

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 8 Progress Pathway



Design	Making	Technical knowledge	Cooking and nutrition	
<ul style="list-style-type: none"> Bread design shows flair and creativity Very detailed annotation of the bread design 	<ul style="list-style-type: none"> Works independently and organised Works skilfully and accurately The bread has a professional finish with sharp shape 	<ul style="list-style-type: none"> Can use and explain technical terms and processes e.g. gluten, fermentation, kneading, proving 	<ul style="list-style-type: none"> Understands and can explain the nutrients in food. Has a very good knowledge of healthy eating 	Progress Zone 3
<ul style="list-style-type: none"> Bread design show some creativity Good annotation of the bread design 	<ul style="list-style-type: none"> Usually independent Works with skill and accuracy The bread has a good finish and shape 	<ul style="list-style-type: none"> Some understanding of how the ingredients work in food products. Uses some key food technology terms 	<ul style="list-style-type: none"> Can explain the main nutrients in foods Has knowledge of healthy eating 	Progress Zone 2
<ul style="list-style-type: none"> Bread design includes some annotation 	<ul style="list-style-type: none"> Can follow a recipe Skills and accuracy are developing 	<ul style="list-style-type: none"> Some understanding of how the ingredients work in food products. Uses some key food technology terms 	<ul style="list-style-type: none"> Can identify some foods which contain the different nutrients Aware of healthy eating 	Progress Zone 1

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.

Commonly misspelt words

Effort results in progress

Key vocabulary				
Kneading	Fermentation	Cross contamination	Pathogen	Independence
Biological	Rubbing in method	Heat control	Gluten	Development
Shortening	Biological	Carbohydrate	Whisking	Raising agent
Proving	Dividing and quality control	Nutrient	Multi cultural	Finishing techniques

Stages of Progress	
Exceeding	
Maintaining	
Working	
Underperforming	

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

Task 1

Activity 1: Nutrition

In this lesson you will learn:

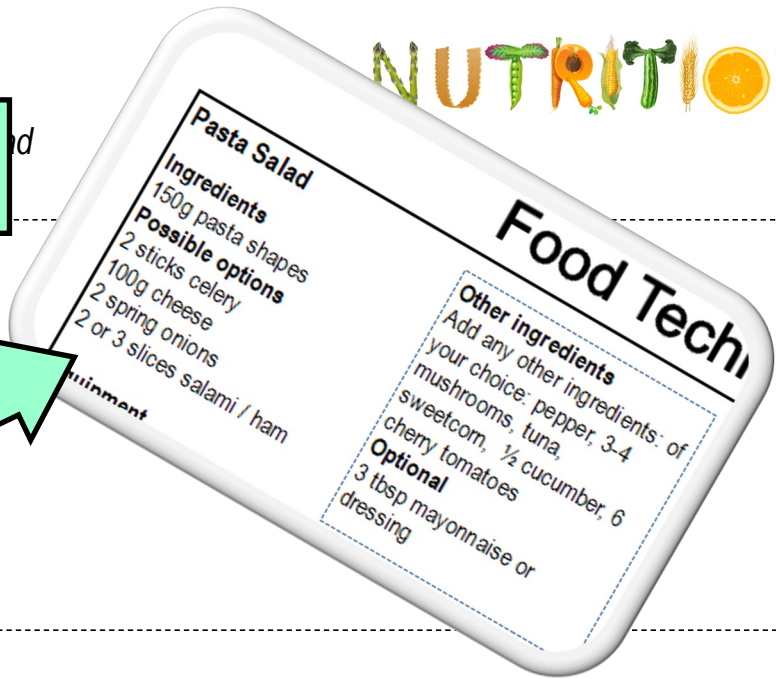
Students were asked to think of a variety of different pasta salad ingredients.

In my pasta salad I:

- 150g pasta shapes

EXAMPLE

- 2 sticks of celery
- 1/2 a red pepper
- 100g cheese
- 2 spring onions
- 2 slices of ham



Task.

1. Name and explain the nutrient/s in each of the ingredients
2. Explain the function (what it does in the body) of the nutrient. Look at page 2.

Ingredient	Nutrient/s	Function
Pasta shapes	Carbohydrate	Pasta is a starchy carbohydrate and is used in the body for energy (slow release energy). Wholemeal pasta includes fibre to keep the gut healthy and prevents constipation.

Task 2

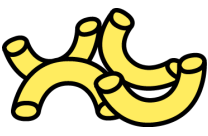
Students were then asked to list the nutrient that ingredient contains. To help them with this they can use the Eatwell Guide and

Task 3

using the chart on page 3 and their subject knowledge, students need to find the function of the nutrient they have listed. The first one has been done for them. This must be in full sentences.

