Technology (covers Product Design / Engineering (at KS3 only) / Textiles)

Grade	Investigation	Grade	Designing
9	Have demonstrated considerable depth and breadth of knowledge and have identified and explored a high level of relevant well detailed design possibilities. Have carried out a concise investigation of the user / client, with a clear explanation of all aspects of the client's needs and wants. Have carried out a relevant and comprehensive investigation of the work of others that clearly informs ideas. Have a relevant design focus and clear understanding of the impact on society including economic and social effects. Have carried out continuous investigation throughout with excellent justification and understanding.	**9**	Have produced creative, imaginative and innovative ideas which have been developed, with a high level of accuracy and consistency, considering functionality, aesthetics and function. Have made further developments that take into account on-going research that is both relevant and focused. Have carried out extensive experimentation and development work, using a wide range of 2D/3D techniques (including CAD where appropriate). A high level of development is evident using a variety of modelling methods that ensures the prototype fully meets its purpose. Have carried out extensive research and selected appropriate materials / components which takes into account their working properties and availability.
8	Have demonstrated depth and breadth of knowledge by identifying and exploring highly relevant and detailed design possibilities. Have carried out a concise investigation of the user / client and explained almost all aspects of the client's needs and wants. Have carried out relevant and relatively comprehensive investigations of the work of others that clearly informs ideas. Have a relevant design focus and relatively clear understanding of the impact on society including economic and social effects. Have carried out continuous investigation throughout with very good justification and understanding.	**8**	Have produced creative, imaginative and innovative ideas which have been developed, with accuracy and consistency, considering functionality, aesthetics and function. Have made further developments that take into account on-going research that is relatively relevant and focused. Have carried out experimentation and development work, using a range of 2D/3D techniques (including CAD where appropriate). Development is evident using a variety of modelling methods that ensures the prototype fully meets its purpose. Have carried out research into appropriate materials / components which takes into account their working properties and availability.
7	Have demonstrated a wide breadth and depth of knowledge by identifying and exploring relevant and detailed design possibilities. Have investigated the user / client, and clearly explained the majority of the client's needs and wants. Have produced a detailed analysis of the work of others that will subsequently inform ideas. Have demonstrated a general understanding of the impact on society including economic and social effects throughout the investigation showing ample justification and understanding.	**7**	Have produced creative, imaginative ideas which have been developed accurately, considering functionality, aesthetics and innovation. Have made further developments that take into account on-going research. Have carried out experimentation and development work through a range of 2D / 3D techniques (including CAD where appropriate). Development is evident of at least one model that is mainly fit for purpose. Appropriate materials / components have been selected with some research into their working properties

6	Have demonstrated breadth and depth of knowledge by identifying and exploring relevant and relatively detailed design possibilities. Have investigated the user / client, and clearly explained what they need and want. Have produced a relatively detailed analysis of the work of others that will subsequently inform ideas. Have demonstrated a relatively general understanding of the impact on society including economic and social effects throughout the investigations and justified why this has been done.	**6**	Have produced creative, imaginative ideas that have been developed, considering functionality, aesthetics and innovation. Have produced developments that take into account on-going research. Have carried out experimentation and development work through 2D / 3D techniques (including CAD where appropriate). Development is evident of at least one model that has some fitness for purpose. Some appropriate materials / components have been selected with some research into their working properties
5	Have identified a wide range of themes based on the brief that has been given. Have produced a detailed mind map relating to who might use the product. The mind map makes detailed reference to what the user might want or need in the product. Have produced a very detailed product analysis. Can demonstrate detailed knowledge of the impact that manufacturing the product will have on the environment, including economic and social aspects.	**5**	Have produced a wide range of highly creative and accurate design ideas and discussed in detail how they work (function), how they look (aesthetics), and how original they are (innovation). Have developed at least two of the designs in some detail. Have produced a very detailed final design using relevant investigations. Have used a wide range of 2D/3D techniques (inc. CAD/CAM where appropriate) with great expertise. Have developed a high quality model using a variety of methods. Have identified materials and components that will be used and talked in detail about why they have been chosen (their properties).
4	Have identified a range of themes based on the brief that has been given. Have produced a detailed mind map relating to who might use the product. The mind map makes detailed reference to what the user might want or need in the product. Have produced a detailed product analysis. Can demonstrate knowledge of the impact that manufacturing the product will have on the environment.	**4**	Have produced a wide range of creative and accurate design ideas and discussed in some detail how they work (function), how they look (aesthetics), and how original they are (innovation). Have developed one of the designs in some detail. Have produced a detailed final design using the relevant investigations. Have used a range of 2D/3D techniques (inc. CAD/CAM where appropriate) with expertise. Have developed a quality model using a variety of methods. Have identified materials and components will be used and talked in detail about why they have been (their properties).
3	Have identified a range of themes based on the brief that has been given. Have produced a mind map relating to who might use the product. The mind map makes reference to what the user might want or need in the product. Have produced a relatively detailed product analysis. Can demonstrate some knowledge of the impact that manufacturing the product will have on the environment.	**3**	Have produced some creative and accurate design ideas and discussed how they work (function), how they look (aesthetics), and how original they are (innovation). Have produced a final design using the relevant investigations. Have used a range of 2D/3D techniques (inc. CAD/CAM where appropriate) with some expertise. Have developed a model using a variety of methods. Have identified materials and components that will be used and talked in some detail about why they have been chosen (their properties).

