

Year 7

Food Technology

Introductory



I
Do

I will explain the needs of each topic and teach a broad range of skills and knowledge to you. I will demonstrate how to use equipment safely and effectively and expect you to apply your new and existing learning to this project. I will show you how to evaluate your work.



We
Do

We will learn about health and safety in a kitchen, healthy eating and cooking equipment. We will learn how to use different ingredients, and how to follow a recipe. We will carefully watch and learn from practical demonstrations and apply our learning to our individual practical cook.



You
Do

We will evaluate our work in readiness for your own personal evaluation on the food you produce.

Name:

Group:

% Awarded

THE BIG QUESTION

WHY COOK?



**THE HOSPITALITY AND CATERING INDUSTRY IS WORTH
£41 BILLION TO THE UK ECONOMY AND PROVIDES
THOUSANDS OF JOBS.**

Introduction to the course:

The Big Question what we will be studying and why?

Washing up correctly

Standard challenge — complete the boxes at the bottom of the page.

Super challenge — create a work schedule for the washing up of a large meal in order of importance and explain.

Healthy eating of your choice

Standard challenge—label all your food choices clearly and use descriptive words.

Super challenge—complete top and bottom boxes, describing in detail what your favourite meal is and explain the nutritional content.

Food contamination and bacteria

Standard challenge—complete last 5 questions on page.

Super challenge—write a 50 word report (using text books provided) on how you can prevent the cross contamination of food)

Cross contamination

Standard challenge—use reference books to research the storage of foods.

Super challenge—draw the inside of a fridge and show where foods should be kept and how they are packaged, explain your reasons.

Hygiene & Safety in the kitchen

Standard challenge—complete the page as stated and then fill in the bottom table using full sentences.

Super challenge—colour code all the areas of work and place in order of importance.

Chopping boards (preventing cross contamination)

Standard challenge—using full sentences explain in detail why each food item has a different coloured chopping board.

Super challenge—think about your tea last night and the ingredients it contained. Discuss what different coloured chopping boards should have been used for preparation and explain why.

Basic Kitchen Equipment

Standard challenge—use reference books to research the storage of foods.

Super challenge—look at the recipes we have booked in lesson and explain what equipment we used, how we used it and why?



Contents pages

The Big Question

Why do we need to wash up correctly?

Washing up



Why do we need to wash up correctly? Teacher led discussion and demonstration



Watch the washing up video, and discuss in small groups (Q & A session)



Complete the washing up page

The Big Question

What are the names and uses of all equipment, we would find in a kitchen?

Basic kitchen equipment



Why do chefs use different equipment in the kitchen, and what jobs do they do? Teacher led explanation and demonstration



Watch the PowerPoint presentation on equipment- students take notes, Q & A session



Complete basic kitchen equipment page. Name each piece of the equipment and explain their uses. Mini test

Hygiene and safety in the kitchen, chopping boards and cross contamination

The Big Question?

What health, safety and hygiene rules need to be in a kitchen and why?



Why is hygiene & safety important in the kitchen? Why do we use different coloured chopping boards?



Watch and discuss the PowerPoint. Q & A session



Complete chopping board page and hygiene and safety in the kitchen

The Big Question?

Why should we try to follow a healthy diet?

Food choices and healthy eating



What is healthy eating? Teacher led discussion



Watch and discuss the power point ,and demonstration on healthy eating and the Eatwell



Plate. Q & A session

Complete your own healthy eating plate. Design your favourite meal and explain the reasons for your choice. Mini test.

