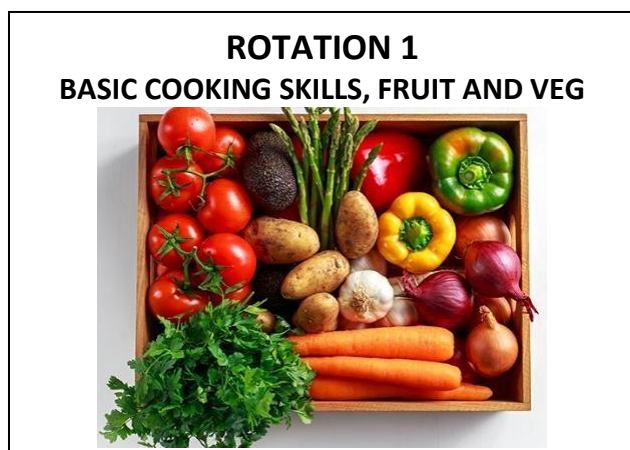


# Food Preparation & Nutrition Aylsham High School KS3 - Year 7 Workbook



Name: ..... Food Group: ..... Teacher: .....

- It is your responsibility to look after this booklet. If you take it home to complete some work, you must bring it to your next lesson, along with a pen and your journal. This is the booklet you will use for the whole year – both food and nutrition rotations.

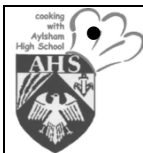


- If you lose this booklet you will need to complete all exercises again, so we can see and record your progress in this subject.
- Contributions to cover the cost of ingredients should be paid via Parent Pay at the beginning of both rotations.
- Following making each recipe you will be expected to complete the sensory evaluation, skills learned and improvements to be made. This should be done at home if it is not completed during the lesson.
- Food allergies and intolerances: We hold secure records of the specific dietary

requirements, intolerances and allergies of which students and their families have informed the school. Please notify your teacher or the food technician of any changes as soon as possible so we can check and update our records. We will supply basic suitable alternatives at key stage 3, providing we are made aware of these in advance. If you would prefer to use your own, then refer to the recipes for quantities required.

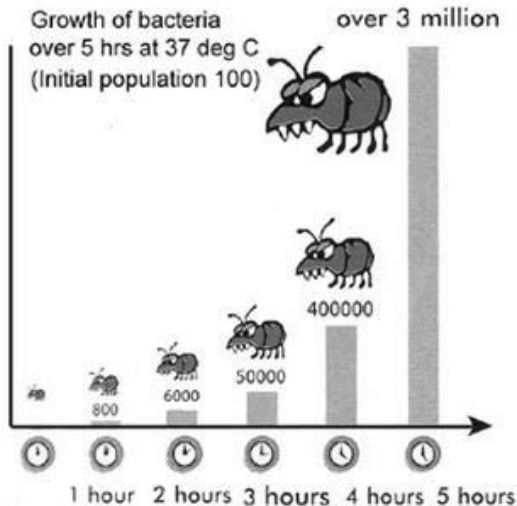
- In year 7 you will rotate between food, drama and design technology. Your teachers will let you know before the rotation changes.
- Make sure complete homework tasks, including revising for core knowledge and end of rotation tests. Homework will be set on Google Classroom or the SIMS Parent or SIMS Student apps.





Please note: your teachers may have to reorganise the order in which you cook the recipes and you may not get to cook all of them.

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Bacteria are micro-organisms that live and multiply on food.

Some bacteria are harmless, but some are pathogenic and it is these which cause food poisoning. Protein rich foods, such as dairy foods (milk, cheese, butter and cream), meat, fish, shellfish, gravies, custards and other high protein products, such as cooked rice and tofu are HIGH RISK foods as they are a food source for pathogenic bacteria.

Under the right conditions bacteria can double in number every 10 – 15 minutes. These conditions include a warm environment, in between 5 and 63°C.

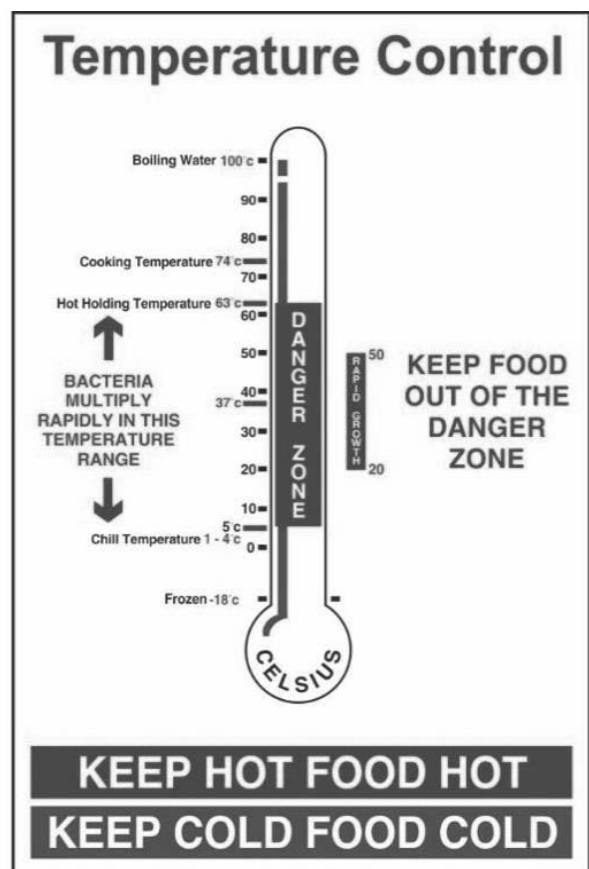
In our lessons we do everything we reasonably can to make sure your food is safe to eat and once you have left the food rooms we will store your food safely – cooling and refrigerating it where appropriate.

**Don't forget to collect your food at the end of the day. Norfolk County Council rules say that we have to dispose of any food left in our fridges after 24 hours.**

On leaving the food rooms, there is an opportunity for your food to become unsafe to eat, so here is some information about food safety and some guidelines on how to get your food home safely for you to share with your family.

