



KS3 ASSESSMENT

Design & Technology Cooking & Food
BRAMHALL HIGH SCHOOL

	Acquiring	Developing	Secure	Mastered
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
Tier 1 Diet & Health This project rotates on a 10 week carousel throughout year 7 & 8.	NUTRITION & HEALTH <i>NC “understand and apply the principles of nutrition and health”</i> ✓ Basic understanding of the Eatwell guide towards diet ✓ Limited application of “The 8 tips for healthy lifestyle” ✓ Basic understanding of nutrients found in ingredients FOOD SOURCE AND SUPPLY <i>NC “understand the source, seasonality and characteristics of a broad range of ingredients”</i> ✓ Basic understanding of where starchy foods, dairy & alternatives, and protein rich foods are sourced from. ✓ Basic characteristics of ingredients used when	NUTRITION & HEALTH <i>NC “understand and apply the principles of nutrition and health”</i> ✓ Adequate understanding of Eatwell guide linking to diet ✓ Adequate application of “The 8 tips for healthy lifestyle” towards a teenage diet ✓ Adequate understanding of nutrients found in ingredients used in tier 1 recipes FOOD SOURCE AND SUPPLY <i>NC “understand the source, seasonality and characteristics of a broad range of ingredients”</i> ✓ Adequate understanding of where starchy foods, dairy & alternatives, and protein rich foods are sourced from. Healthier options can be identified	NUTRITION & HEALTH <i>NC “understand and apply the principles of nutrition and health”</i> ✓ Good understanding of Eatwell guide linking it to most tier 1 recipes ✓ Good application of “The 8 tips for healthy lifestyle” based on their family needs ✓ Good understanding of nutrients found in ingredients used in tier 1 recipes FOOD SOURCE AND SUPPLY <i>NC “understand the source, seasonality and characteristics of a broad range of ingredients”</i> ✓ Good understanding of where foods are sourced from and how seasonality affects food choice. Healthier options can be identified	NUTRITION & HEALTH <i>NC “understand and apply the principles of nutrition and health”</i> ✓ Exceptional understanding of the Eatwell guide linking it to all tier 1 recipes ✓ Exceptional application of “The 8 tips for healthy lifestyle” with the ability to suggest alterations to various lifestyles ✓ Justified understanding of nutrients found in ingredients used in tier 1 recipes FOOD SOURCE AND SUPPLY <i>NC “understand the source, seasonality and characteristics of a broad range of ingredients”</i> ✓ Detailed understanding of where foods are sourced from and how seasonality affects food choice. Multiple healthy options can be identified for each recipe