Glossary of equipment, preparation and cooking skills

NAME	USE	SIZE
Pastry Brush	Used for glazing	Small
Palette Knife	Spreading icing	Small
Chef's Knife	All purpose knife	Small
Vegetable Knife	Preparing Vegetables	Small
Rolling Pin	Rolling out pastry/dough	Small
Measuring Spoons	Measure out dry goods	Small
Cake Tray	Cook small cakes	Small
Muffin Tin	Cook larger small cakes	Small
Baking Tray	Cook scones / biscuits	Small
Spatula	To spread/mix	Small
Fish Slice	To remove fish from a pan	Small
Peeler	To removed skin from fruit/vegetables	Small
Corer	To remove core from fruit	Small
Pastry Cutter	To cut out shapes pastry/dough	Small
Balloon Whisk	To put air into egg whites etc.	Small
Garlic Press	To crush garlic into a paste	Small
Pizza Cutter	To slice pizza	Small
Mixing Bowl	Container to mix cake/pastry etc	Small
Electric Mixer	Electric devise to mix products fast	Large
Hand Held Mixer	As above but hand held	Large
Bake	To cook in the oven	Scones / small cakes
Pouring	Gradually adding liquid to dry ingredients	Scones
Rubbing in	To rub in gently with your finger tips	Scones
Creaming	To cream the butter and sugar together	Scones
Segmenting	To cut in equal amounts/sizes	Fresh fruit salad
Portion control	The amount of food each person receives	Scones/ cakes
lining	To line a tin or tray to prevent sticking	
Glaze	To coat a food item before cooing to give it a shine	Scones
Weighing	Weighing ingredients accurately to get a good result	Scones cakes
Bridge and claw hold	To hold the item to be cut securely to prevent cuts	Fresh fruit salad
Mixing	To mix ingredients together to bind them	Scone/ small cakes

Glossary Word Bank to help with your evaluations

APPEARANCE

Attractive
 Appetising
 Bright
 Colourful
 Colourless
 Crumbly
 Crystalline
 Cuboid
 Dark
 Dull
 Evenly baked
 Firm
 Fizzy
 Flaky
 Flat
 Fragile
 Glossy
 Golden
 Golden Brown
 Greyish
 Heavy
 Interesting
 Light
 Limp
 Mouth-Watering
 Off-Colour
 Over cooked
 Pale
 Plain
 Runny
 Stringy
 Tempting
 Unevenly Baked
 Uniform Size
 Wet
 Well Risen

FLAVOUR

Acidic
 Aftertaste
 Balanced
 Bland
 Buttery
 Cheesy
 Citrus
 Cool
 Delicate
 Delicious
 Fizzy
 Greasy
 Herby
 Hot
 Light
 Mature
 Mild
 Peppery
 Refreshing
 Rich
 Salty
 Savoury
 Scrumptious
 Sharp
 Sickly
 Sour
 Spicy
 Sweet
 Tainted
 Tangy
 Tart
 Tasteless
 Warm
 Weak

TEXTURE

Brittle
 Bubbly
 Chewy
 Close
 Creamy
 Crisp
 Crumbly
 Crunchy
 Dry
 Flaky
 Fluffy
 Greasy
 Gritty
 Hard
 Juicy
 Lumpy
 Moist
 Mushy
 Open
 Rubbery
 Runny
 Sandy
 Short
 Smooth
 Soft
 Sticky
 Stringy
 Stodgy
 Tacky
 Tender
 Tough
 Waxy
 Uninteresting

AROMA

Acrid
 Aromatic
 Burnt
 Fishy
 Floral
 Fragrant
 Fruity
 Light
 Meaty
 Musty
 Perfume
 Pungent
 Rancid
 Roasted
 Rotten
 Savoury
 Scented
 Sour
 Spicy
 Strong
 Zesty

Sentence Starters Year 7

Big Question: How could you use sentence starters to help to explain your ideas and deepen your responses?

In Catering, **it's important that you can communicate your thoughts and ideas through a range of methods.** Speaking and writing are often used but it can be difficult, sometimes, to get your ideas across to others, e.g. a teacher, a student or an Examiner. Using sentence starters to get your ideas across is a great way to get yourself started!

If explaining or writing a **Catering Brief**

- I am going to look at my recipes and make...
- The problem I am going to have making my dish is. because...
- In my dish I will be using these ingredients
- The following people will eat this dish

If explaining or writing a **Catering Specification**

- My dish will serve... people
- To ensure my product is produced hygienically and safely I will use these methods to prepare/clean/ wash up,...
- I will make this dish for this client...
- I will be making my dish by using these ingredients...
- My research tells me that...

Annotations- these are often used when designing a food product or listing out ideas and thoughts

- This dish will serve... people
- When making my dish I will be aware of health safety and hygiene...
- I feel people will enjoy this dish because of the taste/appearance/texture
- I don't like this dish because...
- I can improve this dish by

Evaluation- use this to explain how successful/ not successful the completed dish is .

- Overall I feel my dish is a success/ failure because...
- I have found the preparation and cooking process hard/difficult/easy...
- If I were to make this dish again I would change... to improve it
- I would like to add this to the dish...

