

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Create a presentation showing the provenance of food from one of the food groups.</li> <li>• Improve presentation skills following feedback from first rotation home learning.</li> <li>• Develop independent practical skills.</li> <li>• Develop independent safety and hygiene skills for use in practical lessons.</li> <li>• Create a range of savoury &amp; healthy sweet products suitable to be made again at home.</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Determine which utensils should be used for certain practical tasks e.g. tablespoon for folding.</li> <li>• Justify their choice of equipment, e.g. wooden spoon for hot food as it does not conduct heat.</li> <li>• Assess risks when using electrical and hazardous equipment.</li> <li>• Determine when food is cooked by using visual testing.</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Analyse a variety of different foods using the four senses – appearance, aroma, taste and texture.</li> <li>• Research a famous chef to write a short presentation.</li> <li>• Organise themselves independently for practical lessons.</li> <li>• Use ICT to investigate and find out where food comes from.</li> <li>• Organise a sequence of instructions to make an edible product.</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Identify a range of basic utensils and equipment used to make specific dishes.</li> <li>• Use a variety of basic utensils and equipment to make savoury and sweet dishes.</li> <li>• Practise weighing and measuring ingredients.</li> <li>• Practise shaping, mixing, folding.</li> <li>• Calculate the right time on the clock for cooking times.</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Illustrate the food groups to show how to follow a balanced diet.</li> <li>• Explain why personal safety and hygiene are so important.</li> <li>• Give examples of foods that are healthy and belong in the Eatwell Guide.</li> <li>• Explain the reason for having personal safety rule in a kitchen environment.</li> <li>• Estimate cooking times.</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• Label hazards in kitchen scenario (kitchen safety).</li> <li>• Recognise personal safety and hygiene rules in a practical food lesson.</li> <li>• List a range of basic cooking equipment and utensils.</li> <li>• Recall previous knowledge from food lessons in Primary School.</li> </ul>

<p>           Create            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Follow at least 3 recipes independently to make a good quality, edible product.</li> <li>• Create a design for a new product using the food groups from the Eatwell Guide.</li> <li>• Design a piece of food packaging suitable for industry that includes details in line with current legislation.</li> <li>• Independently apply a range of hygiene and safety rules throughout practical lessons.</li> <li>• Develop a variety of preparation skills and cooking methods to make mostly savoury dishes that can be made at home for the whole family to eat.</li> </ul>
<p>           Evaluate            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Evaluate existing products to assess the nutritional content.</li> <li>• Assess their own eating habits to determine if they eat a balanced diet.</li> <li>• Justify the using the correct equipment and utensils, e.g. the correct size knife.</li> <li>• Assess the risks when using electrical and hazardous equipment.</li> <li>• Recommend the use of alternative healthier ingredients in sweet products.</li> </ul>
<p>           Analyse            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• Use TATA (taste, appearance, texture and aroma) to analyse dishes made.</li> <li>• Research a range of commodities and recipes for home learning projects.</li> <li>• Prioritise to be able to follow a sequence of instructions.</li> <li>• Independently and quickly organise themselves for practical lessons.</li> <li>• Investigate readymade products by using the senses.</li> </ul>
<p>           Apply            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Demonstrate a range of preparation and cooking skills (with some help).</li> <li>• Use digital scales/measuring jugs/spoons to accurately weigh and measure ingredients.</li> <li>• Identify the food groups on the Eatwell Guide.</li> <li>• Practise safe knife skills – bridge hold and claw grip.</li> <li>• Use the correct equipment and utensils.</li> </ul>
<p>           Understand            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Explain why they have chosen certain ingredients in their design work.</li> <li>• Draw a range of designs showing modified ingredients.</li> <li>• Understand the functions of ingredients in dishes made.</li> <li>• Understand the nutrients in a range of ingredients.</li> </ul>
<p>           Remember            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• Listen to and follow simple instructions.</li> <li>• Label a range of cooking utensils and electrical equipment.</li> <li>• Annotate designs of dishes with types of ingredients.</li> <li>• Recall cooking methods from demonstrations.</li> </ul>