	describing some ingredients/ foods COOKING <i>NC “cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet”</i> ✓ Limited application of heat in different ways; Grilling, Baking, Boiling, Simmering, Chilling – sometimes requiring assistance ✓ Limited awareness of taste, texture and smell to decide how to season dishes and combine ingredients; FOOD PREPARATION <i>NC “become competent in a range of cooking techniques”</i> ✓ Basic selection and preparation of ingredients;	✓ Adequate characteristics of a broad range of ingredients used when describing ingredients/ foods in tier 1 COOKING <i>NC “cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet”</i> ✓ Adequate skill demonstrating application of heat in different ways; Grilling, Baking, Boiling, Simmering, Chilling ✓ Sufficient awareness of taste, texture and smell to decide how to season dishes and combine ingredients; FOOD PREPARATION <i>NC “become competent in a range of cooking techniques”</i> ✓ Suitable selection and preparation of ingredients;	✓ A good understanding of the characteristics of most of the ingredients used when describing ingredients/ foods in tier 1 COOKING <i>NC “cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet”</i> ✓ Good skill demonstrating application of heat in different ways; Grilling, Baking, Boiling, Simmering, Chilling. No adult help required ✓ Detailed awareness of taste, texture, and smell to decide how to season dishes and combine ingredients; alterations made when required FOOD PREPARATION <i>NC “become competent in a range of cooking techniques”</i> ✓ Good selection and preparation of ingredients; based on family requirements	✓ Complex characteristics of all the ingredients used when describing ingredients/ foods in tier 1 COOKING <i>NC “cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet”</i> ✓ Excellent skill demonstrating application of heat in different ways; Grilling, Baking, Boiling, Simmering, Chilling. No adult help required, and able to support others when appropriate ✓ Detailed awareness of taste, texture and smell to decide how to season dishes and combine ingredients; alterations made when required FOOD PREPARATION <i>NC “become competent in a range of cooking techniques”</i> ✓ Excellent selection and preparation of ingredients.
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	✓ Basic use of specialist utensils and electrical equipment; a significant amount of help required ✓ Limited adaption of recipes or have not used their own recipes Reading and Comprehension Tasks - High risk Foods - Eatwell Guide - The cost of processed foods	✓ Correct use of specialist utensils and electrical equipment; some assistance needed ✓ Suitable adaption of recipes on occasions Reading and Comprehension Tasks - High risk Foods - Eatwell Guide - The cost of processed foods	✓ Good use of specialist utensils and electrical equipment; no assistance required. ✓ Considered adaption of recipes to meet a particular need Reading and Comprehension Tasks - High risk Foods - Eatwell Guide - The cost of processed foods	✓ Outstanding use of specialist utensils and electrical equipment; Is able to support others ✓ Justified & explained adaption of recipes Reading and Comprehension Tasks - High risk Foods - Eatwell Guide - The cost of processed foods
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Tier 2 Developing skills This project is taught to a number of year 8 students in the last half term of the academic year.	COOKING - Can accurately weigh and measure ingredients with supervision. - Uses equipment like the hob and oven with guidance and reminders for safety. - May need help with techniques like rubbing in for scones or pastry. - Understands the process of bread or dough making but struggles with consistency (e.g. too sticky or dry). - Shaping is uneven or rushed and final products may be undercooked or misshaped.	COOKING - Weighs ingredients with improving accuracy and begins to work more independently. - Uses the hob and oven safely, though may still need occasional reminders. - Can carry out rubbing in and basic shaping techniques with some guidance. - Doughs are made with mostly correct consistency and shaping shows effort. - Presentation is improving – e.g. scones are glazed, quiches are mostly neat, though not always even	COOKING - Accurately weighs and measures all ingredients with confidence. - Works safely and independently with the hob and oven. - Uses rubbing in, creaming, and shaping techniques correctly (e.g. even scones, shaped pastry). - Doughs are well-made with good consistency, and shaping is neat and uniform. - Final dishes are attractively presented – e.g. glazed scones, trimmed pastry, even portions.	COOKING - Shows confidence and independence throughout all tasks, including weighing, timing, and preparation. - Works safely and efficiently with all equipment, including oven, hob, and small tools. - Performs techniques (e.g. rubbing in, crimping pastry, filling cases) with control and precision. - Doughs and batters are made to excellent consistency and show excellent shaping and rise. - Final presentation is thoughtful and professional – e.g. consistent size, neat finish, glazed or garnished if appropriate.