**AT HOME:**

1. Keep the food in a refrigerator until you are ready to eat it.
2. Only reheated once.
3. If you have one, use a temperature probe to check the temperature - you will be looking for a temperature of 75°C or above in the centre of the food.
4. If you want to reheat your food in a microwave, transfer it to a microwavable dish and heat until it is steaming hot.
5. If you reheat your food in the oven, again you need to reheat until it is steaming hot. Preheat your oven to 190°C and, depending on how cold the food is, it could take up to 30 minutes. Keep an eye on it to make sure it doesn't burn.





KS3 – Year 7  
FOOD & NUTRITION

# SKILLS, TECHNIQUES & EQUIPMENT LOG

<b>TASK</b>	Shade the appropriate number of boxes in the practical skills table below. Your teacher will sign the passport section.	<b>OBJECTIVE</b>	To record the skills you have learned & show how you have progressed in the subject.
-------------	---	------------------	--

How confident are you?	Shading		
Not covered yet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I've seen a demonstration or have done it before	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm still practising to get better at this skill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I'm confident enough with this skill to help others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Using the grill safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use the claw grip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Roll out dough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the hob safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thicken a sauce (roux)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Measure thickness of a dough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spread ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beat ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beat ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assemble a food product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Crack and separate an egg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crack an egg safely and carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test for readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubbing in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use a colander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cut even sized pieces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weighing and measuring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Season to taste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combine ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Form a dough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Follow a recipe independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the bridge hold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shape a dough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## HEALTH AND SAFETY PASSPORT

Some of the techniques we use in the kitchen can be dangerous. Your teacher will initial and date the record below when you can show that you are using the techniques safely.

Use the bridge hold cutting technique	Initials	Date
Use the claw grip cutting technique	Initials	Date
Use the hob safely	Initials	Date
Use the oven safely	Initials	Date
Drain using a colander	Initials	Date

<b>TASK</b>	Write the date in the boxes against each piece of equipment when you feel competent in using it.
-------------	--

<b>Equipment</b>	<b>I can use independently</b>	<b>Equipment</b>	<b>I can use independently</b>
Box grater	date	Ladle	date
Callipers	date	Measuring jug	date
Citrus Juicer	date	Measuring spoons	date
Colander	date	Oven	date
Colander	date	Pastry Cutter	date
Cook's knife	date	Pizza Cutter	date
Cooling rack	date	Potato masher	date
Electric Mixer	date	Rolling pin	date
Flour dredger	date	Saucepan	date
Food Processor	date	Scales	date
Frying Pan	date	Sieve	date
Garlic Press	date	Stick blender	date
Grill	date	Temperature probe	date
Hob	date	Vegetable peeler	date
Kettle	date	Whisk	date







	Question	Answer
1.	What type of browning happens when a food goes brown because it has been heated during cooking?	Non-enzymic browning.
2.	How is the heat transferred from the grill to a piece of toast?	Radiation.
3.	Why do we wash our hands before cooking and after going to the toilet?	To prevent the spread of bacteria into our food.
4.	Why do we use blue plasters in the food rooms?	So they could be seen if they fell into food.
5.	What type of browning happens when a food is cut and exposed to oxygen in the air?	Enzymic browning.
6.	Why is it important that we dry equipment before putting it away?	To prevent bacteria from growing on it.
7.	Describe what washing up water should be like.	Soapy and comfortably hot.
8.	What is the name of the way you should hold an apple when you are cutting it in half?	The bridge hold.
9.	What is the name of the way you should hold a carrot when you are slicing it?	The claw grip.
10.	How many directions do you need to cut an onion half in when you are dicing it?	3
11.	Why is it important to cut vegetables the same size before you cook them?	So that they cook evenly.
12.	Name 2 vegetable cuts.	Paysanne, mirepoix, jardinière, julienne, macedoine, brunoise, chiffonade.
13.	Why do we sweat off vegetables like onions at the beginning of cooking a soup (and many other dishes)?	To soften them.
14.	What do we want to avoid happening when we sweat off vegetables?	Them going brown and crispy.
15.	What are the main 2 ingredients we use to season savoury food?	Salt and pepper.
16.	What qualities of food change when it is cooked?	Flavour, colour, mouthfeel / texture and aroma / smell
17.	Define the term nutrients.	The chemicals found in food which are essential for life and health.
18.	Define the term macronutrients.	Nutrients the body needs in large amounts. Measured in grams (g).
19.	Define the term micronutrients.	Nutrients the body needs in small amounts. Measured in milligrams (mg) or micrograms (µg).
20.	Why do we need to eat carbohydrates?	To provide us with energy.

21.	Why do we need to eat proteins?	They are needed for growth, repair and maintenance.	
22.	Why do we need to eat fats?	They are needed to insulate the body, protect our organs and carry fat soluble vitamins. It also provides energy.	
23.	Name a mineral and say why it's important in our diet?	Calcium - for the growth and maintenance of healthy teeth and bones. Iron – to make red blood cells, which carry oxygen around the body.	
24.	Name a water-soluble vitamin and say why we need it in our diet?	B vitamins - help convert food to energy and keep the nervous system healthy. Vitamin C – to fight infection and heal wounds.	
25.	Name a fat-soluble vitamin and say why we need it in our diet?	Vitamin A – for a healthy immune system and night vision. Vitamin D – for healthy bones and teeth	
26.	Why do we need water in our diet?	Needed to make all bodily functions work.	
27.	Why do we need fibre in our diet?	To keep the gut healthy, prevents some diseases and makes us feel full.	
28.	What proportion of our diet should be carbohydrates?	1 / 3.	
29.	List 3 common allergens.	Milk, nuts, wheat, eggs, fish, celery, shellfish, soya, sesame, mustard, sulphites, sesame.	
30.	What is the difference between an allergen and an intolerance?	A food intolerance is difficulty digesting a food, an allergy is an immune reaction to the food and can be much more serious.	
31.	Why should your hands be cold when rubbing fat into flour to make short products like shortcrust pastry or crumble?	To prevent the fat melting and allowing gluten to form.	
32.	What is the name of the process which happens when a sauce is thickened by starch?	Gelatinisation.	
33.	What happens to the proteins in eggs when we beat or whip them?	Denaturation.	
34.	What happens to the proteins in eggs when we cook them?	Coagulation.	
35.	What is the difference between soft and strong plain flour?	Strong flour has a much higher gluten content than soft flour.	
36.	Which flour would we use to make bread?	Strong flour.	
37.	What is yeast and why do we use it in bread making?	A fungus (living organism); it releases carbon dioxide which makes bread rise.	
38.	What is the Italian term we use to describe perfectly cooked pasta and what does it mean?	Al dente; firm to the bite.	
39.	What 4 conditions do bacteria need to grow?	Warmth, moisture, food and time.	
40.	What is the danger zone?	The range of temperatures at which bacteria can grow – 5 – 65°C.	



