

## Guidance information for parents.....

Please find copies of the pages of your child's food and textiles workbook.

To help parents/carers to support their child we have included some tips and information to help with the completion of homework activities/revision.

We hope you will find these page helpful.

## Pride in Presentation Guidelines

- ✓ Write in blue or black pen
- ✓ Use capital letters:
  - at the start of every sentence
  - for titles
  - for names and places
- ✓ Underline headings with a ruler
- ✓ Write in full sentences
- ✓ Use paragraphs and miss a line between paragraphs
- ✓ Cross out with one line e.g. error
- ✓ Punctuate the ends of sentences correctly (.?!)
- ✓ Draw diagrams and charts using pencil
- ✓ Proofread all work
- ✓ Read work aloud, slowly and quietly
- ✓ Write using Standard English



# Design & Technology – Food Technology Year 7 Progress Pathway



Cooking	Technical knowledge and nutrition	
<ul style="list-style-type: none"> <li>Works independently.</li> <li>Works skilfully and accurately.</li> <li>Very good organisation.</li> <li>Has a very good understanding of food safety</li> </ul>	<ul style="list-style-type: none"> <li>Understands the Eatwell Guide and can apply this.</li> <li>Can explain and apply key food technology vocabulary related to the cooking of food and nutrition.</li> <li>Very good understanding of the functions of some ingredients.</li> </ul>	Progress Zone 3
<ul style="list-style-type: none"> <li>Usually works independently</li> <li>Works with some skill and accuracy</li> <li>Usually works in an organised manner</li> <li>Has good time management</li> <li>Has a good understanding of food safety</li> </ul>	<ul style="list-style-type: none"> <li>Understands the Eatwell Guide and can use some food technology vocabulary related to the cooking of food and nutrition.</li> <li>Some understanding of the functions of some ingredients.</li> </ul>	Progress Zone 2
<ul style="list-style-type: none"> <li>Can follow a recipe/ instructions with some assistance</li> <li>Developing organisation</li> <li>Developing the use of some skills and techniques</li> <li>Some understanding of food safety and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Knows the groups in the Eatwell Guide.</li> <li>Can use some food technology vocabulary related to the cooking of food and nutrition.</li> <li>Some understanding of the functions of ingredients.</li> </ul>	Progress Zone 1
<p>Effort results in progress</p>		

The Progress Pathway is used by your child's teacher to assess the level of progress a student has made once the food course has been completed.

Key skill & commonly misspelt words

Practical skills and key terms		
Knife skills- claw and bridge hold	Fruit and vegetable preparation	Use of the hob/ heat control
Use of the oven	Use of the grill	Organisation
Peeling	Combining and mixing	Grating
Baking	Rubbing in method	Melting method
Use of stick blender	All in one sauce	Pastry making
Gelatinisation	Caramelisation	Coagulation

Stages of Progress	
Exceeding	
Meeting	
Working towards	
Under performing	

Teacher Feedback:

This will be added once the students have completed the entire food course

## Activity 1: French Bread Pizza

In this lesson you will:

- Design the pizza you will make

### Task:

Sketch the pizza and label (annotate). Explain how you will use ingredients and your reasons for choosing the toppings. This includes the appearance of the ingredients.

Remember 'Pride in Presentation'



**TOP TIPS:** Use the Tasting Word Bank in the recourses section at the end of this booklet to help. Try to think of two or three words to describe the taste, texture and appearance for each ingredient.

**Must:** say what the ingredient is and what sensory characteristics it will add to the pizza (e.g. The cheese will add a rich flavour.....)

**Could:** say how the ingredient will be prepared and added, for example, sliced, grated, scattered, spread.

I will use green pepper to add more variety of colour. It will add crunch and will be cut into small pieces.

I will use white French bread as the base. I will toast this to add crunch and colour.



Sweetcorn has a chewy texture, sweet flavour and adds a bright yellow colour. I will scatter this on my pizza.

I will use chicken to add a different colour and texture to the pizza and it goes well with my other toppings. I will chop this into small pieces.

cheddar to give and flavour. It will melt on top. I will grate the cheese.

**WHAT?  
WHY?  
HOW?**

Name 3 **personal** hygiene rules you will follow in the practical session.

- 1
- 2
- 3

**Remember:** This is anything to do with **you**, not the kitchen or any equipment!

What would be your top tips for using a hot grill?