	Nutritional Analysis - Knows that too much sugar or fat is unhealthy but is unsure why. - Can identify that a dish contains sugar or fat but doesn't yet suggest how to reduce it. - Recognises a food label but may not understand what the numbers mean. - May confuse fat, sugar, and salt content or not link them to health issues. - Needs support to suggest healthy changes to a recipe. Reading and Comprehension Tasks - The truth about sugar - The hidden cost of processed food	Nutritional Analysis - Can name health risks linked to high sugar or fat (e.g. obesity, tooth decay). - Suggests basic modifications like "use less sugar" or "choose low-fat ingredients". - Understands that nutrition labels show fat, sugar and energy per portion. - Can compare two labels and say which product is healthier in simple terms. - Beginning to apply knowledge to improve recipes for health. Reading and Comprehension Tasks - The truth about sugar - The hidden costs of processed foods	Nutritional Analysis - Clearly explains how high sugar/fat diets are linked to issues like heart disease, diabetes, and obesity. - Suggests a range of sensible recipe changes (e.g. swap double cream for yoghurt, bake instead of fry). - Can read and explain a nutrition label, including traffic light systems and per 100g/per portion. - Applies knowledge confidently when analysing a product or recipe and can justify healthier options. - Begins to show awareness of balance, not just cutting out ingredients. Reading and Comprehension Tasks - The truth about sugar - The hidden cost of processed food	Nutritional Analysis - Confidently analyses recipes and suggests multiple balanced, realistic modifications to reduce sugar or fat while maintaining quality and taste. - Explains the long-term health impacts of high-fat, high-sugar diets in detail, with examples. - Reads nutrition labels accurately and uses data (e.g. grams per portion, % of daily intake) to make health-based decisions. - Evaluates products or meals, explaining how they could be improved nutritionally for different groups (e.g. children, athletes). - Uses nutritional knowledge to create or adapt recipes with a clear health focus. Reading and Comprehension Tasks - The truth about sugar - The hidden cost of Processed foods
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Term 1a/1b/2a & 2b/3a/3b Healthy Fakeaway Takeaway Students choose 2 Technology subjects and study these for half the year. The same project is delivered to both year groups.	NUTRITION & HEALTH - Can name 1-2 food groups from the Eatwell Guide. - Recognises that we need to eat a variety of foods, but struggles to explain why. - May know a single example of a nutrient (e.g. “calcium in milk”) but cannot explain its function. - Needs support to describe what a balanced diet is COOKING - Needs frequent reminders for basic safety and hygiene. - Handles knives with support, grip and control are inconsistent. - Chicken may be handled unsafely (e.g. not washing hands, cross-contamination). - Dough/pastry work is attempted but shaping is poor or uneven. - Presentation is rushed or lacks detail. - Requires support throughout the task.	NUTRITION & HEALTH - Can identify most sections of the Eatwell Guide (carbs, fruit & veg, dairy, proteins, oils/spreads) and give basic examples. - Knows at least two key nutrients and simple functions, e.g. “protein helps us grow”, “vitamin C stops us getting ill”. - Can state that too much sugar or fat can be unhealthy but gives limited reasons. COOKING - Demonstrates safe handling of knives, using the correct grip (bridge/claw) with supervision. - Handles chicken safely with occasional reminders (e.g. handwashing, board cleaning). - Dough/pastry is made with some success, shaping shows effort but may be uneven. - Final dish is recognisable and complete, presentation shows some planning.	NUTRITION & HEALTH - Accurately describes all sections of the Eatwell Guide, gives multiple examples of foods in each. - Explains functions of at least 4-5 nutrients, e.g. carbohydrates give energy, fibre aids digestion. - Describes effects of poor diet (e.g. obesity, diabetes, lack of iron causing tiredness). - Can suggest simple improvements to meals to make them healthier. COOKING - Consistently uses safe knife techniques (bridge and claw) with growing confidence. - Chicken is handled hygienically, with full awareness of cross-contamination risks. - Bread and pastry dough are mixed, kneaded, and rolled to a consistent quality. - Shaping is neat and appropriate for the product (e.g. sealed pasties, round pizza). - Presentation is clear, appetising, and	NUTRITION & HEALTH - Explains in detail how different nutrients support the body, including examples of micronutrients (e.g. vitamin A for eyesight, iron for blood). - Makes clear links between diet and long-term health, e.g. saturated fats and heart disease. - Evaluates meals or recipes, giving detailed suggestions for improving nutritional balance. - Uses correct scientific terms confidently (e.g. deficiency, saturated/unsaturated fats, fibre). COOKING - Demonstrates confident, efficient, and accurate knife skills (even cuts, good control, suitable tool choice). - Maintains excellent hygiene throughout, especially when preparing raw chicken – surfaces and hands cleaned immediately. - Doughs and pastry are made to a high standard (well-proofed/rested, smooth, consistent texture). - Shaping shows precision and flair (e.g. even crimping, decorative scoring, shaping by eye).

	- Handles ingredients and follows the recipe with frequent support. - Often forgets hygiene steps when handling raw meat or preparing dough.	- Follows the recipe with occasional support. - Follows recipes with some support and begins to show more control in food preparation. Applies basic hygiene rules when reminded, including when preparing raw meat.	resembles a takeaway item. - Works independently with good time management. - Works independently with good time management, demonstrating consistent hygiene and safe practice. - Shows control when mixing, shaping, and presenting food, aiming for even results	- Final product is professionally presented, consistent in size and appearance. - Adds creative touches and works fully independently, supporting others when needed. - Works independently throughout, confidently applying hygiene rules and adjusting technique where needed. - Produces consistent, professional-looking results with neat shaping and thoughtful presentation.
	FOOD SCIENCE - Notices food browns in the oven or fryer, but cannot explain the reason. - Can explain how yeast is used to make bread.	FOOD SCIENCE - Recognises that browning is caused by heat acting on starch or sugar in foods. - Understands the role gluten has in bread making.	FOOD SCIENCE - Understands that starch breaks down into dextrins during baking or frying, giving colour and flavour. - Understand the roll gluten has in bread and pastry making.	FOOD SCIENCE - Gives detailed reasons for browning in foods, referencing dextrinisation and its impact on flavour and appearance. - Explains the scientific principles of gluten development in both bread and pastry making.
	Reading and Comprehension Tasks - Exploring vegetarian diets - The taste of Italy - The taste of India	Reading and Comprehension Tasks - Exploring vegetarian diets - The taste of Italy - The taste of India	Reading and Comprehension Tasks - Exploring vegetarian diets - The taste of Italy - The taste of India	Reading and Comprehension Tasks - Exploring vegetarian diets - The taste of Italy - The taste of India