## SENSORY DESCRIPTORS - Words to use when describing foods

Appearance 		Aroma 	Taste 	Texture 		
Aerated	Hot	Aromatic	Acidic	Old	Airy	Gritty
Appetising	Lumpy	Beefy	Artificial	Peppery	Bouncy	Hard
Attractive	Luxurious	Buttery	Beefy	Powdery	Brittle	Lumpy
Bland	Mince	Burnt	Bitter	Processed	Chewy	Moist
Clear	Moist	Citrus	Bland	Salty	Coarse	Mushy
Cold	Oily	Fragrant	Burnt	Savoury	Creamy	Powdery
Colourful	Raw	Fresh	Buttery	Sharp	Crisp	Pulpy
Consistent	Risen	Fried	Caramelised	Sickly	Crumbly	Rubbery
Cracked	Runny	Fruity	Cheesy	Soggy	Crunchy	Runny
Creamy	Slimy	Garlicky	Citrusy	Sour	Doughy	Short
Crisp	Sloppy	Herby	Creamy	Spicy	Dry	Slimy
Crumbly	Smooth	Malty	Dry	Stale	Fatty	Smooth
Dry	Soft	Meaty	Fresh	Stewed	Fibrous	Soft
Firm	Soggy	Pungent	Fruity	Sweet	Firm	Soggy
Flaky	Sticky	Sickly	Garlicky	Tangy	Fizzy	Spongy
Floury	Thick	Sour	Greasy	Tart	Flaky	Sticky
Fresh	Thin	Spicy	Herby	Tasteless	Foamy	Stringy
Fruity	Tough	Stale	Malty	Undercooked	Goey	Thick
Greasy	Unattractive	Strong	Meaty	Watery	Granular	Tough
Hard	Undercooked	Sweet	Oily	Weak	Greasy	Watery
Healthy	Watery	Yeasty			Gristly	Waxy

## OPENERS - Words used to begin a Sentence

The...	When...	So...	Soon...	Although...	Unfortunately...
If...	After...	Firstly...	Despite...	I discovered...	Afterwards...
Next...	We...	Once...	Meanwhile...	Eventually...	Even though...
Then...	They...	On...	However...	Regardless of ...	Having decided...
	It...	During...	Before...	Fortunately...	I felt as...

## CONNECTIVES - Words that can be used to join sentences together

Time		Emphasising	Explaining	Cause and Effect
At first	Whilst	Mainly	For example	Consequently
Before	Just then	Most importantly	For instance	Because of
At the start	In the end	Significantly	Such as	As
Until	After all	Especially	As can be seen	The reason that
To begin with	Next	Above all	This can be proven by	Therefore
Firstly	Later	In Particular	In other words	So
Meanwhile	Finally	Unfortunately	To show	This causes
Throughout	Lastly	Usually	That	This is shown by
	Eventually	Definitely	This is shown by	When
		In fact	Eg.	Due to
		As long as	Ie.	This means that
Compare		Contrast	Adding	Summary
Compared with	However	As well as	In Short	
In comparison with	On the other hand	Also	So to round off	
Similarly	Although	And	After much thought	
In the same way	Despite this	And then	In the end	
Likewise / Equally	Instead	In addition	I found that	
As with	As for	Furthermore	To sum up	
Are similar in that	Whereas / While	What is more	To included	
Like	In contrast		Overall	

**Linking ideas together in a paragraph**  
**Example: "I started by peeling and chopping my vegetables, then I washed them in a colander".**

in addition	in spite of	next	it would
furthermore	besides	previously	moreover
also	because	so that	as well as
and	then	this meant	too

**I want to write about my own ideas and sources**  
**Example: "I am really pleased with the dish that I have cooked, it could be healthier if I were to add more vegetables."**

I think that	I feel that	makes me feel
reminds me of	I like...because	gives the impression
that.....		
portrays	signifies	it could be that...
suggests that	reinforces	next time
reflects	another idea would be to...	it's almost as if...

**Time Connectives**  
**Example: "At first I used a wooden spoon to stir together the sugar and butter. Then I added the sugar and finally the eggs".**

at first/firstly	at length	before	earlier
until	after	next	secondly
lastly	meanwhile	up to that point/time	
from that point/time onwards			finally
afterwards	eventually	ultimately	soon
In the end	previously	formerly	later

# CONNECTIVES IN FOOD AND NUTRITION

## Introducing Evidence

for example	for instance
such as	in the case of
this shows that	
for instance	illustrated by
as shown by	this can be back up by
the evidence to support this is ...	

**I want to be able to compare and contrast my design ideas**  
**Example: "My first dish features a lot of vegetables and looks really appealing. However, my second dish would appeal more to families. By comparison, my third idea uses local ingredients which means it has a better carbon footprint."**

although	despite this	nevertheless	on the other
hand			
yet	by contrast	instead	apart from
in spite of	however	even so	but
while	by comparison	as long as	unless/except
likewise	similarly	in the same way	equally
whereas	otherwise	alternatively	unlike

## Emphasising Ideas

**Example: "I think my dish is colourful and appealing. It clearly meets the design brief as most importantly it uses healthy ingredients".**

obviously	undoubtedly
surely	therefore
clearly	least of all
above all	in particular
significantly	indeed
especially	notably
most importantly	

# Theory 1 - Health and Safety: Food Contract: Year 7 – Year 11

The following contract will cover you during your time here at Aylsham High School.

This is following on from the school ethos around respect and ensures a safe environment to work in.

Here are the key points you are signing up to follow:

- **Respect**
- **Yourself:** LISTEN to instructions carefully
- **Others:** Do not speak when others are
- **The Environment:** Ensure you take care of the equipment and leave the workspace and equipment in the way in which you found it.(clean and dry)
- When a teacher or technician says **STOP** this must be immediate (you may be in danger)

**If you hear the phrase ‘Year 7, tools down, look this way’ you must stop straight away, in a calm manner and make sure you are looking at the teacher. This is for you and your colleague’s safety.**

Name: .....

Date: .....