Why do we need to eat 30g fibre per day?

TOP TIP!
Look at the table on page 3.



Explain how you could adapt (change) the recipe to include more fibre.

explain
/ɪkˈspleɪn, ɪkˈspleɪn/
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"

Explain how to check that pasta is cooked.

Without throwing it on the wall to see if it sticks!

Activity 2: Functions of ingredients in scones.

In this lesson you will learn:

- the reasons for adding ingredients to the scone mixture.





Task.

Ingredients have different functions in recipes. After watching the demonstration of scones, explain the function of each ingredient. Remember start each sentence with a capital letter.

Key words

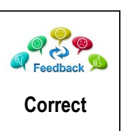
Rise	Structure	Moist	Shelf life	Colour	Bind	Rubbing in
Glaze	Sweetness	Texture	Bulk	Crumbly	Flavour	Caramelise

Ingredients	Explain the function of each ingredient 
Self Raising Flour	<div style="background-color: #e0ffe0; padding: 10px; border: 2px solid black;">  <p>Rise.....there is a clue in the name of this ingredient.</p> <p>Structure which ingredient allows the scone to hold its shape?</p> <p>Moist which ingredient gives the scone moisture that will NOT evaporate when cooking?</p> <p>Shelf life which ingredient helps the scones stay fresher for longer by adding moisture?</p> <p>Colour..... there might be more than one ingredient.</p> <p>Bind when added, this ingredient brings the dry ingredients together to form a dough.</p> <p>Rubbing in....</p> <p>Glaze.... which ingredient is brushed on the top of the scones before cooking.</p> <p>Sweetness.....there may be more than one ingredient that adds sweetness.</p> <p>Texture....there may be more than one ingredient that adds texture.</p> <p>Bulk ,.....which ingredient is the biggest and bulkiest in quantity?</p> <p>Crumbly.....which ingredient shortens the scones to make them crumbly?</p> <p>Flavour.....which ingredients change the flavour of the scones?</p> <p>Caramelise.....which ingredient melts and turns golden brown?</p> </div>
Butter/Block fat	
Sugar	
Milk	
Dried Fruit	

List three steps (quality control checks) you will carry out when making the scones to ensure they all look the same.

- 1.
- 2.
- 3.

Think about.....
 ingredients, shaping,
 cutters, oven, glaze....



Designing and Making

In this lesson you will learn:

- How to answer the design brief and consider flavourings to add to bread.



DESIGN BRIEF

The sales in a local bakery have declined over recent months. On a recent visit to a supermarket the baker was surprised at the **variety** of different **bread**s available.

The baker would like you to develop a creative **flavoured** bread which could be sold from the bakery.

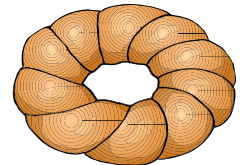


DESIGN CRITERIA

The baker has given you the following design criteria:

The bread must:

- Include at least two flavourings
- Look attractive and appealing to customers
- Be shaped
- Include a finishing technique



Activity 3: Produce a mind map of possible flavourings and ingredients that could be added to bread.

TOP TIP!

Search on the internet
Look in the shops
Look at a recipe book

**Flavourings/
Ingredients**

Activity 4: Functions of ingredients in bread

In this lesson you will learn:

- the function of ingredients in bread.



Here's a clue....

A few of these are a little tricky so here are some clues to help you. Remember you can only use each word once

Task: Complete the following sentences using the key

<u>KEY WORDS</u>			
strong	salt	gluten	stretchy
raising	dough	carbon dioxide	pizza
kneaded	warm	moist	moisture

Uses of ingredients (functions). Complete in pencil first.



- Strong plain flour is used in bread making because it contains a substance called It's a protein!
- When gluten is mixed with water and It's an action! it becomes _____ and strong.
- Yeast is used in bread making as it acts as a Increases in size! agent.
- In the right conditions, yeast cells will reproduce and increase in number and release It's a gas!.
- Yeast needs _____ and time to grow.
- A _____ environment makes the yeast work quicker.
- _____ is added in bread making to bring out the flavour.
- Oil or fat is used to keep the bread It increases the shelf life
- Kneading is an important part of bread making, it makes the _____ stretchy and _____.

Recipes

As well as making bread from strong plain flour the following recipes can be made

_____ and Chelsea buns.

Extension: Explain how to produce successful bread.