Product Analysis- think about cost, materials, quality, aesthetics, etc. of similar shop bought products

- I have found that the same dish bought in supermarkets is the same/similar/different
- This dish has certain ingredients in such as ... which can be adapted for vegetarians.
- I like the way this dish has been prepared and cooked because...



The Big Question

Why do we need to wash up correctly?

Washing Up Correctly

1. Fill the sink with _____ quarter way.
2. Add a squirt or 2 of _____ liquid.
3. A _____ to scrub food off.
4. A _____ to wipe the surfaces.
5. Some equipment needs to be _____ like saucepans. Wash _____ and cutlery first so they do not smear.
6. Do not put _____ into the sink as you cannot see them. Make sure you wash, _____ and place knives back first.
7. Use a _____ to dry the dishes.
8. _____ the sink, drain the water and place the equipment neatly around the _____

Word Bank

Warm	Water	Dish Cloth	Tea Towel
Scourer	Soaked	Knives	Unplug
Washing up	Glassware`	Dry	Sink





Basic Kitchen Equipment

The Big Question



What are the names and uses of equipment we would find in a kitchen?



Word Bank

Match the words to the kitchen equipment images above:

Wooden Spoon	Juicer	Measuring Jug	Grater	Garlic Crusher	Ladle	Mixing Bowl
Vegetable Peeler	Tin Opener	Fish Slice	Sieve	Potato Masher	Balloon Whisk	Small Vegeta-



Chopping Boards



The Big Question– why do chefs have to use different coloured chopping boards?

Hygiene experts advise you to use separate chopping boards for red meat, poultry, fish and vegetables to prevent the cross contamination of bacteria. Colour or write in the boxes below what chopping board you would use for each food.

Colour in the key using the correct colours:

Raw Meat



Raw Fish

Cooked Meats



Salad and Fruit

Vegetables





Hygiene & Safety in the Kitchen

The Big Question?

What health, safety and hygiene rules need to be in a kitchen and why?

What is a kitchen hazard ? What is a kitchen hygiene hazard?

Study the picture below. Circle all the things which you think could be dangerous regarding hygiene and safety.



From the things you have circled, choose 4 food hygiene hazards and 4 safety hazards. Then in your own words, say why you have chosen them.

Safety Hazards	Reasons for choice
Food Hygiene Hazards	Reason for choice



Cross Contamination

The Big Question?

What health, safety and hygiene rules need to be in a kitchen and why?

What is cross contamination?

When working with food, it is really easy to pass bacteria from raw food to work surfaces, equipment and your hands. Bacteria are then easily transferred onto other food—this is called “cross-contamination”.

Below are the 4 main ways to prevent cross-contamination. Draw a mini illustration for each statement.

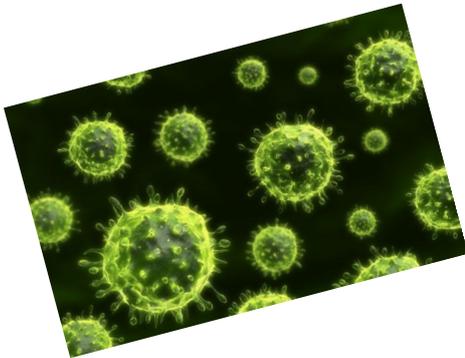
<p>When preparing raw meat, keep the knives and the chopping boards separate from anything else you are preparing.</p>	<p>Always wash your hands thoroughly after handling raw meat.</p>
<p>Never put raw meat and cooked meat together and don't let the blood and juices from raw meat drop on to other food.</p>	<p>Keep your work surfaces and equipment clear at all times.</p>



Food Contamination and Bacteria

Big Question What is cross contamination?

If people eat food that has been contaminated they could become very ill. It is important that you handle food safely and hygienically.



Complete the paragraph below using words from the word bank.

B_____ are the main cause of food poisoning. The symptoms of food poisoning include _____, _____, _____ and _____.

Food that is _____ with bacteria often doesn't _____, _____ or smell any different, so it is hard to know they are there. Bacteria like _____ where they can multiply quickly, these include moisture, _____ and time.

Word bank :

Contaminated, Stomach cramps, Sickness, Warmth, Look, Bacteria, Taste, Conditions, Diarrhoea, Fever



High risk foods are foods where **bacteria grow quickly** ,because they are **moist and high in protein**. They have a short shelf life, which means you can't keep them for long as the bacteria will multiply to dangerous levels. High-risk foods include:

- 1) _____
- 2) _____
- 3) _____
- 4) _____



Healthy Eating — Your Choice

The Big Question?