## Food Safety Video Questions:



1. Why do you need to tie up long hair?
2. How long should you wash your hands for?
3. How did the video suggest to keep your workspace clean?
4. You should never use a wet towel to take food items out of the oven, so what should you use?
5. What should you NEVER put on a pan fire?
6. How do you avoid steam burn when taking a lid off a pan?
7. If you burn yourself, what should you do?
8. How should you carry a knife?
9. Why should you NEVER leave a knife in a bowl of soapy water?
10. You should always clear up mess on the floor ..... (circle the correct answer)  
  
A. Immediately      B: After you finish the task      C: When you are finished



<p><b>TASK</b></p>	<p>Circle the hazards in the image below and list their consequences in the table opposite. Identify the type of hazard.</p>	<p><b>OBJECTIVE</b></p>	<p>To demonstrate your understanding of hazards in the kitchen in order to avoid them.</p>
--------------------	--	-------------------------	--



Once you have circled a hazard in the image write an explanation in the table on the next page, explaining why it is a hazard and identifying whether it is an example of a safety problem to do with:

- **Food hygiene (FH)** – where food is being stored, prepared or disposed of in ways which allows it to be contaminated with bacteria;
- **Personal hygiene (PH)** – where the people preparing food are behaving in a way which could lead to food being contaminated with bacteria;
- **Kitchen safety (KS)** – where the conditions in the kitchen are not safe and accidents could happen.

	Why is this a hazard?	Circle the correct classification below?
1		FH / PH / KS
2		FH / PH / KS
3		FH / PH / KS
4		FH / PH / KS
5		FH / PH / KS
6		FH / PH / KS
7		FH / PH / KS
8		FH / PH / KS
9		FH / PH / KS
10		FH / PH / KS



## Theory 1: Health and Safety

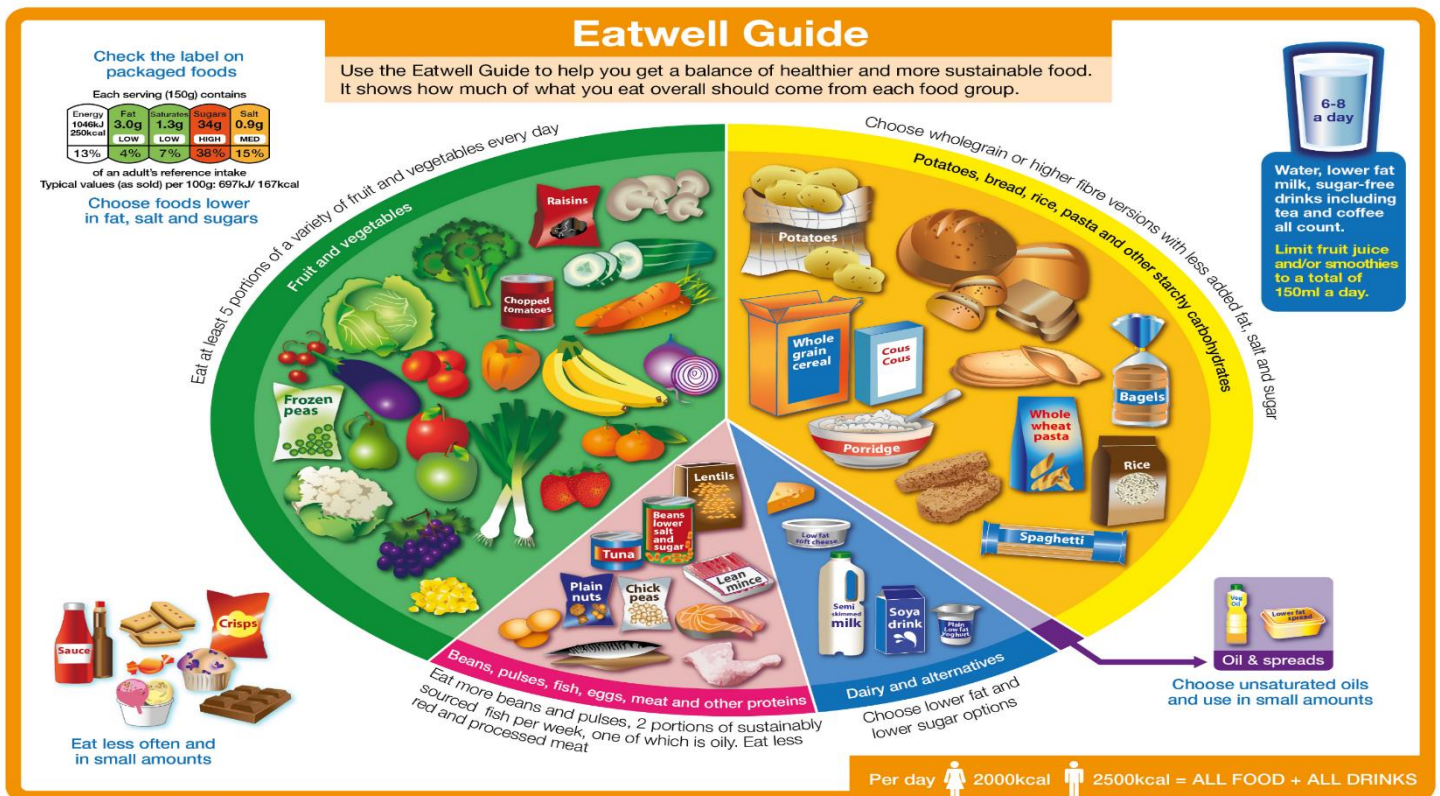
<b>TASK</b>	Complete the table below with as many of the food room rules and reasons as you can remember.	<b>OBJECTIVE</b>	To understand how to behave in a food room and why it is important to follow these rules.
-------------	---	------------------	---

Safety Rule		Reason
<b>1</b>	Store Ingredients in the correct place in the kitchen.	To store food at the correct temperature to avoid poisoning.
<b>2</b>	On arrival, put your bags, coats, jumpers on a hook outside. Do not bring into class.	
<b>3</b>	Remove any jewellery and tie hair up.	
<b>4</b>		To avoid spreading bacteria after using the toilet and handling raw meat.
<b>5</b>	Put on your apron.	
<b>6</b>	Watch the demonstration quietly and listen to Instructions.	
<b>7</b>		You could electrocute yourself.
<b>8</b>		To ensure bacteria from the cut does not spread into the food.
<b>9</b>		To stop burns to your hands when removing trays from the oven.
<b>10</b>	Ensure you do not spill water on the floor, especially near ovens and sinks.	
<b>11</b>		To stop bacteria growing on wet equipment and chopping mats.
<b>12</b>	Always report any illness if you are feeling unwell to the teacher or technician.	
<b>13</b>	Position pan handles carefully – not sticking out or over other rings.	
<b>14</b>	Store high protein foods below 5oC and heat to above 63oC.	