<p> <b>Create</b>            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>Independently follow recipes to make at least 10 products by the end of Year 9.</li> <li>Create new products by adapting and modifying base recipes.</li> <li>Develop a wide range of technical skills – using knives and electrical equipment safely.</li> </ul>
<p> <b>Evaluate</b>            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>Evaluate existing products to analyse the ingredients and organoleptic properties– pastry, cake and bread products.</li> <li>Assess recipes for customer needs – nutrition, taste and appearance.</li> <li>Justify choice of ingredients in designs for pasties, calzone, stir fry and gateau.</li> </ul>
<p> <b>Analyse</b>            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>Use TATA (taste, appearance, texture and aroma) to analyse dishes made and identify how to improve.</li> <li>Research different types of fruits and vegetables.</li> <li>Organise themselves to be able to follow a sequence of instructions in practical lessons.</li> <li>Investigate – using the internet – facilities and services provided by H &amp; C providers.</li> </ul>
<p> <b>Apply</b>            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>Apply a range of preparation and cooking skills to make at least 15 different products throughout the year.</li> <li>Use digital scales/measuring jugs/spoons to accurately weigh and measure ingredients.</li> <li>Identify problems in making products and apply solutions.</li> <li>Demonstrate team working skills in a variety of situations – theory and practical based.</li> <li>Practise making products at home to increase confidence.</li> </ul>
<p> <b>Understand</b>            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>Explain the reasons for applying hygiene and safety rules in a catering kitchen.</li> <li>Draw and label a range of designs for products incorporating a range of ingredients.</li> <li>Understand and apply the functions of ingredients used in baking (bread, pastry &amp; cake making).</li> </ul>
<p> <b>Remember</b>            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>Listen carefully and follow instructions.</li> <li>Identify a range of different ingredients used in baking.</li> <li>List personal/kitchen hygiene and safety rules.</li> <li>Recall a range of methods used in baking and cooking.</li> <li>Recognise the range of commercial and non-commercial businesses operating in the H &amp; C industry.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• Create a dovetailed and correctly sequenced time plan to make 2 dishes.</li> <li>• Design menus for a range of customers.</li> <li>• Develop high level practical skills.</li> <li>• Improve organisation in cleaning as you go in practical lessons.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• Assess recipes using nutritional software.</li> <li>• Evaluate nutritional values of recipes for specific customers.</li> <li>• Justify choice of recipes to make dishes for dietary needs.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• Research hospitality and catering provision to identify services provided.</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• Apply a wider variety of medium and high skills to create restaurant quality dishes.</li> <li>• Calculate recipes to increase or decrease the amount made.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• Understand the need to be prepared for practical lessons.</li> <li>• Estimate the time taken to prepare and cook dishes to add into time plans.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>• List a range of hospitality and catering providers.</li> <li>• Recognise the variety of customers who use catering provision – life stages/ nutritional needs and dietary needs.</li> </ul>

<p>           Create            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• Create a detailed and dovetailed time plan for Unit 2 assessment.</li> <li>• Design a menu for a specific provision, client groups and nutritional needs.</li> <li>• Be able to propose a new hospitality and catering provision to meet specific requirements.</li> <li>• Formulate a plan of action to include all assessment criteria for Unit 2.</li> <li>• Develop skills to improve how to answer Unit 1 exam questions.</li> </ul>
<p>           Evaluate            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• Evaluate dishes made against nutritional requirements of client groups.</li> <li>• Justify how dishes on a menu meet client needs.</li> <li>• Assess hazards and apply critical control points.</li> <li>• Recommend methods of cooking to preserve nutrients in food.</li> <li>• Determine factors to consider when proposing dishes for a new menu.</li> </ul>
<p>           Analyse            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• Analyse job requirements within the hospitality and catering industry.</li> <li>• Research the structures within the hospitality and catering industry.</li> <li>• Compare the nutritional needs of specific groups of clients.</li> <li>• Be independent in organising self for practical tasks.</li> <li>• Examine the causes of how food causes ill health/ unsatisfactory nutrition.</li> <li>• Consider the environmental issues caused by the hospitality and catering industry.</li> <li>• Review factors that affect the success of hospitality and catering providers.</li> </ul>
<p>           Apply            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• Apply food, kitchen and personal hygiene rules whilst preparing and cooking.</li> <li>• Practise a wide range of skills in practical lessons and use a variety of electrical equipment in a safe manner.</li> <li>• Identify dishes suitable for nutritional needs of clients.</li> <li>• Calculate how to upscale/downscale recipes for portion requirement.</li> <li>• Demonstrate a wide range of cooking methods in practical lessons.</li> </ul>
<p>           Understand            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• Give examples of a wide range of job roles of front of house and back of house in a variety of establishments.</li> <li>• Explain why certain dishes and techniques are high, medium or basic.</li> <li>• Illustrate the workflow and operation of a commercial kitchen and understand the need to apply hygiene and safety rules.</li> <li>• Estimate the time it will take to make dishes to be able to dovetail a time plan.</li> <li>• Give reasons for suitability of dishes for type of establishment and provision.</li> </ul>
<p>           Remember            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• List jobs within the hospitality and catering sector.</li> <li>• Recognise the difference between high, medium and basic skills.</li> <li>• Recall correct order of the kitchen brigade.</li> <li>• Remember all hygiene and safety rules in the catering industry.</li> <li>• Label time plans and lists with the correct headings.</li> </ul>