Why should we try to follow a healthy diet?



My favourite meal is:

My meal is healthy/unhealthy because?

Evaluating your work

Big Question- what does evaluation mean?



I will explain the purpose and value of completing a cooking evaluation and explain all of the main elements needed to make it a success!



1. What did your product taste like? How could you improve it?
2. How was the texture of your product?
3. How was the appearance of your product?
4. Fit for purpose, would you be able to sell your product?
5. How nutritious was your product?
6. Was your product good value for money?
7. How was the aroma of your product?

What would you change about your product and why?

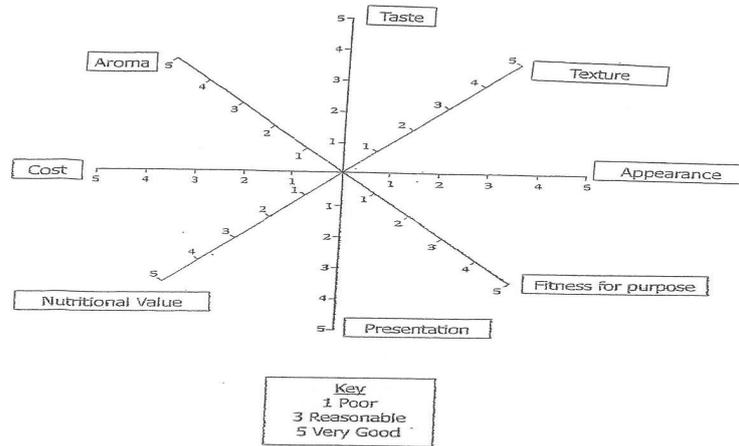
Product Analysis

Big Question what does evaluation mean?

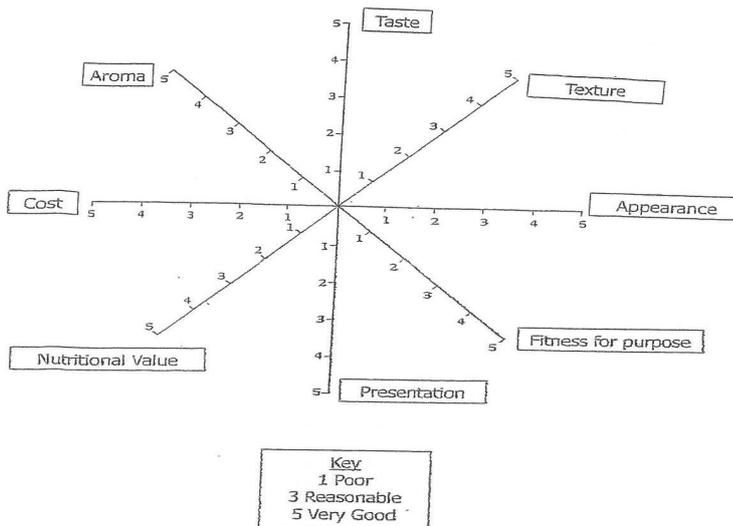
You can carry out product analysis on food you have produced. A simple cobweb chart can be used to identify the good and bad qualities of production. Use the cobweb chart below to record the qualities of the food you are testing. Examine the product, and give it marks out of five in each category. Then plot the results on the chart and join up the dots to create your findings