# Theory 2: Nutrition



**Starter Activity:** write down some rules for healthy eating.  
What advice do you hear on TV or the radio?



## Nutrients:

**Date:**

Nutrients are compounds in foods essential to life and health, providing us with:

- Energy
- The building blocks for repair and growth
- Substances necessary to control the chemical processes which happen in our body.
- Energy is provided by the nutrients:
- **Carbohydrate;**
- **Protein;**
- **Fat.**

Write the definition down for the below groups of nutrients:

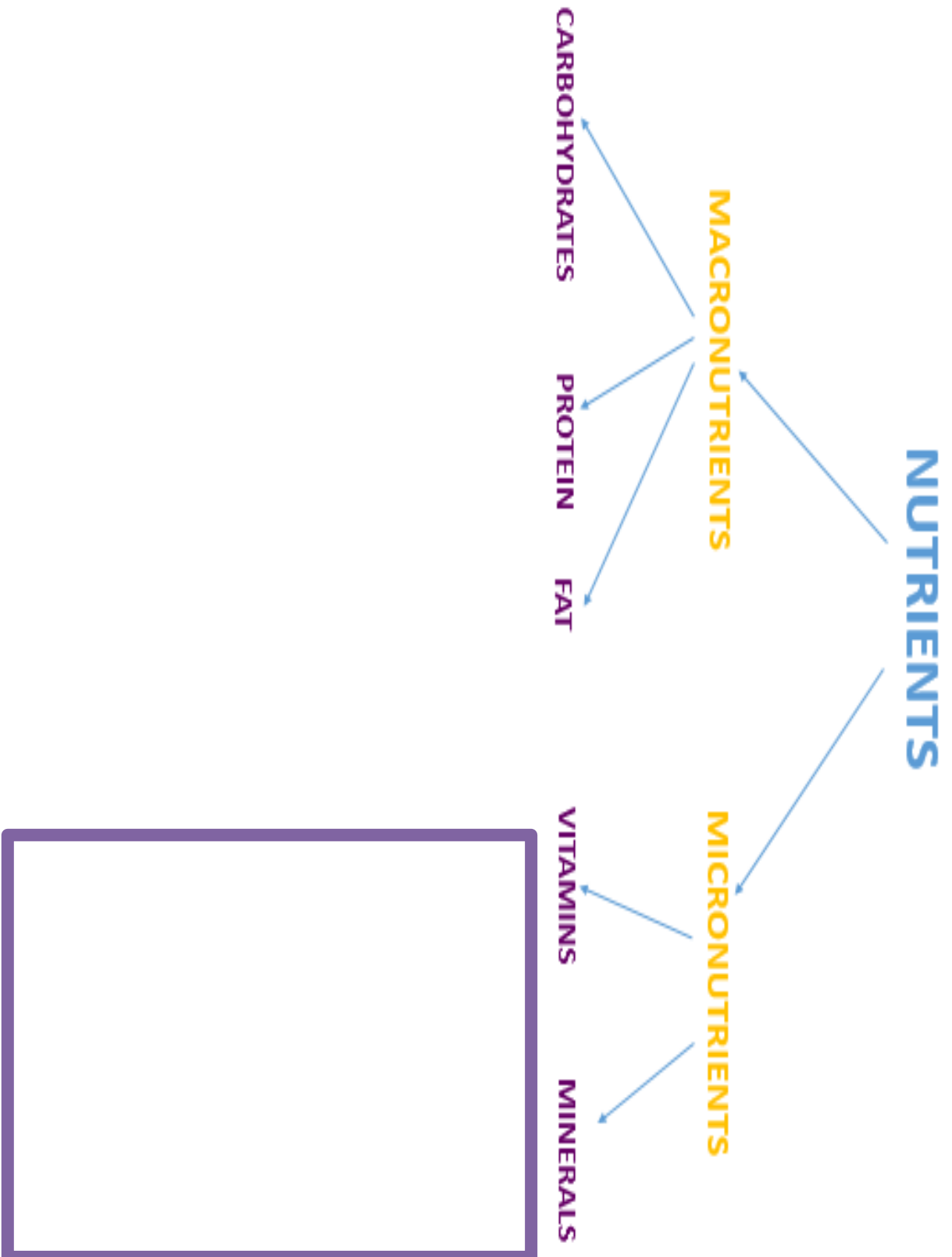
**Macronutrients –**



**Micronutrients -**



**Macronutrients** – Build on your family tree. You need to include:  
What it does in the body & where you can find it (food)



Inset 'Vitamin Face' here



### Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

**Check the label on packaged foods**

Each 28.5g pack contains

ENERGY	FAT	SATURATED	SUGARS	SALT
620kJ 150kcal	8.6g	0.8g	1.1g	0.41g
8%	12%	4%	1%	8%

% of the Reference Intake  
Typical values per 100g: Energy 2195kJ/526kcal

**Choose foods lower in fat, salt and sugars**

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

### Eatwell Guide







What I ate yesterday



What does the Eatwell Guide show us?

.....

.....

Eatwell guide section	Main nutrients	Important notes
<p data-bbox="113 338 400 376">Fruit and vegetables</p> 		
<p data-bbox="113 629 368 703">Starchy (complex) carbohydrates</p> 		
<p data-bbox="113 927 400 965">Milk and dairy foods</p> 		
<p data-bbox="113 1218 229 1256">Protein</p> 		
<p data-bbox="113 1509 405 1621">Foods high in fat and/or sugar (simple carbohydrates)</p> 		
<p data-bbox="113 1800 293 1839">Fats and oils</p> 		



KS3 – Year 7  
FOOD & NUTRITION

**THEORY 3: Fairtrade**

**Date:**



Task: Can you guess what ingredients are pictured on the board?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What is Fairtrade?

Explain what is meant by unfair trade?