Activity 5: Design Idea

In this lesson you will :-

- develop a design which relates to the design criteria.

Annotated sketch of my bread product. (Remember to add as much information as possible).

- Refer to the functions of ingredients: Activity 4.
- Explain how the bread meets the design criteria

Ingredients required:

Basic Recipe

250g strong plain flour

1 level tea

15g yeast

150ml warm

Flavouring/ingredients.

Students need to add at least 2 ingredients...no more than 4 though!

*****Example*****

Activity 5: Design Idea
In this lesson you will :-

- develop a design which relates to the design criteria.

Annotated sketch of my bread product. (Remember to add as much information as possible).

- Refer to the functions of ingredients: Activity 4.
- Explain how the bread meets the design criteria

Ingredients required:
Basic Recipe
250g strong plain flour
1 level teaspoon salt
15g yeast
150ml warm water

The flavourings I'm going to add are 50g ham and 50g mozzarella. These flavours will give my bread a meaty and cheesy flavour.

I will add water to combine all the ingredients to make a dough. When gluten is mixed with water it becomes strong and stretchy.

I will add salt to bring out the flavour in my bread.

Yeast needs moisture and time to grow. It is a raising agent yeast kills produce carbon dioxide. It needs a warm environment to grow quicker.

My finishing technique is to sprinkle onto my bread and wash with egg wash and sprinkle with poppy seeds. This will give it a crunchy texture. This will make it shiny and give it a golden brown colour.

Strong plain flour contains a substance called gluten when gluten is mixed with water and kneaded it becomes stretchy and strong.

Flavouring/ingredients.
50g ham
50g mozzarella

Criteria	Completed
Include at least two flavourings	✓
Be shaped	✓
Include a finishing technique	✓
Creative and look attractive	✓
Meets the design criteria	✓
Sensory information	✓
Detailed annotation	✓
Functions of ingredients	✓
Clear layout/good presentation	✓

Your design must include

ps

★ Excellent detailed annotation showing excellent use & explanation of technical terms like gluten & kneading

★ Good design shaping flour and fully answering the brief - well done!

ps Make your design

TOP TIP!
Use the Tasting Word Bank!

Feedback

This will be completed once the students have completed the design task

Criteria	Completed
Include at least two flavourings	Completed
Be shaped	
Include a finishing technique	
Creative and look attractive	
Meets the design criteria	
Sensory information	
Detailed annotation	
Functions of ingredients	
Clear layout/good presentation	

Students should tick each section as the complete.

Activity 6: Bread Design Idea - Self evaluation and feedback



Photograph of design

- Did your bread look like you intended it to? Explain.

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- What difficulties did you face when making the bread?

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- How did it taste? What did your family think?

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- How could you change the bread if you made it again?

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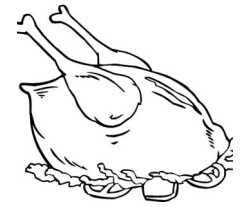
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Activity 7: Handling raw meat

In this lesson you will :-

- understand the food safety considerations when handling raw meat.



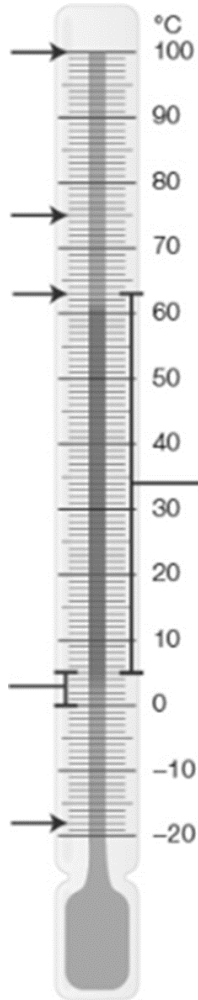
Task: Label the temperatures below, you need a temperature range and meaning for each box:

Key words: Meaning

- Danger Zone
- Fridge
- Freezer
- Boiling
- Cooked

Key words: Temperatures

- -18°C
- 100°C
- 75°C
- 0 to 5°C
- 5°C to 63°C



explain
 /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"

Task: Explain with reasons, how you would handle raw meat safely when making chicken curry.

Key words
 danger zone, red chopping board, use by date, packaging, 75°C, clean, 5°C to 63°C
 cross contamination, moisture, salmonella, slow, -18°C, warm, protein, high risk food, 0 to 5°C

Try to use all the key words!

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Activity 8: Development Exercise.

In this lesson you will learn:

- how to develop a design and produce creative solutions.
- how to produce design proposals considering the use of different ingredients.