Dish -----

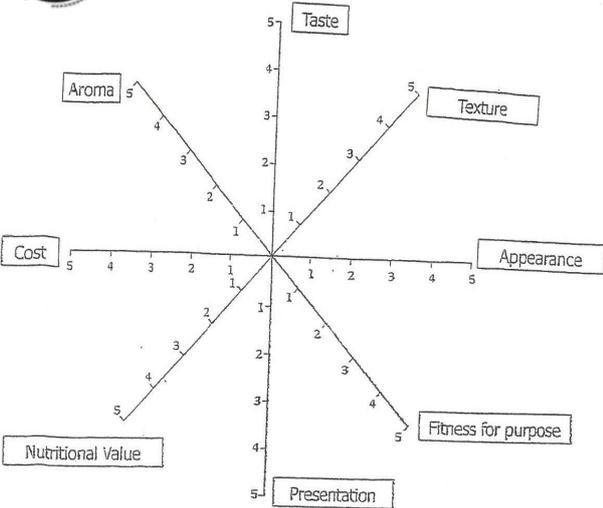


Dish -----

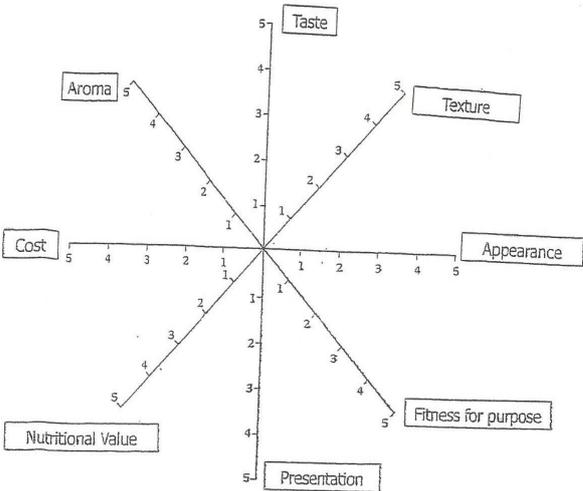


Product Analysis for the dishes you have prepared and cooked

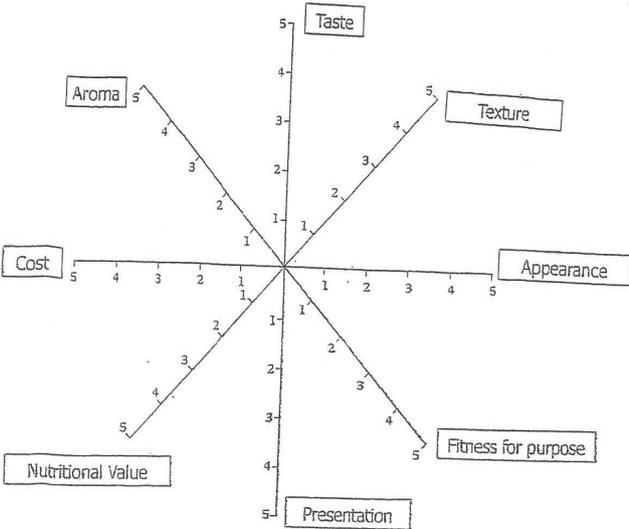
Big Question - what is a spider diagram and why is it used?



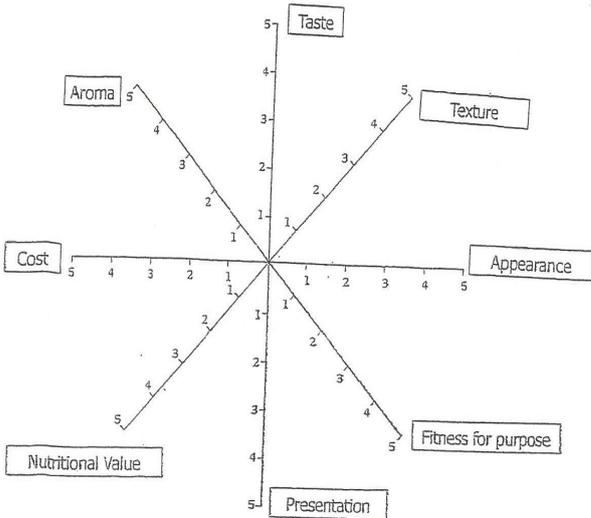
Key
 1 Poor
 3 Reasonable
 5 Very Good



Key
 1 Poor
 3 Reasonable
 5 Very Good



Key
 1 Poor
 3 Reasonable
 5 Very Good



Key
 1 Poor
 3 Reasonable
 5 Very Good

Big Question what is a full written evaluation and why do we need to do one?



Dish One

Evaluation- Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You can suggest ways to improve your results. Use the word bank to assist you.

Taste

Texture

Appearance

Aroma

Cost

Nutritional Value

Fit for purpose

Presentation

Improvements/ changes

Big Question what is a full written evaluation and why do we need to do one?



Dish

Evaluation- Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You can suggest ways to improve your results. Use the word bank to assist you.

