Food Technology Target Related Expectations (TReE)

	Pathway 1 (Target Grade 1-3)			Pathway 2 (Target Grade 4-6)			Pathway 3 (Target Grade 7-8)	
Nutrition	Identify the food groups on the Eat well Guide. Aware that a poor diet causes poor health.	Can carry out some basic research Can explain what a healthy diet is. Understand what nutrients are and name some of the key ones.	Understand the basic principles of the Eat well guide. Make food choices based on current healthy eating advice and guidelines. Research relevant information.	Relevant research carried out. Know and understand the 8 tips for healthy eating. Explain why these are needed. Name some basic food related health problems.	Relevant, detailed and concise research. Understand the Eat well guide and the principles of nutrition. Understand the function and source of the main nutrients.	Understand the importance of current healthy eating recommendations and apply them to own/other peoples diets. Understand the importance of energy balance and implications of excess or deficiency.	Relevant, detailed and concise explanation. Clear and focused hypothesis or prediction. Competently and accurately complete exam style questions.	Totally independent and accurate throughout. Demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition
Applying Knowledge & Understanding	Basic understanding of ingredients. Can explain what they are doing.	Demonstrate some limited but relevant knowledge. Begin to comment on sensory properties. Can sketch design ideas and label ingredients.	Demonstrate basic understanding of the Eat well Guide and nutrients. Produce a basic plan for making dishes, including ingredients and equipment.	Can produce a plan for making dishes including timings and food safety. Know the functions and sources of macro and micro nutrients. Can use food labels.	Identify and explain a range factors that can affect food choice. Produce clear and logical planning for dishes, explain reasons for choice, cooking methods, nutrition and food safety. Can begin to explain the food science.	Describe in detail the functions of the ingredients in products made. Consider a wide range of factors when making choices (seasonality, local food, sustainability) Accurate and detailed plans for practical.	Very good knowledge and understanding of nutrition and how ingredients work and why. Explain sustainability, dietary laws, health, and moral issues in detail. Demonstrate understanding of standard components.	Accurately justify choice of ingredients, skills and techniques with detailed understanding of analysis of specific dietary groups, life stages, culinary traditions, etc.
	Pathway 1 (Target Grade 1-3)			**Pathway 2 (Target Grade 4-6)**			**Pathway 3 (Target Grade 7-8)**	

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Preparation (making)	Follow a very simple recipe with some assistance. Use the bridge and the claw hold. Produce products with a simple finish.	Use of equipment with some accuracy. Able to use all parts of the cooker competently. Able to weigh and measure accurately. Apply basic rules of hygiene and safety.	Show confidence with equipment and ingredients, using appropriate methods on own with more accuracy. Some understanding of ingredients and processes and can correct errors. Good hygiene and safety.	Good personal preparation, organisation and application of food safety procedures. Selects and uses equipment with accuracy. Increasing skills demonstrated.	Consistent personal preparation, organisation and application of food safety procedures. Executes skills and processes with accuracy. Good quality and finish to dishes.	Independently and competently executes skills and processes with accuracy to produce very good quality dishes. High regard for safety principles. Demonstrates some challenging preparation and cooking techniques.	Independently executes a wide range of complex technical skills/processes with precision and accuracy to produce very good quality dishes.	Totally independently executes a wide range of complex technical skills/processes with precision and accuracy to produce very excellent quality dishes.
Evaluate	Comment on the finished product using WWW & EBI	Identify some good and bad points about work and suggest how the product could be improved. Beginning to use sensory adjectives – use of star profile.	Identify strengths and weaknesses and suggest improvements. Use of sensory vocabulary to describe food. (taste, texture, appearance & smell)	Evaluate product against success criteria. Some use of technical language.	Consistent review of work. Use of other peoples' comments to evaluate. Make comparisons between own and existing products. Clear use of some technical language.	Thorough evaluation against task / specification using technical and subject specific terminology.	Structured and coherent analysis and evaluation written as a report with accurate use of language.	In-depth and specialist understanding of how ingredients work and why. Written report of approximately 2000 words