2	Have identified a small range of themes based on the brief that has been given. Have produced a mind map relating to who might use the product. Have produced a product analysis with some annotation on it. Can demonstrate some knowledge of the impact that manufacturing the product will have on the environment.	**2**	Have produced some design ideas and briefly discussed how they work (function), how they look (aesthetics), and how original they are (innovation). Have produced a final design using little of the investigations. Have used a range of 2D/3D techniques (inc. CAD/CAM where appropriate) in a limited way. Have developed a simple model. Have identified materials that will be used and briefly talked about why they have been chosen (their properties).
1	Have identified a theme based on the brief that has been given. Have identified one user for the product. Have produced a product analysis with no annotation. Can identify the 3 'R's**.**	**1**	Have produced a basic final design. Have used a limited range of 2D/3D techniques (inc. CAD/CAM where appropriate). Have developed a simple model. Have identified materials that will be used.

Grade	MAKING	Grade	ANALYSING AND EVALUATING
9	Prototype(s) shows exceptionally high level of making / finishing skills that are consistent and appropriate, ensuring all specified tolerances have been met. Relevant tools, materials and equipment (including CAM where appropriate) have been consistently operated at an exceptionally high level, both skilfully and safely. Worked independently to produce an exceptionally high quality prototype(s) with the potential to be commercially viable. A high level of quality control is evident to ensure the prototype(s) is accurate using very close tolerances. Detailed evidence of the stages of making with consideration to industrial skills and processes.	9	A detailed design brief produced in response to one of the contextual challenges, with consistently justified detail showing full analysis and evaluation of their clients' needs and wants and beyond. Detailed design specification with very high level of justification linking to their own and others' considerations, wants and interests. Detailed manufacturing specification with very high level of justification linking to their prototype(s) to inform manufacture. Strong evidence that various iterations are as a result of considerations linked to analysis and evaluation of the prototype(s), including feedback given from third parties and testing. All aspects of the prototype(s) have been tested against the design brief and specification (including third party testing) with clear reference to any modifications undertaken or proposed throughout the project. Excellent, continuous analysis and evaluation throughout with excellent justification and understanding.
8	Prototype(s) shows very high level of making / finishing skills that are consistent and appropriate, ensuring almost all specified tolerances have been met. Relevant tools, materials and equipment (including CAM where appropriate) have been consistently operated at a high level, both skilfully and safely. Worked independently to produce very high quality prototype(s) with the potential to be commercially viable. A relatively high level of quality control is evident to ensure the prototype(s) is almost accurate using very close tolerances. Some detailed evidence of the stages of making with consideration to industrial skills and processes.	8	A fairly detailed design brief produced in response to one of the contextual challenges, with justified detail showing analysis and evaluation of their clients' needs and wants and beyond. Relatively detailed design specification with high level of justification linking to their own and others' considerations, wants and interests. Relatively detailed manufacturing specification with high level of justification linking to their prototype(s) to inform manufacture. Relatively strong evidence that various iterations are as a result of considerations linked to analysis and evaluation of the prototype(s), including feedback given from third parties and testing. Almost all aspects of the prototype(s) have been tested against the design brief and specification (including third party testing) with relatively clear reference to any modifications undertaken or proposed throughout the project. Very good, almost continuous analysis and evaluation throughout with very good justification and understanding.
7	Prototype(s) show a high level of making / finishing skills that are appropriate, ensuring the majority of specified tolerances have been met. Independently worked to produce a high quality prototype(s).	7	Detailed brief produced in response to one of the contextual challenges, with justified detail showing analysis and evaluation of their clients' needs and wants. A design specification with justification linking to their own and others considerations, wants and interests.