Taste

Texture

Appearance

Aroma

Cost

Nutritional Value

Fit for purpose

Presentation

Improvements/ changes



<u>Evaluation</u>	<u>Evaluation</u>
Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product	Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product
Taste	Taste
Texture	Texture
Appearance	Appearance
Aroma	Aroma
Cost	Cost
Nutritional Value	Nutritional Value
Fitness for purpose	Fitness for purpose
Presentation	Presentation
<u>Evaluation</u>	<u>Evaluation</u>
Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product	Analyse and evaluate the results you have given for each quality. Use more detailed words to describe the qualities and give reasons for your results. You could also suggest ways to improve the product
Taste	Taste
Texture	Texture
Appearance	Appearance
Aroma	Aroma
Cost	Cost
Nutritional Value	Nutritional Value
Fitness for purpose	Fitness for purpose
Presentation	Presentation

Big Question– why do we need demo notes?

Demo notes– your demo notes are an essential part of your practical lesson. They need to have clear and precise information written on them. They need to be neat and tidy and should contain full written sentences or paragraphs. You need to ensure that all **KEY** words are written down and either circled, underlined or highlighted. The demo notes do not go home as they are part of your written work and will be marked.

Date you are cooking-----

Name of the dish you are cooking-----

Equipment list

Ingredient list

Method

Temperature of oven

Time in oven

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Date you are cooking—-----

Name of the dish you are cooking—-----

Equipment list

Ingredient list

Method

Temperature of oven

Time in oven

Big Question– what is a personal training record?

Personal Catering Training Record

As part of your catering course, you will be expected to use a range of equipment to help make your work to the highest standard. You will be taught how to use the equipment either individually, or as part of a group and as this happens you will be asked to tick and date the chart, below, to show that you are trained and confident.

Under no circumstances should you use equipment that you have not been trained to use!

Equipment Name	Date	Trained (tick)
Ovens		
Hobs		
Microwave		
Sink/ washing up (Hygiene)		
Kitchen utensils		
Fridge and freezer		
Correct use of kitchen cloths		

Note: Make sure that you have made yourself aware of the safety signage and information located within your practical area. If you require further instruction on the machinery during your lessons, ask!

Engagement Tasks—recalling previous knowledge

1. Why do we need to use hot water when washing up?
2. Explain what cross– contamination means?
3. Why do we use different coloured chopping boards in a kitchen?
4. Can you name the different colours of the chopping boards and the foods that are prepared on them?
5. What is the difference between a dish cloth and a tea towel?
6. What does the term “Team work” mean?
7. What is meant by the term nutrients and why are they needed?
8. What is the Eatwell guide and how many sections are there?
9. Give an example of a hazard that could be found in a busy kitchen
10. What is the difference between butter and margarine?

Whole class feedback

Feedback is important as it provides positive, developmental criticism (and shares success!) to allow you to see what you can develop to improve your focus and outcomes

Big Question why do we need to eat a healthy diet?

Academic Article

How to educate children in the UK about the importance of healthy eating

Educating children in the UK about healthy eating is crucial for establishing lifelong healthy habits. Here are several strategies and methods that can be implemented to educate children about healthy eating

PSHE- topics within PSHE can include understanding food groups, the importance of balanced diets, and the long-term benefits of healthy eating

Science -within biology children can be taught about the human body and how different nutrients affect bodily functions and overall health

Food technology classes- will provide practical lessons in cooking and nutrition, where students can learn to prepare healthy meals and understand the nutritional value of different foods

The Eatwell guide

Why is the Eatwell Guide important to children?

By eating a varied and balanced diet as shown in the Eatwell Guide, you should be able to get all the energy and nutrients you need from the food and drink you consume, allowing your body to grow and develop properly. Some important nutrients to be aware of are: iron. Vitamin D. How does the Eatwell Guide promote healthy eating? The Eatwell guide is divided into 5 sections. These are carbohydrates, Proteins, fruit and vegetables, fats and dairy. You also need to drink about 2 litres of water a day to prevent dehydration



The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. You do not need to achieve this balance with every meal, but try to get the balance right over a day or even a week. Most of us still are not eating enough fruit and vegetables.

Why is it important to know about healthy eating?

A well-balanced diet provides all of the: energy you need to keep active throughout the day. Nutrients you need for growth and repair, helping you to stay strong and healthy and help to prevent diet-related illness, such as some cancers.

What is the key message of the Eatwell Guide?

The Eatwell Guide shows the proportions of the main food groups that form a healthy, balanced diet: eat at least 5 portions of a variety of fruit and vegetables every day. Base meals on potatoes, bread, rice, pasta and other starchy carbohydrates, choosing wholegrain versions where possible.