**The journey of a Fairtrade chocolate bar: Write down what each of these do!**

**Farmer:**

**Cocoa Buyers:**

**Importers:**

**Chocolate Companies:**

**Shops:**

**Government:**

Many different people help to bring chocolate to our supermarkets.  
For a non-Fairtrade bar of chocolate, how much do you think each gets out of the £1.00 (100p)?

**Non Fairtrade:**

<b>Farmer</b>	<b>Cocoa Buyers</b>	<b>Importer</b>	<b>Chocolate Companies</b>	<b>Shops</b>	<b>Government</b>

- Fairtrade products are usually more expensive than non-Fairtrade.
- This is to make sure that everyone is paid a good wage for the work they do.

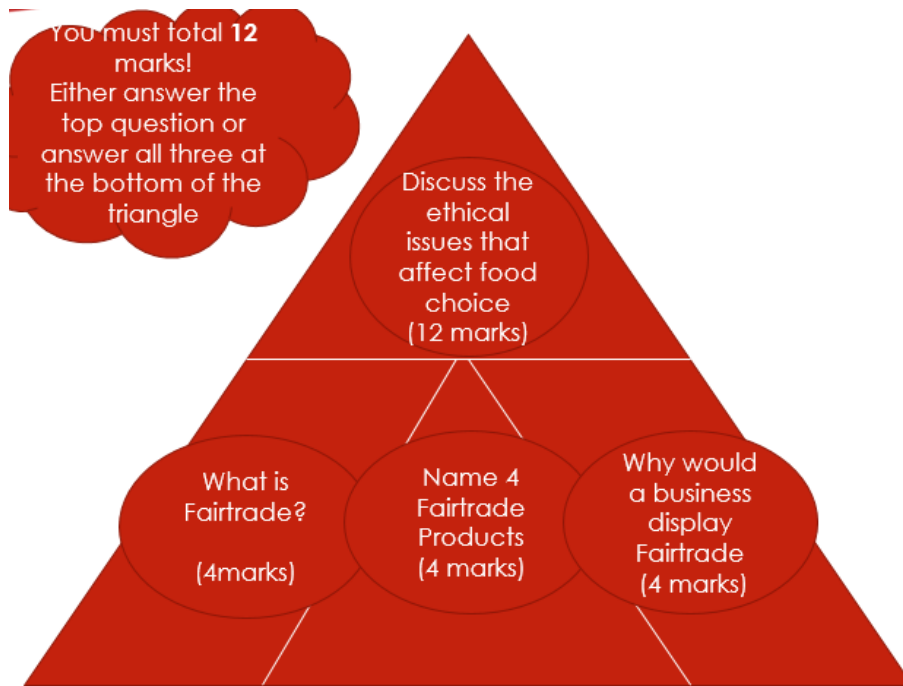
**Do you think it is worth it?**

.....

# EXAM QUESTIONS: Fairtrade

You must total **12** marks!

Either answer the top question or answer all three at the bottom of the triangle



**Discuss the ethical issues that affect food choice. (12 marks)** How to answer big questions ->



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**What is Fairtrade? (4 Marks)**

.....

.....

.....

.....

**Name 4 Fairtrade Products. (4 Marks)**

.....

.....

**Why would a business display Fairtrade? (4 Marks)**

.....

.....

.....

.....

.....



**INGREDIENTS**

- 1 slice of bread
- 1 free range egg
- Knob of butter
- Salt and pepper
- White Vinegar

**EQUIPMENT**

- Grill pan and handle
- Small jug
- Tongs
- Slotted spoon
- Small plate
- Paper towel
- Knife and fork
- Small saucepan



**METHOD**

1. Half fill a small saucepan with water add a drop of white vinegar and bring to the boil.
2. Pre heat the grill to about  $\frac{3}{4}$  power.
3. Crack the egg into a jug.
4. Place the bread under the grill and toast on one side.
5. Remove from the grill when the toast is browned on one side and turn using the tongs. Grill the second side, place onto a plate and butter one side. Keep this warm in the top oven whilst you cook the egg.
6. Turn the water in the pan down to a simmer, gently swirl the water to create a vortex and tip the egg into the centre. Simmer for 3 minutes for a soft poached egg, 4 minutes for a harder yolk.
7. Remove the egg using a slotted spoon and drain on a piece of kitchen paper.
8. Butter the toast and place the egg on the toast and season with salt and pepper.

**HEALTH AND SAFETY**

- Take care not to scald yourself with the steam or hot water.
- Throw the egg shell into the waste bowl / compost bin and wash your hands after handling the egg.
- Use oven gloves when transferring food to and from the oven or grill.
- Allow the pan and water to cool before lifting from the hob and pouring away water before washing pan.

**SKILLS USED**

- Using the grill safely
- Using the hob safely
- Spread ingredients
- Assemble a food product
- Crack an egg safely and carefully
- Boil





**FOOD QUALITY POINTS**

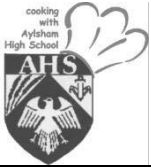
- Make sure both sides of the toast are nicely browned.
- You could try additional toppings, like smashed avocado, wilted spinach, ham, smoked salmon with your egg.
- You could trim the egg with kitchen scissors to make it really neat.
- Season to taste means to add as much salt, pepper, herbs or spice as you need to make a dish taste great.

**FOOD SCIENCE**

- Vinegar in water denatures the protein on the surface of the egg, stopping it from falling apart before coagulation can take place.
- When we cook food under the grill the heat is transferred from the grill to the toast by radiation.

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. What are you adding to the water you cook the egg in and why do you add it?

.....  
.....

2. Where do you toast the bread?

.....

3. When is the water ready for you to put the egg in?

.....  
.....

4. Which ingredient were you told to wash your hands after handling and why?

.....  
.....

5. When do you need to wear oven gloves?

.....  
.....



Technical questions about today's cooking

6. How many times should you read a recipe before starting to cook?

.....

7. What is the most important nutrient in an egg and how much of it is there in a medium sized egg?

.....

8. What other nutrients are present in eggs?

.....  
.....


9. Can you eat eggs if you are:

A vegetarian? ..... A vegan? .....



10. What high protein foods can you eat if you don't eat ANY animal products?

.....  
.....