Must be more than 1!

**Think back to the teacher demonstration!**  
To get you started..... Was the grill door open or closed?

How could the French bread pizza be made healthier?

- 1
- 2
- 3

**TOP TIPS:** Search 'Healthy pizza ideas' on the internet and see what ideas pop up.

**Think about:**

- The type of bread
- The type of toppings
- The amount of topping added

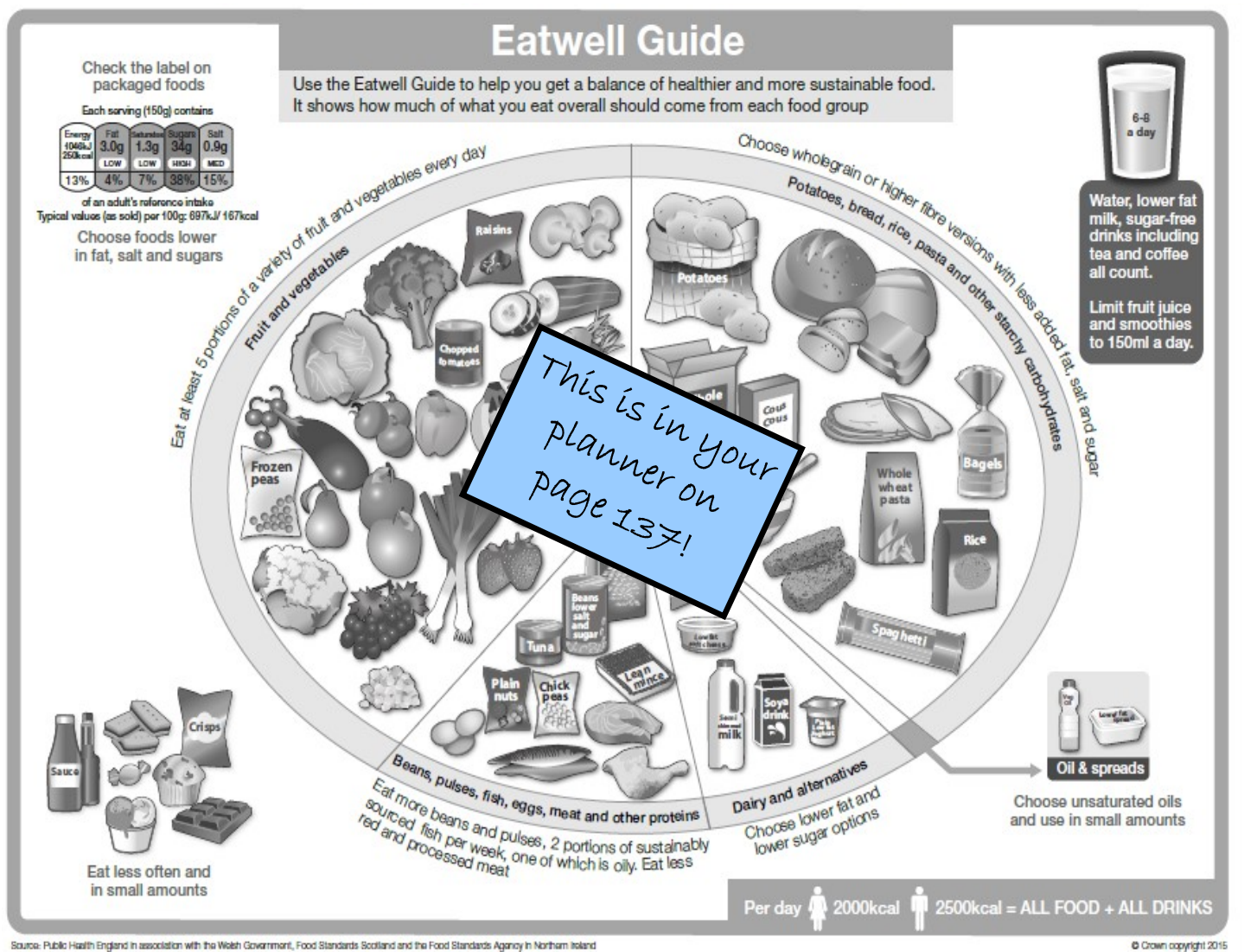
You must also explain **WHY** it is a healthier option...for example "If I use more vegetables it will add more vitamins and minerals."