	The use of quality control is evident ensuring the prototype(s) is accurate. Evidence of all the stages of making with appropriate consideration into industrial practises.		A manufacturing specification covering all essential aspects, justified and linked to their prototype(s). May reflect on feedback from third parties. Most aspects of the prototype(s) have been tested against the design brief or specification (including some third party testing). With some reference to modifications throughout the project. Good, continuous analysis and evaluation throughout.
6	Prototype(s) show a relatively high level of making / finishing skills that are appropriate, ensuring the specified tolerances have been met. Almost independently worked to produce a high quality prototype(s). The use of quality control is evident ensuring the prototype(s) is relatively accurate. Evidence of all the stages of making with consideration into industrial practises.	6	Prototype(s) show a relatively high level of making / finishing skills that are appropriate, ensuring the specified tolerances have been met. Almost independently worked to produce a high quality prototype(s). The use of quality control is evident ensuring the prototype(s) is relatively accurate. Evidence of all the stages of making with consideration into industrial practises.
5	Have used relevant tools, materials and equipment correctly and safely. The product (prototype) produced is to a very high quality and has been made independently and tolerances have been addressed to a high level. Have detailed evidence of all of the stages of making and have discussed in detail relevant industrial practises. Making and finishing skills demonstrate a very high level of quality. A high level of quality control is evident.	5	Have produced a highly detailed design specification and justified throughout. Have detailed evaluation of what the user (and other users) want. Have produced a highly detailed manufacturing specification (plan for making) with justifications. Detailed and relevant testing has been done of the product (prototype) against the design specification and by others. Modifying the product (prototype) has been discussed in great detail with reasons for these changes are detailed. Feedback from others is evident and highly accurate. A highly detailed evaluation has been carried out throughout the project.
4	Have used relevant tools, materials and equipment correctly and safely. The product (prototype) produced is to a high quality and has been made independently and tolerances have been addressed. Have evidence of all of the stages of making and have made detailed reference to industrial practises. Making and finishing skills are to a high level of quality. A high level of quality control is evident.	4	Have produced a detailed design specification and justified throughout. Have detailed evaluation of what the user wants. Have produced a detailed manufacturing specification (plan for making) with justifications. Testing has been done of the product (prototype) against the design specification and by others. Modifying the product (prototype) has been discussed in detail with reasons why. Feedback from others is evident and accurate. Some detailed evaluation has been carried out throughout the project.
3	Have used tools, materials and equipment correctly and safely. The product (prototype) produced is to a good quality and has been made independently. Have evidence of most of the stages of making and have made reference to industrial practises. Making and finishing skills are to a good level. Quality control is evident.	3	Have produced a design specification in some detail and justified throughout. Have showed some evaluation of what the user wants. Have produced a manufacturing specification (plan for making) with justifications. Testing has been done of the product (prototype) against the design specification.

			Reference to modifying the product (prototype) has been made. Feedback from others is evident. Evaluation has been carried out throughout the project.
2	Have used tools, materials and equipment with some guidance and supervision. The product (prototype) produced is to a decent quality. Have some evidence of the stages of making. Making and finishing skills are satisfactory. Some quality control is evident.	2	Have produced a basic design specification with some justifications. Have produced a basic manufacturing specification (plan for making) with some justifications. Some testing has been done of the product (prototype) against the design specification. Some reference to modifying the product (prototype) has been made. Some feedback from others is evident. Some evaluation has been carried out throughout the project.
1	Have used tools, materials and equipment with guidance and supervision. The product (prototype) produced is to a low quality. Have limited evidence of the stages of making. Making and finishing skills are quite low.	1	Have produced a basic design specification. Have produced a basic manufacturing specification (plan for making). Very little testing has been done of the product (prototype) against the design specification. Evaluation is limited.