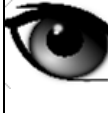


<p><b>INGREDIENTS</b></p> <ul style="list-style-type: none"> <li>• 1 Orange</li> <li>• 10 Grapes</li> <li>• 1 Kiwi Fruit</li> <li>• 1 Apple</li> <li>• Orange juice squeezed from your orange</li> </ul>	<p><b>EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• Knife</li> <li>• Green chopping board</li> <li>• Dessert spoon</li> <li>• Jug</li> <li>• Tub</li> </ul>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Peel the skin and zest off the orange and slice out each segment.</li> <li>2. Squeeze the juice from the skin and remaining pith into a jug.</li> <li>3. Cut the grapes in half and remove any seeds.</li> <li>4. Peel and slice the kiwi.</li> <li>5. Quarter the apple, remove the core and slice</li> <li>6. Place all the fruit into a tub, pour over the juice from the orange and mix.</li> </ol>		<p><b>Health and safety points</b></p> <ul style="list-style-type: none"> <li>• Take care to hold the food safely when using a knife - use the claw grip or bridge hold.</li> </ul>
<p><b>SKILLS USED</b></p> <ul style="list-style-type: none"> <li>• Cut even sized pieces</li> <li>• Combine ingredients</li> <li>• Use the bridge hold</li> <li>• Use the claw grip</li> </ul>	<p><b>FOOD QUALITY POINTS</b></p> <ul style="list-style-type: none"> <li>• You could modify this dish using different fruits i.e. pineapple, peaches, mango or strawberries for a different taste.</li> <li>• You could use other fruit juices.</li> <li>• You could cut the fruit into very small pieces to make a fruit cocktail.</li> </ul> <p><b>FOOD SCIENCE</b></p> <ul style="list-style-type: none"> <li>• When you cut some fruits they will turn brown as they are exposed to oxygen in the air; this is called enzymic browning.</li> </ul>	

Safe ways of holding food whilst cutting

	
<p>The bridge hold</p>	<p>The claw grip</p>

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



# KS3 – Year 7 FOOD & NUTRITION

# FRESH FRUIT SALAD QUESTIONS

How well have you read the recipe?

1. What are the names of the two safe ways we hold food whilst cutting it?

.....  
.....



2. What colour chopping board do you need to use and what else could you cut on it?

.....

Technical questions about today’s cooking

6. How many portions of fruit and vegetables should you eat every day? .....

7. What nutrients do fruit and vegetables contain which makes them really good for us?

.....

8. What fraction of our diet should be fruit and vegetables? .....

9. What does the term “seasonal fruit and vegetables mean?

.....  
.....  
.....  
.....  
.....

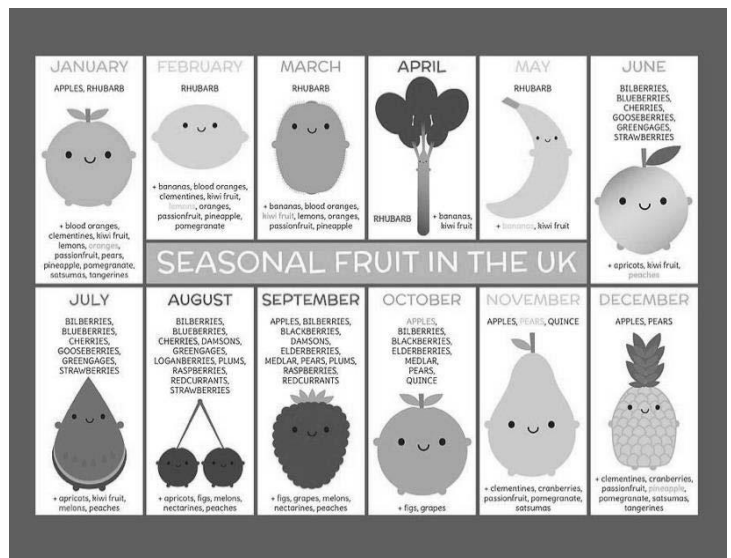
10. Can you suggest the ingredients for a seasonal fruit salad for this season?

a) Using British fruits

.....  
.....  
.....  
.....

b) Using imported fruits? .....

.....





<b>TASK</b>	Explain the importance of each of the stages of washing up described below.	<b>OBJECTIVE</b>	To demonstrate your understanding of how to weigh and measure ingredients correctly.
-------------	---	------------------	--

Name of Equipment	 .....	 .....	 .....
Measuring Units			
Give an example of an ingredient you would use this piece of equipment to measure.			

1. Explain how to measure solid ingredients accurately using this measuring device.

.....  
.....  
.....



2. Match the following spoon size to the correct amount in millilitres.

- |                        |          |
|------------------------|----------|
| 1) ½ teaspoon (tsp)    | A. 15ml  |
| 2) 1 teaspoon (tsp)    | B. 2.5ml |
| 3) 1 tablespoon (tbsp) | C. 5ml   |

3. How could you accurately measure 7.5ml? .....

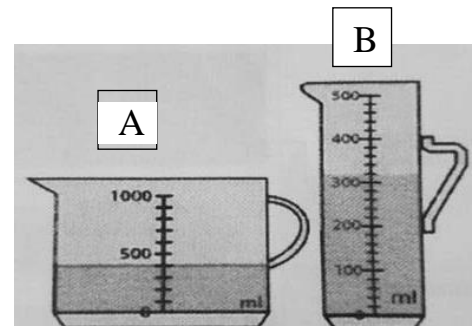
4. Which is the accurate way of measuring out a tablespoon of sugar? Level or heaped?



5. What volume of liquid do the images show on the right hold?






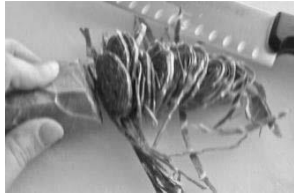

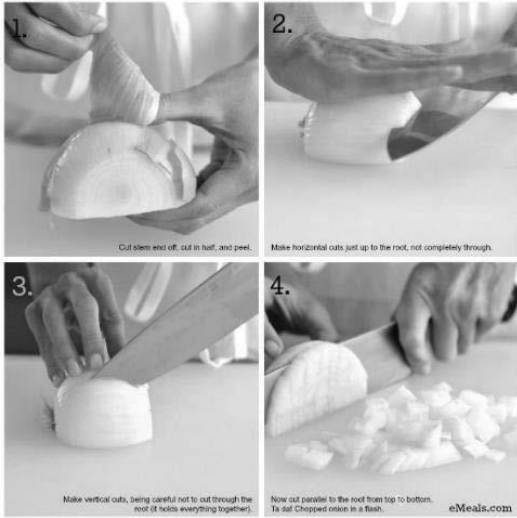
A ..... B .....