What are four healthy eating habits recommended?

Eat plenty of vegetables and fruits, whole grain and protein foods. Choose protein foods that come from plants

Questions

-

1. Name 3 ways that children can be taught about healthy eating

2. What is the Eatwell guide, and what does it teach us?

3. How many sections does the Eatwell guide have?

4. What are nutrients needed for?

5. how much water should you drink per day, and why?

Praise:
 Excellent research
 Great annotations
 Great pictures/ graphs
 Very informative

Missing / Incomplete Work:
 No bibliography
 No full sentences
 No pictures/ graphs
 No research
 Not enough descriptive explanations

SPAG Errors:
 No capital letters
 No comma's
 No full sentences
 No full stops
 Remember a name begins with a capital letter

Cause for Concern:
 Homework not handed in on time
 No ingredients brought in
 Messy written work
 Graffiti on work

Misconceptions:
 The higher the temperature the faster it will cook.
 Research can be copy & pasted
 2/3 sentences are acceptable

Presentation:
 Excellent layout
 Excellent & relevant pictures
 Good use of colour
 Excellent annotation

DIRT Activities:
 Re check all the above
 Change spellings & grammar
 Amend work where indicated

Outstanding Work:
 An outstanding piece of written work should be informative & show excellent research with a bibliography. It should have relevant pictures & graphs.
 The work should have full sentences, excellent grammar & punctuation.
 The work should be neat, tidy & presentable

CATERING YEAR 7

	Wash up and Hygiene 10%	Knife skills – Holding and Cutting 10%	Rubbing and Folding 10%	Follow a Recipe and Weighing 20%	Independent working – all skills and Teamwork 30%	Hob and oven 10%	Catering Challenge Packaging 10%
75%+	Students complete all previous levels. Can wash and dry up independently. Surrounding kitchen area is thoroughly clean to include work surfaces, hob, floors, sinks and tops.	To be fully aware of the dangers of working with knives within the catering industry. To understand the reasons behind using chopping boards and the bridge and claw hold – work will be totally independent.	Can produce a scone mixture and cake mixture showing rubbing and folding in skills to produce an excellent product – no assistance needed.	Can weigh ingredients independently. To understand the difference between pounds, oz, kilo, kilograms and fluid oz. To be able to follow the recipe totally independently to produce the finished product.	Are totally independent showing all previous skills learnt. Can work as part of a team to produce good quality work. No assistance given.	Can use the hob and oven totally independently and put all H&S into practice – can do with no assistance.	Can recall all information about food packaging. What is written on the packet and why? What is food packaging made from? What is a logo and why is advertising needed? – No assistance required.
45%+	Students can wash up independently. Use the correct procedure. Show how to drain items correctly to show general hygiene procedures in their own washing area.	To use knife in the correct manner, be aware of dangers. How to walk and pass knife. Good use of chopping boards and bridge and claw hold – occasional assistance required.	Can follow the demo showing skills learnt, working independently with occasional assistance.	To weigh out with some prompts given. Be able to follow main recipe instructions – assistance given when required.	Can work independently showing skills learnt and work as part of a team – occasional reminders given.	Can use the hob and oven independently and understand H&S rules but need occasional assistance.	Understand why packaging is needed, can name all relevant information found on the packaging and discuss what packaging is made from – occasional assistance.
25%	Students to be able to name & recall the equipment needed for washing up.	To be able to use the knife using the bridge and claw hold-some assistance required.	Can rub together flour and butter to provide fine breadcrumbs for a scone mix, some assistance required.	Can weigh out ingredients with full assistance given and follow a recipe with prompts.	Students can work independently some of the time.	Can use the ovens and hobs with some independence.	Understand why we need food packaging and can name several pieces of information found on them with some assistance given.
5%	Students to understand the basic principles of washing up. How? Why? When? What?	To hold knife downwards when walking in the kitchen. To pass knife via the blade – constant reminder given.	To rub ingredients together and fold in flour with continual assistance to produce cakes.	To understand the difference between solids and liquids and explain why a recipe is needed.	Cannot work independently but can work as a team with constant reminders given.	Understand the basic principles between the hob and oven. They can use both but need constant reminders on how to do. H&S procedures are used but need constant reminders.	Understand what food packaging is. Can discuss with continual assistance.