Food Preparation and Nutrition

Grade	Diet and Food Origins	Grade	Food Choice and consumer Awareness
9	Explain nutritional modification to recipes and the fortification of food. .	9	Demonstrate understanding of the environmental issues associated with food Understand the impact of food and food security on local and global markets and communities
8	Explain how to maintain a healthy weight throughout life, Analyse the relationship between diet and physical activity, Analyse the relationship between diet and other factors, e.g. advertising, food availability and ethical issues.	8	Carry out a detailed nutritional analysis using a CAD nutritional programme of a range of products you have made, suggesting improvements to your products based on the nutritional analysis results, considering the eat well plate, healthy eating guidelines and a balance of nutrients. Modify your range of products to meet the needs of other users
7	Apply current healthy eating recommendations, and understanding of people's needs, to the planning of their own diet and those of others, e.g. before and during pregnancy, breastfeeding.	7	Be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims.
6	Explain the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight	6	Analyse the impact of a wider range of factors when making food choices, e.g. seasonality, local food, sustainability

5	Explain in depth that food and drinks provide energy and nutrients in different amounts Explain the energy needs/ dietary requirements required for a range of different life stages. e.g. infant feeding, teenage years. Explain in detail major dietary related health risks – obesity, coronary heart disease, diabetes, tooth decay	5	Analyse the influence of food marketing, advertising and promotion on your own diet and purchasing behaviour. Plan a varied balanced diet for their needs and those of others using current healthy eating advice.
4	Produce a chart which gives information about the 5 main groups of nutrients – protein, fat, carbohydrates including fibre, vitamins A, B C D and minerals – Calcium and Iron, and water include why the body needs them and what foods are they found in. Explain different stages in food production, farming and processing eg wheat – bread and milk, organic farming and fairtrade. Describe major dietary related health risks – obesity, coronary heart disease, diabetes, tooth decay	4	Analyse the main information on food and drink labels. Investigate health claims made on food labels – e.g low fat, low sugar Consider the concept of sustainability and the impact of different choices on the environment. E.g. Organic, freedom foods, Red tractor, Free range, Seasonal Foods, Local / British Foods, Food miles, Carbon Footprint, Food waste, Packaging Explain how geography, weather and climate influence the availability of food and drink Explain reasons why food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. Compare products from the value and finest ranges, explain the differences and similarities Describe how and why diets change throughout the different life stages giving examples of the differences Plan a varied balanced diet for their needs
3	Explain why energy is needed and identify the different sources of energy in the diet. Compare a range of different foods / drinks which provide energy	3	Explain the factors involved in food and drink choice and how they may be influenced by availability, season, need, cost, minimal packaging, where the food is

	Explain energy balance and the consequences of an imbalance to individuals Research what is meant by 'staple foods' identify the different types of staple foods, the benefits of staple foods and where they are grown Choose 4 different countries and identify a range of foods which originate from each country – identify and provide information about the staple food in each food. Explain the traditions/history/customs of British cuisine and 1 or 2 other countries Research the school food plan		produced, culture, religion, allergy/intolerance and peer-pressure, convenience foods and ready meals . Explain how advertising can influence what they choose to eat. Give reasons why food is labelled List the information on label by law, giving detailed reasons why the information is listed. Identify and explain the meanings of a range of logos/symbols found on food labels Explain in detail giving examples of the traffic light labelling system Consider reasons why food products are packaged and labelled Consider (advantages and disadvantages) a range of materials you could use for the packaging of your product Design the packaging and label for a product you have made**?**
2	Recognise that all food comes from plants or animals and give examples focussing on fruit and vegetables. Explain what a balanced diet and varied diet means Give reasons why we need to eat a balanced and varied diet Give reasons why we need to eat more of some foods than others, e.g. as shown in *the eatwell plate.* Explain why people should eat less sugar, salt and fat and eat more fibre (NSP) Identify why it is important to choose an appropriate portion size for their needs.	2	Identify with reasons why people choose different types of food, e.g. based on who they are with, preferences, season, time of day, and occasion (including celebrations). Describe foods that some people eat or avoid due to religion. Describe the difference between a food intolerance and food allergy, List 6 foods people may have allergies/ intolerances to and explain the effect of these foods on the body.

			Describe the availability and benefits(health, environmental) of locally or regionally sourced food Explain the issues concerning foods - fruits and vegetables - food waste, seasonality, organic farming, health schemes, buying food, shopping Plan a days food choices based on the current healthy eating advice
1	Give reasons why it is important to drink regularly throughout the day to stay hydrated. Give reasons why food and water are essential for life. List a range of foods from plants and animals. Describe and the principles of *The eatwell plate*	1	Identify which foods they like or dislike and give reasons why.

