lifestage or diet-related disease for better nutritional content.</p> <p>I can list the functional and chemical properties food and describe some.</p>	<p>I am able to reflect upon my practical and theoretical work and make improvements to my work.</p> <p>I can explain modifications that need to be made to dishes to improve sensory qualities of food.</p> <p>I reflect upon nutritional content of food consistently to a high standard in all my written analysis and evaluation reports.</p> <p>I can include tables and graphs to support my data.</p> <p>I apply greater depth and understanding using subject specific vocabulary within my evaluations of products.</p> <p>I can adapt a dish in my findings to ensure it becomes diverse and available for all dietary needs.</p> <p>I can demonstrate an understanding of how functional and chemical properties look in food.</p>	<p>I am able to reflect upon my practical work and evaluate the sensory qualities of my dish; followed on with suggesting modifications to improve each.</p> <p>I can replace ingredients and methods of cooking to enhance both sensory and nutritional aspects of the dish.</p> <p>I reflect upon nutritional content of food consistently to a high standard in all my written analysis and evaluation reports.</p> <p>I include data, graphs and photos as part of my analysis.</p> <p>I consistently use subject specific vocabulary when analysing a dish.</p> <p>I can adapt a dish in my findings to ensure it becomes diverse and available for all dietary needs.</p> <p>I can showcase my understanding of functional and chemical properties within a dish.</p>