Food Progress Ladder Chart

Food Progress Chart Year 9

	Emerging E- E E+	Developing D- D D+	Securing S- S S+	Mastering M- M M+
(FPS) Food Preparation skills	1. I can prepare myself and work area with some guidance. 2. I can identify and use some basic equipment and with guidance can work safely to make a good product.	1. I can prepare myself and work area hygienically to work in a safe way. 2. I can describe, select and use a range of equipment with some accuracy and skill and work safely to make a good quality product meeting some success criteria. 3. I can cook a basic range of dishes with some guidance.	1. I can prepare myself quickly, hygienically and correctly to demonstrate working in a safe and sensible manner. 2. I can explain the selection of and use a range of equipment accurately, safely, with some skill to make a good quality product meeting most success criteria. 3. I can cook a basic range of dishes by following a plan carefully, with minimal help.	1. I can independently prepare myself quickly, safely, hygienically and correctly to demonstrate working in a tidy and organised manner. 2. I can correctly select and use a range of suitable equipment accurately, safely, with skill and precision to produce a good quality, well presented product. 3. I can follow good food safety practice to cook a range of dishes from a plan.
(P&E) Planning and Evaluation	1. I can identify what a plan of making looks like and what quality and safety checks are. 2. I can recognise the qualities of my product and use sensory words in a basic way. 3. I can identify what went well and what could be improved.	1. I can order production stages into a plan that includes quality and safety points linked to each stage. 2. I can use basic sensory testing to describe the qualities of my product, using some sensory vocabulary. 3. I can describe and give a reason for most and at least successful parts of my product.	1. I can write an effective plan of making that explains the need for specific quality and safety checks at stage of production. 2. I can use a variety of sensory analysis correctly to test the qualities of my product and explain what went well and suggest improvements. 3. I can consider how techniques and ingredients affect the outcome.	1. I can write a coherent, detailed plan that includes timings, ingredients and processes I can choose appropriate methods to objectively evaluate the success of a dish and explain relevant improvements, considering 3rd party views. 2. I can fully explain how sensory outcomes could be altered by using alternative methods of cooking or types of ingredient.
(FN) Food Nutrition	1. I am aware that we all need a balanced and varied diet to grow and survive. 2. I recognise that food is related to health. 3. I can recall the main purposes of the main food groups in body.	1. I describe the basic principles of the 'Eatwell Guide', can name the food groups, which foods fit into each section and the main nutrients linked to these. 2. I can apply the basic principles of the Eatwell guide e.g., to drink enough water, to eat 5 fruit and/or vegetables a day, to eat carbohydrates for energy. 3. I can explain the basic nutrition and energy needs of some different people.	1. I can understand the basic principles of the Eatwell guide and how they link to healthy eating advice and recommendations for a varied and balanced diet. 2. I can describe what the main nutrients are in most foods and what their basic functions are. 3. I can explain the basic nutrition and energy needs of some different people e.g., teenagers and the elderly.	1. I can use the Eatwell guide and healthy eating advice to make recommendations for a varied and balanced diet. 2. I can describe the nutrition and energy needs of several groups of people and explain why they are different. 3. I can explain the effect of the excess or deficiency of some nutrients on health.
(FS) Food Safety	1. I understand what is meant by the word's 'hygiene' and 'food safety'. 2. I can identify storage, date mark and preparation information on food labels. 3. I can recall the steps required for preparing to cook safely.	1. I can describe good food safety practice linked to preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. 2. I can describe the basic principles of where to store different types of food. 3. I can describe the main hazards when preparing and cooking foods and link this to how prepare myself and work area ready for cooking safely in a practical lesson.	1. I can explain and follow the storage and preparation guidance on food labels. 2. I can explain why some foods have a higher risk of food poisoning than others. 3. I can explain the use of date marks and storage instructions on food labels for different types of food. 4. I can explain the connections between good food safety practice and risks.	1. I have a coherent understanding of the principles of cleaning, cross contamination, chilling and cooking and reheating foods in relation to risk. 2. I can evaluate the need to ensure food is safe to eat by applying my knowledge of contamination, spoilage and decay. 3. I can evaluate the risks of poor food safety practice when preparing and cooking food.
(FSC) Food Science	1. I know that when food is cooked it changes taste and texture. 2. I can identify the different ways of cooking food.	1. I can describe the 'function' of some ingredients. 2. I can link the way a food is cooked to the effect on taste and texture. 3. I can give a reason for some methods of cooking being healthier than others.	1. I can explain the importance and function of some ingredients and how these and the way food is cooked changes the sensory and nutritional outcome. 2. I can explain the working characteristics and processes of some foods and food products.	1. I can clearly explain the function of the most common ingredients used in cooking and the factors that affect a food product's successful outcome. 2. I can explain the working characteristics of a range of ingredients and processes in cooking. 3. I can link cooking methods to effect on nutrition.
(FC) Food Choice	1. I can identify what foods I like and dislike and am aware that other people will make different choices. 2. I know that there are lots of influences on food choices.	1. I can describe why people choose different types of food based on a variety of factors including: preference, religion, time of day and allergies. 2. I can give reasons for some people's food choices based on religion, moral and dietary needs.	1. I can explain people's different food choices based on a variety of factors and am aware of how advertising and availability can influence this. 2. I can explain how people's food choices can change based on age, health and lifestyle.	1. I can explain a wider range of factors that influence food choices including cost, skill and lifestyle factors. 2. I can modify a recipe based on people's dietary needs. 3. I can evaluate the need for people's choices to change based on age, health and lifestyle.
(FP) Food Provenance	1. I understand that foods come from plants or animals 2. I identify what 'ingredients' are and can name some common ones that make up foods I eat.	1. I can describe where and how a variety of basic foods are grown, reared, caught and transported. 2. I can describe some steps in the production of foods I describe why some different cultures eat different foods.	1. I can explain how food is produced and processed in different ways and stages; conventional, organic, Fairtrade. 2. I can explain some facts about Food provenance and Food miles.	1. I can explain where food commodities come from and how they are manufactured I can evaluate how geography, climate and weather affect availability food and influence cultural dishes. 2. I can evaluate some issues relating to Food provenance including; Food miles, Food waste and Food poverty.