Grade	Food Safety	Grade	Food Preparation and Handling Skills
9	Explain the use of microorganisms in food production. Explain the food safety principles when buying and storing food . Explain the advantages and disadvantages of different methods of preservation and how they work. Explain the food safety principles when preparing and cooking food. Explain how to use equipment to test for food safety eg temperature probes Describe 3 different types of food poisoning bacteria – name, symptoms, causes, onset time etc Identify groups of the population who are most at risk of food poisoning and explain why Identify the temperature ranges for fridges and freezers and the temperature most bacteria are killed. Describe how freezing preserves food and how it prevents the growth of bacteria Explain in detail the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. Explain why some foods have a higher risk of food poisoning than others, e.g. raw chicken.	9	I can understand and apply the functional and chemical properties of food to my products I can skilfully use a variety of decoration and garnishing techniques to improve aesthetics I can apply a variety of high quality finishing techniques to my products to to improve aesthetics I can fillet fish and joint chicken I can change recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of fying. I can apply skills and understanding competently to plan dishes and menus for a healthy, varied and balanced diet. I can apply skills and understanding competently to prepare and cook dishes and menus for a healthy, varied and balanced diet. I select and use the correct processes, methods, ingredients and materials accurately to make a product I select and use all correct equipment safely

	List foods which are unlikely to cause food poisoning and explain in detail why. Explain what is meant by food poisoning Describe steps to take to prevent food poisoning Explain what is meant by the 'danger zone' List a wide range of foods that are most likely to cause food poisoning and explain how and why they can cause food poisoning Explain the 3 types of food contamination - physical, chemical and bacterial List the conditions bacteria need to grow and how can you control these conditions. Explain the use of date-marks - use by, sell by and best before on a range of foods Explain a range of storage instructions on food labels and give reasons they are placed on food and drink labels . Describe rules for reheating food • Research 2 methods of storage for high risk foods explaining how it controls bacterial growth Explain how to prevent contamination, spoilage and decay of food when handling and storing food, so that it is safe to eat. • List of a variety of safety and hygiene points that need to be followed during the preparation and cooking of food and explain why they are important (advantages and disadvantages.)		I use a variety of specialist techniques very well to ensure a very accurate and complex product I am always independent and work safely during the lesson I show that I understand the functions (uses) and characteristics of the ingredients/materials used in my lesson I know the impact on the wider world when selecting materials/ ingredients I understand technical developments associated with better health eg probiotics I can explain the changes I have to make in a lesson I can modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages, energy needs and for sensory characteristics I can use equipment accurately, safely and hygienically I can use equipment for consistency in my products I am independent and work safely and hygieincally during the lesson I show that I understand the science of food preparation e.g aeration - swiss roll shortening, - pastry, enzymic browning – fruit salad, fermentation – bread, gelatinisation - sauces I can modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages and energy needs,

	Explain the 4 key points of food hygiene – cleaning, cooking, chilling, cross contamination Explain the importance of preparing, cooking and storing food safely and hygienically, e.g. hand washing, cleaning up regularly, keep work surfaces clean. Describe why some foods need to be stored in different ways to keep it safe, e.g. a fridge, a freezer.Explain nutritional modification to recipes and the fortification of food. .		I show that I understand the functions (uses) and characteristics of the ingredients used in my lesson - e.g seasoning, flavour, I can simply modify recipes based on current healthy eating messages and energy needs I show that I understand the science of food preparation e.g aeration - swiss roll shortening, - pastry, , fermentation – bread, gelatinisation - sauces I can demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, chopping, boiling, simmering, I can weigh out and measure correctly and accurately • I can explain how to store food/ dishes that I have made safely and hygienically – fridge, freezer, I can explain how to prepare dishes / use equipment safely and hygienically I can explain how to cook a variety of predominantly savoury dishes safely and hygienically. • I can use a wide range of preparation techniques and methods when cooking - stir frying, steaming, blending • I show that I understand the science of food preparation, enzymic browning – fruit salad, aeration – rubbing in , raising agents – baking powder I can recognise and use all parts of the cooker competently I can produce a range of mainly savoury foods which form main meals and reflect the eatwell plate e.g tomato pasta