**The Eatwell Guide** shows the different types of foods and drinks we should consume – and in what proportions – to have a healthy, balanced diet.

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 or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts



The **eatwell guide** also recommends:

- ✓ eat sweet, salty, fatty foods less often and in smaller amounts.
- ✓ check the nutritional labels on packed foods and choose foods lower in fat, salt and sugars.
- ✓ energy intake from all foods and drinks should be 2000kcal for adult females and 2500kcal for adult males.

## Activity 2: The Eatwell Guide

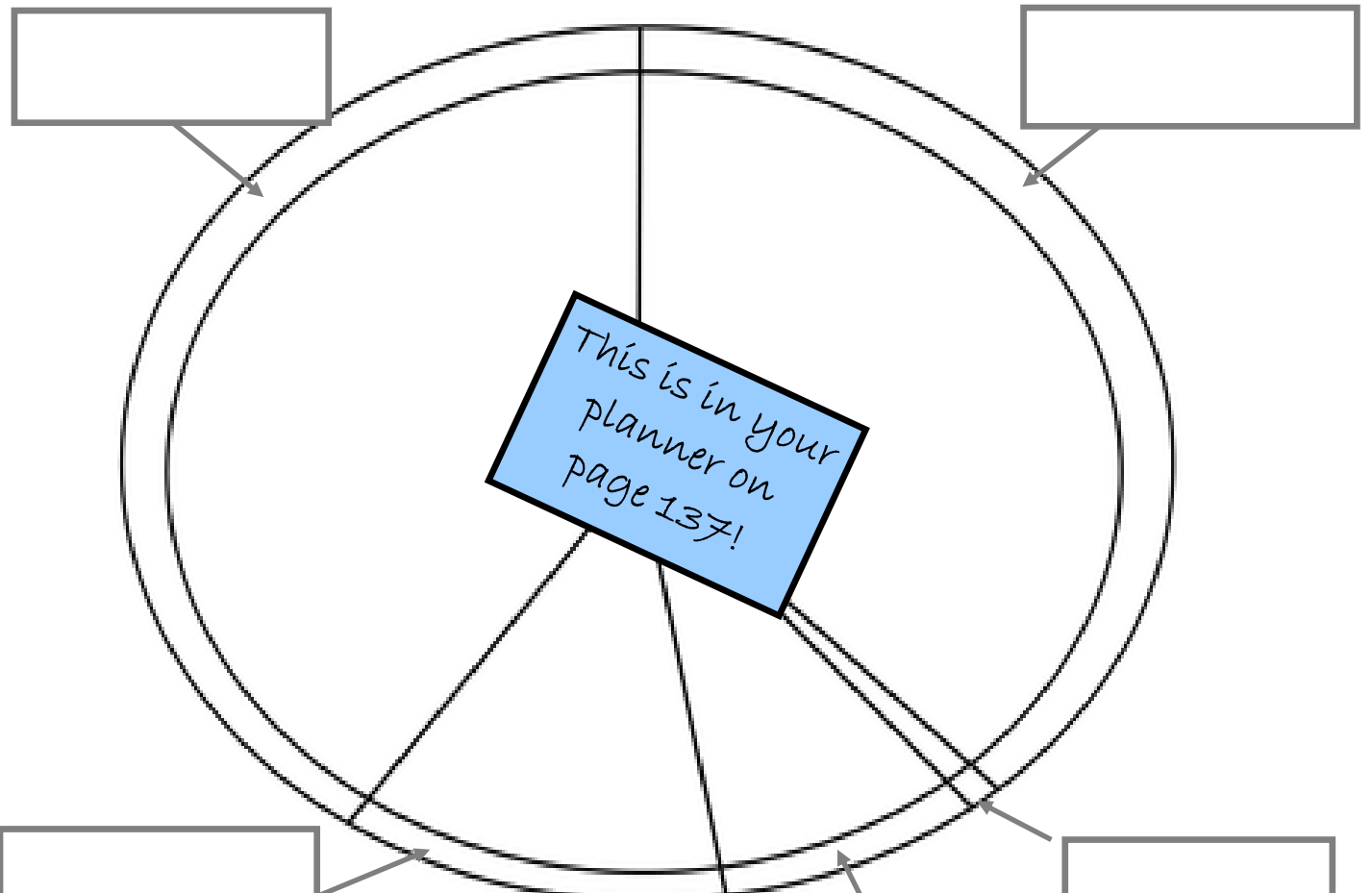
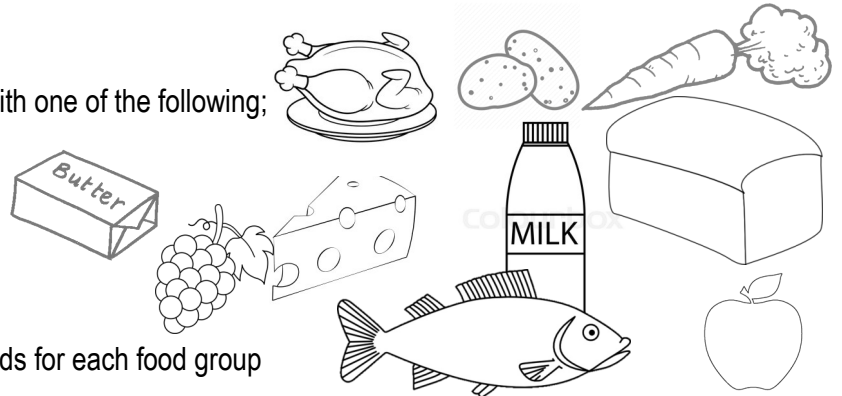
In this lesson you will

