

Year 9		Year 9		Year 9		Year 9		Year 9		Year 9		Year 9		
G		F		E		D		C		B		A		
1		2		3		4		5		6		7		
Old level 2		Old level 3/4		Old level 4		Old level 5		Old level 6		Old level 7		Old level 8		
Knowledge	I understand some of the key terms with help. With help, I can name some nutrients in the ingredients we use.	I understand some of the key terms. With some help, I can name some nutrients in the ingredients we use.	I understand some of the key terms such as nutrients, provenance and health.	I understand the keys terms of nutrients, provenance and health.	I understand the keys terms of nutrients, provenance and health. I can explain to others what these terms mean.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	I understand the keys terms of nutrients, provenance, health and science of the ingredients we use. I can explain to others what these terms mean and how they link to the ingredients we use.	
	With help, I can prepare my ingredients and follow the instruction from the teacher and the method. With help, I can choose my ingredients.	With help, I can prepare my ingredients and follow the instruction from the teacher and the method. With help, I can choose my ingredients.	With some help, I can prepare my ingredients and follow the instruction from the teacher and the method. With some help, I can choose my ingredients.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment with some help. I can choose my ingredients.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment with some help. I can choose my ingredients.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and with some help use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can prepare my ingredients and follow the instruction from the teacher and the method. I can choose the correct equipment and use it correctly. I can adapt a recipe to meet personal dietary requirements.	I can cook a range of savoury dishes so that I will be able to feed others and myself a healthy and varied diet. I am confident in a range of cooking techniques. I can adapt a dish while considering the blend of tastes and textures. I can develop my own recipe using a variety of ingredients.
	I can recall ideas about my dish with help and prompts from others.	I can recall ideas about my dish with some prompts from others.	I can discuss ideas about my dish, the positive and negatives of my products.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.	I can discuss ideas, the positives and negatives of my dish. I might suggest ways to improve the finished product with some prompts.
	I can work safely with one to one adult support at all times in the Food room.	I can work safely in the Food room handling the equipment and tools correctly with full guidance of an adult.	I can work safely in the Food room handling the equipment and tools correctly with help and guidance of an adult.	I can work safely in the Food room handling the equipment and tools correctly with help and guidance of an adult.	With some help, I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I can work safely in the Food room using the cookers, hob, washing up, knives, etc. with care and safety to make my product.	I am able to work safely and independently with minimal guidance to complete recipes, with accuracy demonstrating good hygiene and assembly in my finished product.
	The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.