			I can practice good hygiene and safety routines to get ready to store, prepare and cook food I can keep my work space clean and safe • I can store food/ dishes that I have made safely and hygienically – fridge, freezer, I can prepare dishes / use equipment safely and hygienically I can cook a variety of predominantly savoury dishes safely and hygienically. Demonstrate understanding of the environmental issues associated with food Understand the impact of food and food security on local and global markets and communities
8	Explain how to maintain a healthy weight throughout life, Analyse the relationship between diet and physical activity, Analyse the relationship between diet and other factors, e.g. advertising, food availability and ethical issues.	8	Carry out a detailed nutritional analysis using a CAD nutritional programme of a range of products you have made, suggesting improvements to your products based on the nutritional analysis results, considering the eat well plate, healthy eating guidelines and a balance of nutrients. Modify your range of products to meet the needs of other users
7	Apply current healthy eating recommendations, and understanding of people's needs, to the planning of their own diet and those of others, e.g. before and during pregnancy, breastfeeding.	7	Be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims.
6	Explain the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight	6	Analyse the impact of a wider range of factors when making food choices, e.g. seasonality, local food, sustainability

5	Explain in depth that food and drinks provide energy and nutrients in different amounts Explain the energy needs/ dietary requirements required for a range of different life stages. e.g. infant feeding, teenage years. Explain in detail major dietary related health risks – obesity, coronary heart disease, diabetes, tooth decay	5	Analyse the influence of food marketing, advertising and promotion on your own diet and purchasing behaviour. Plan a varied balanced diet for their needs and those of others using current healthy eating advice.
4	Produce a chart which gives information about the 5 main groups of nutrients – protein, fat, carbohydrates including fibre, vitamins A, B C D and minerals – Calcium and Iron, and water include why the body needs them and what foods are they found in. Explain different stages in food production, farming and processing eg wheat – bread and milk, organic farming and fairtrade. Describe major dietary related health risks – obesity, coronary heart disease, diabetes, tooth decay	4	Analyse the main information on food and drink labels. Investigate health claims made on food labels – e.g low fat, low sugar Consider the concept of sustainability and the impact of different choices on the environment. E.g. Organic, freedom foods, Red tractor, Free range, Seasonal Foods, Local / British Foods, Food miles, Carbon Footprint, Food waste, Packaging Explain how geography, weather and climate influence the availability of food and drink Explain reasons why food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. Compare products from the value and finest ranges, explain the differences and similarities Describe how and why diets change throughout the different life stages giving examples of the differences Plan a varied balanced diet for their needs
3	Explain why energy is needed and identify the different sources of energy in the diet. Compare a range of different foods / drinks which provide energy	3	Explain the factors involved in food and drink choice and how they may be influenced by availability, season, need, cost, minimal packaging, where the food is

	Explain energy balance and the consequences of an imbalance to individuals Research what is meant by 'staple foods' identify the different types of staple foods, the benefits of staple foods and where they are grown Choose 4 different countries and identify a range of foods which originate from each country – identify and provide information about the staple food in each food. Explain the traditions/history/customs of British cuisine and 1 or 2 other countries Research the school food plan		produced, culture, religion, allergy/intolerance and peer-pressure, convenience foods and ready meals . Explain how advertising can influence what they choose to eat. Give reasons why food is labelled List the information on label by law, giving detailed reasons why the information is listed. Identify and explain the meanings of a range of logos/symbols found on food labels Explain in detail giving examples of the traffic light labelling system Consider reasons why food products are packaged and labelled Consider (advantages and disadvantages) a range of materials you could use for the packaging of your product Design the packaging and label for a product you have made**?**
2	Recognise that all food comes from plants or animals and give examples focussing on fruit and vegetables. Explain what a balanced diet and varied diet means Give reasons why we need to eat a balanced and varied diet Give reasons why we need to eat more of some foods than others, e.g. as shown in *the eatwell plate.* Explain why people should eat less sugar, salt and fat and eat more fibre (NSP) Identify why it is important to choose an appropriate portion size for their needs.	2	Identify with reasons why people choose different types of food, e.g. based on who they are with, preferences, season, time of day, and occasion (including celebrations). Describe foods that some people eat or avoid due to religion. Describe the difference between a food intolerance and food allergy, List 6 foods people may have allergies/ intolerances to and explain the effect of these foods on the body.

			Describe the availability and benefits(health, environmental) of locally or regionally sourced food Explain the issues concerning foods - fruits and vegetables - food waste, seasonality, organic farming, health schemes, buying food, shopping Plan a days food choices based on the current healthy eating advice
1	Give reasons why it is important to drink regularly throughout the day to stay hydrated. Give reasons why food and water are essential for life. List a range of foods from plants and animals. Describe and the principles of *The eatwell plate*	1	Identify which foods they like or dislike and give reasons why.