- Learn the importance of having a healthy and well balanced diet

To eat a healthy diet, you can use the Eatwell guide. The **Eatwell guide** is a way to show how foods contribute towards a healthy balanced diet.

### Task

- Label each section of the Eatwell guide with one of the following;
  - ⇒ Fruit and Vegetables
  - ⇒ Starchy carbohydrates
  - ⇒ Oils and spreads
  - ⇒ Dairy and alternatives
  - ⇒ Proteins
- Draw and label at least 5 examples of foods for each food group



**Water**

Pledge: I pledge to

Students have been asked to think of one area of their diet that they could improve on and make a positive change.  
 For example; I pledge to drink more water and less fizzy drinks.

**Foods high in sugar and fat**

**Activity 3: Investigating the effect of heat on food**  
**In this lesson you will learn:**

- How heat affects different ingredients.

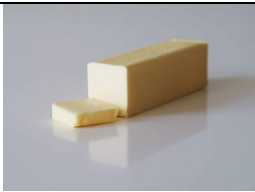

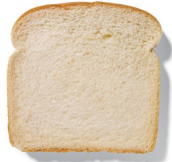
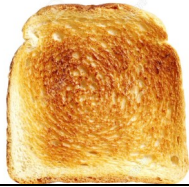








**Students must:**

- use all the key words
- write in full sentences

**KEY VOCABULARY**

Coagulated Protein    Caramelised Melted    Hardened Toasted    Set Burnt    Boiled Fat    Browned Transparent    Evaporated

**Results**

Food	Observation before heating	Observation after heating
Butter		
Bread		
Sugar		
Water	The water was <u>transparent</u> (see through).	There were bubbles in the water. Some of the water had <u>evaporated</u> when it boiled.
Milk		
Egg		
Cheese		

## Activity 4: Exploring the functions of ingredients

### In this lesson you will learn:

- About the functions of ingredients in the carrot cakes
- How these ingredients contribute to a healthy diet.



### Task:

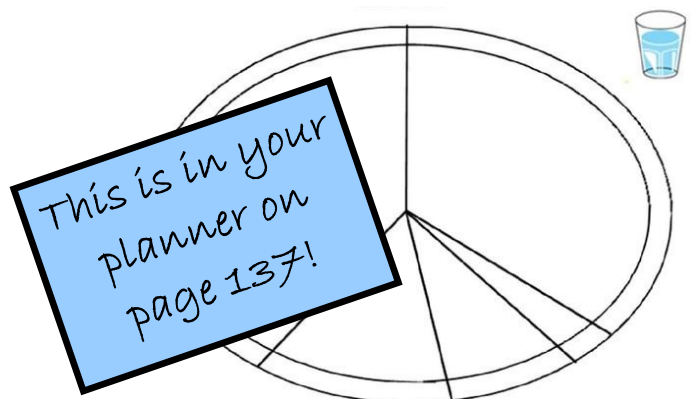
Ingredients have different functions in recipes. After watching the demonstration of carrot cakes, explain the function (why the ingredient is added) of the main ingredients.