There are FIVE distinct parts to this product:

- Pastry case
- Jam layer
- Cake layer
- Icing
- Decoration/finish



Task

Carry out sensory evaluation of the baked product.

- Draw a cross section of the product labelling all the layers listed above.
- Describe the taste, texture and appearance of each layer.
- Identify the flavourings in each layer.

TOP TIP!
Use the Tasting Word Bank!



Icing		
Appearance:		
Texture:		
Taste:		
Decoration		
Appearance:		
Texture:		
Taste:		
Cake Layer		
Appearance:		
Texture:		
Taste:		
Appearance:		
Texture:		
Taste:		
Appearance:		
Texture:		
Taste:	Taste:	Taste:

How could the example be improved?.....
More sensory vocabulary using the Tasting Word Bank. Students are asked to think of 2 or more words for each section.

A manufacturer plans to produce a range of alternative tarts that are based on the original. Use the chart below to develop a wide range of possible products, varying the different parts in terms of flavour and texture. Identify the traditional layers before starting.



Developing a Food Product.

Part of Product	Traditional Layers	Variation 1	Variation 2	Variation 3
Pastry Case				
Jam Layer				
Cake Layer				
Icing				
Decoration/ Finish				

*****Example*****

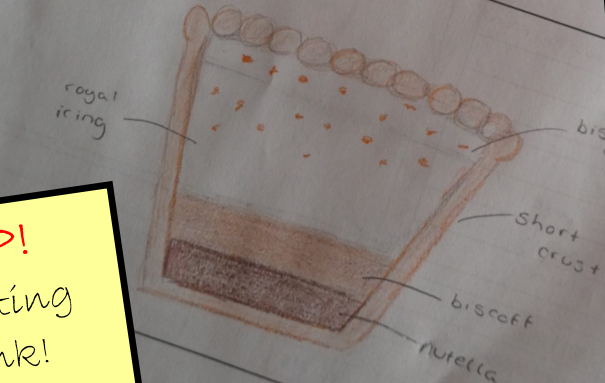
Sketching an

Variation _____

Developing a Food Product.

Part of Product	Traditional Layers	Variation 1	Variation 2	Variation 3
Pastry Case	Short crust	Short crust	Short crust	Short crust
Jam Layer	Raspberry	chocolate	nutella	nutella
Cake Layer	Sponge	vanilla	biscuit	biscoffe
Icing	royal icing	strawberry icing	chocolate icing	royal icing
Decoration/ Finish	Glacé chemy	sprinkles	sprinkles	sprinkles

Sketching an idea.
Draw a cross section of one of the variations you have created. Include details for each sketch.



TOP TIP!
Use the Tasting Word Bank!

How could the example be improved?.....
More annotation! At the moment it is just labelled. This student should have used full sentences and added sensory vocabulary using the Tasting Word Bank.

Extra Resources

ACTIVITY 5 HELP SHEET

On a recent visit to a supermarket the baker was surprised at the **variety** of different **breads** available.

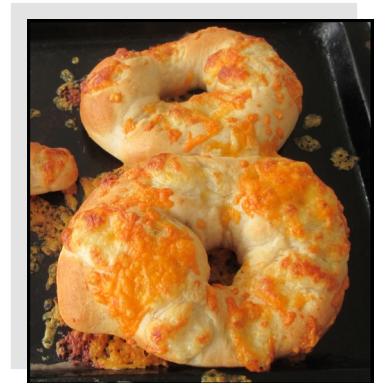
The baker would like you to develop a creative **flavoured** bread which could be sold from the bakery.

The bread must:

- Include at least two flavourings
- Look attractive and appealing to customers
- Be shaped
- Include a finishing technique

ANNOTATION EXAMPLE: *I will knead red pesto into the dough. This will add a rich and tangy flavour, and a moist, soft texture. It will turn the dough a vibrant red colour which will be attractive and appealing to customers.*

Remember to write in pen and draw in pencil.



Choose your ingredients (here are some ideas)

Cheese	Olives	Pepper	Chilli	Curry powder	Sundried tomatoes	Garlic
Cinnamon	Dried fruit	Ginger	Basil	Thyme	Green pesto	Red pesto
Mixed spice	Poppy seeds	Sunflower seeds	Pumpkin seeds	Oregano	Tomato puree	Ham/pepperoni

How will you incorporate the ingredient?

Knead in Sprinkle Spread Brush

Sensory – taste, texture and appearance (see Sensory Word Bank for help)

Finishing technique

Milk/egg glaze Seeds Grated cheese

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 coarse 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