<u>Key Words:</u>					
rise	flavour	texture	shelf life	structure	colour
bind	caramelize	coagulate	creaming	air	bulk

Ingredients	Explain the function (why the ingredient is added) of each ingredient
Carrots	<div data-bbox="534 757 1141 900" data-label="Complex-Block"> <p><b>explain</b> /ɪkˈspleɪn, ɛkˈspleɪn/ verb make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts. "they explained that their lives centred on the religious rituals"</p> </div> <div data-bbox="667 869 1407 1563" data-label="Complex-Block"> <p><u>Students must:</u></p> <ul style="list-style-type: none"> <li>• use all the key words</li> <li>• write in full sentences</li> </ul> <p><u>Students could:</u></p> <ul style="list-style-type: none"> <li>• explain what is meant by coagulation, caramelize and shelf-life</li> </ul> </div>
Soft spread	
Sugar	
Eggs	
Self raising flour	
Sultanas	
Cinnamon	

Show where each ingredient fits into the eatwell guide:

- Carrots**
- Soft spread**
- Sugar**
- Eggs**
- Self-raising flour**
- Sultanas**



## Activity 5: The use (functions) of ingredients

In this lesson you will learn:

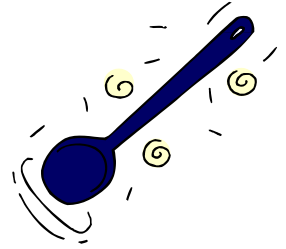
- how and why flour thickens a sauce and understand the term gelatinisation

### Sauces

Many food products need to be thickened in some way: for example, sweet and sour sauce is thickened with cornflour, soups can be thickened by starchy vegetables such as potatoes.



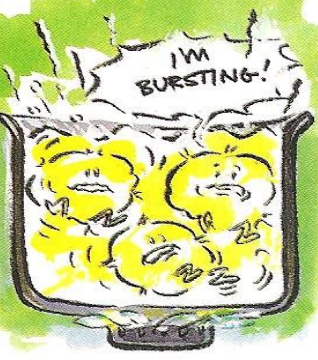
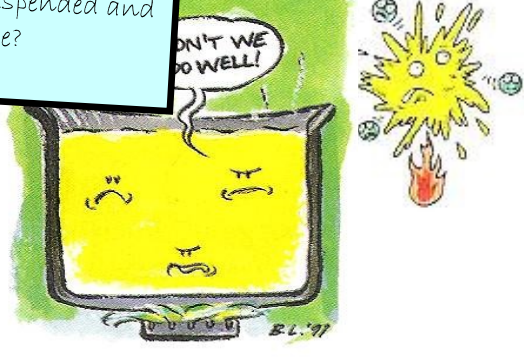
### How does starch thicken a liquid?

- ⇒ When starch (flour) is **heated** in a liquid, the liquid passes through the walls of the starch granules.
- ⇒ These then become **swollen**
- ⇒ The starch grains burst and thicken the liquid this process is known as **gelatinisation**.



### Task

- Write an explanation underneath each diagram explaining how starch thickens a liquid.

	 <p>60°C</p>
	 <p>100°C</p>

**TOP TIPS:** Use the 3 statements listed above and add to the 60°C, 80°C 100°C pictures.  
Now add a description of what the sauce will look like at this temperate. For example: Is the sauce thick? Is it boiling? Is the flour still suspended and visible?

## Activity 6: Food safety

In this lesson you will:

- Learn how to store, prepare and cook food

### Top Tip!

All these key words should be used once or more in these answers....and do not misspell them!



### Key vocabulary:

food poisoning

personal hygiene

kitchen hygiene

cross-contamination

75°C

chilled

0°C to below 5°C

red chopping board

use by date

bacteria

### Task: Food safety

Answer the questions using the key words.

1. What personal hygiene rules should you follow when cooking burgers?

**Remember:** This is anything to do with YOU not to do with the kitchen or any equipment!

2. How should you store the raw mince meat you will use to make burgers?

3. How will you prevent cross contamination when making burgers?

**Go that extra step**  
....can you explain why?

4. How should you cook your burgers to make sure that they are safe to eat?



CLEAN

SEPARATE

# Extra Resources

# Taste: *the sensation of flavour in the mouth*

Acidic	A food with a sharp taste. Often used to refer to tart or sour foods as well
Bitter	A tart, sharp, and sometimes harsh flavour
Bland	A very delicate flavour, almost tasteless
Briny	Another word for salty
Buttery	A butter like flavour
Citrusy	A bright flavour like that of lemons, limes, oranges, and other citrus fruits
Earthy	Reminiscent of fresh soil. Often used to describe root vegetables and mushrooms
Fiery	A taste that feels as though it gives off heat. Another word for spicy
Fresh	A light and crisp taste. Often used to describe produce or herbs
Fruity	Any taste reminiscent of sweet fruit flavours
Herbal	A bright, fresh, or sometimes earthy taste created by the incorporation of herbs
Mild	A subtle flavour
Nutty	Any taste similar to the flavours of nuts
Rich	A full, heavy flavour. Often used to describe foods containing cream
Robust	A rich taste with some earthiness.
Sharp	A harsh, bitter, or tart taste. Often used to describe acidic foods
Smoky	A taste reminiscent of the smell of smoke
Sour	A biting, tangy, tart flavour
Spicy	A burning taste from hot spices
Sweet	A sugary flavour
Tangy	A tart, biting taste that feels tingly in the mouth
Tart	A sharp, bitter, or sour flavour. Often used to describe acidic foods
Yeasty	An earthy taste reminiscent of yeast. Often used to describe breads
Woody	An earthy, sometimes nutty taste. Often used to describe cheeses
Zesty	A fresh, vivid, or invigorating flavour

# Texture: *the feel, or consistency.*

Brittle	Brittle foods break easily
Chewy	Chewy foods have to be chewed a lot before it is soft enough to swallow
Creamy	Creamy foods are smooth, soft and thick. Often made with milk or cream, but not always
Crisp	Crisp foods are hard, and make a snap sound when you break it or crush it
Crumbly	Crumbly describes food that falls apart into small pieces when you eat or break it
Crunchy	Crunchy foods have a hard texture and make a loud sound when chewed
Firm	Firm food resist pressure when pressed
Fizzy	Fizzy foods contain bubbles of gas or create the sensation of having so
Flaky	Flaky foods are formed of thin layers which flake away when touched
Goosey	Goosey describes foods that are wet and sticky, often in a positive way
Greasy	Greasy foods taste very much of oil, and usually leave oil behind
Gritty	Gritty foods contain course particles which give a grainy texture
Hard	Hard food resist pressure when pressed
Light	Light food is often quite airy
Juicy	Juicy food has a lot of juice in it
Lumpy	Lumpy food has lumps in it
Moist	Moist describes foods that are slightly wet and soft
Mushy	Mushy also describes foods that are soft and wet, but usually it is used for food that is not
Rubbery	Rubbery food is tough and chewy
Slimy	Slimy foods have a thick, slippery texture
Soft	Soft food puts up no resistance to pressure of any kind
Soggy	Soggy food is wet and soft
Springy	Springy foods are spongy and bounce back when touched
Sticky	Sticky food stick to fingers when touched and tends to stick to teeth when eaten
Stringy	Stringy foods tear into strands
Tender	Tender food is easy to cut or chew
Thick	Thick liquids have a high viscosity and pour slowly
Thin	Thin liquids have a low viscosity and pour quickly

# Appearance: *the way it looks.*

Appetising	Stimulates your appetite
Attractive	Pleasing or appealing to the senses
Bubbly	Containing bubbles
Clear	Transparent; unclouded
Cloudy	Not able to be seen through; not transparent.
Coarse	Contains large grains or particles
Colourful	Having much or varied colour; bright in colour
Colourless	Dull, pale or having little or no colour
Crumbly	Easily breaking into small fragments
Dry	Lacks moisture
Fresh	Looks freshly made and unspoilt
Mottled	Marked with spots of colour
Opaque	Not able to be seen through; not transparent.
Powdery	Resembles powder
Shiny	Reflects the light
Smooth	An even and regular surface
Syrupy	Containing a syrup/sauce
Translucent	Can see through but not clearly
Transparent	Can see through with clear definition