6. Explain how to measure liquids accurately using this piece of equipment. ....  
.....





<b>TASK</b>	To demonstrate your ability to cut vegetables into the recognised shapes using safe procedures	<b>OBJECTIVE</b>	To develop knife skills
-------------	--	------------------	-------------------------

<p><b>Jardinière</b></p>  <p>The size of jardinière vary depending on use in a particular dish. The jardinière are short batons or sticks mainly 2.5 – 4cm in length and 5mm thick.</p>	<p><b>Macedoine</b></p>  <p>This is cubes of vegetables which are 5mm square, cut from a jardinière baton.</p>	<p><b>Paysanne</b></p>  <p>The paysanne or “peasant style” cut is used to avoid wastage, so the shape of the vegetable determines the shape - it may be round, triangle, circles and half round - 1-2mm thick.</p>
<p><b>Julienne</b></p>  <p>The julienne cuts are used as a garnish or in stir fries, this cut makes a long, thin stick 4cm in length, 1-3mm.</p>	<p><b>Brunoise</b></p>  <p>Brunoise are really small diced cubes between 1-3mm, cut from julienne strips. The brunoise cuts are used for garnish as well as for sauté.</p>	<p><b>Chiffonade</b></p>  <p>A method of finely shredding green leafy vegetables and herbs.</p>
<p><b>Mirepoix</b></p>  <p>The mirepoix cut is roughly chopped vegetable cut which is used to adding flavour to dishes or used as a base for cooking other foods. The vegetable used in mirepoix are celery, carrots and onion.</p>	<p><b>How to Brunoise an onion</b></p>  <p>1. Cut stem end off, cut in half, and peel.</p> <p>2. Make horizontal cuts just up to the root, not completely through.</p> <p>3. Make vertical cuts, being careful not to cut through the root (it holds everything together).</p> <p>4. Now cut parallel to the root from top to bottom. Ta da! Chopped onion in a flash. eMeals.com</p>	



**INGREDIENTS FOR TWO**

**MAKE IN PAIRS**

- ¼ tbsp. vegetable oil
- ½ onion
- ¼ stick of celery
- ¼ tsp ground coriander
- ¼ potato
- 2 medium sized carrots
- 300ml vegetable or chicken stock
- 1 sprigs fresh coriander
- Seasoning (salt and pepper)

**EQUIPMENT**

- Small knife
- Vegetable peeler
- Green chopping board
- Medium saucepan and lid
- White spoon
- Stick blender



**METHOD**

1. Peel and chop the onions, potato, celery and carrots.
2. Remove a few leaves from the coriander to use as a garnish and chop the rest.
3. Heat the vegetable oil in a medium sized pan on about ¾ power, add the chopped onion and sweat off for 5 mins until softened.
4. Stir in the ground coriander and chopped potato, then cook for 1 min.
5. Add the carrots and stock, bring to the boil, then reduce the heat to a simmer.
6. Cover and cook for 20 mins until the carrots are tender.
7. Add the chopped fresh coriander.
8. Use a stick blender processor and blitz until smooth
9. Taste and season with salt and pepper

**Health and safety points**

- Take care to hold the food safely when using a knife - use the claw grip or bridge hold.
- Do not allow the vegetable oil to get so hot it spits.
- Take care when using the hand blender – do not turn it on until it is right in the soup and partially cover the pan with a tea towel.

**SKILLS USED**

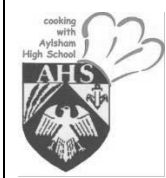
- Cut even sized pieces
- Combine ingredients
- Use the bridge hold
- Use the claw grip
- Use a stick blender
- Weigh and measure
- Use the hob safely

**FOOD QUALITY POINTS**

- Add a garnish for decoration.
- Mix in some cream for a creamy soup.
- Try different vegetable and herb combinations.
- Blend to different consistencies for chunkier soups.
- Serve with a side of crusty bread.

**FOOD SCIENCE**

- Cut vegetable into even pieces to ensure the cook evenly.
- Sweat off vegetables in oil to soften them.
- Salt and pepper to season savoury dishes, as they bring out the flavour of the other ingredients but use carefully – too much salt is bad for us.



KS3 – Year 7  
FOOD & NUTRITION

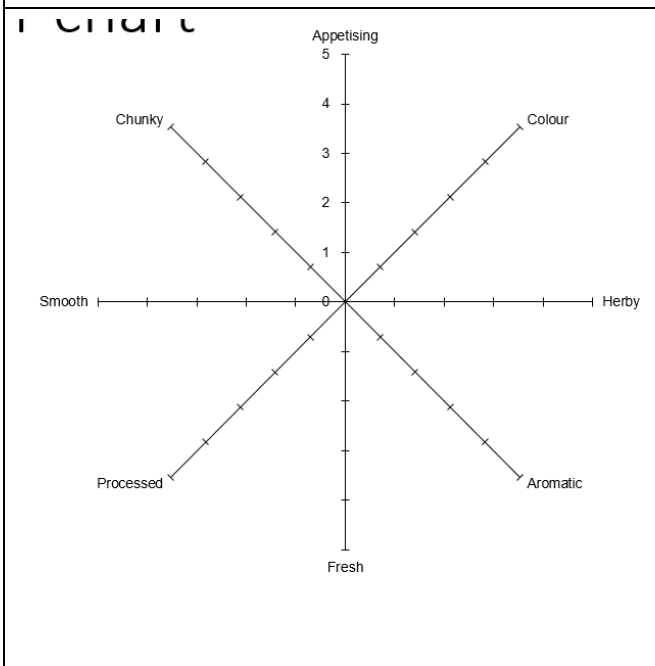
SOUP ANALYSIS

Taste each of the soups you are given and write some tasting notes. Then give each soup a value, out of 5 (5 the best, 0 the worst) for the sensory descriptors. Transfer the scores, onto the star chart.

- HYPOTHESIS: I believe that I will enjoy the .....soup because.....  
.....

			Soup 1	Soup 2	Soup 3	My carrot and coriander soup
Tasting Notes - as you taste each soup describe it you could use the sensory descriptors on page 8.						
Sensory Descriptors	Appearance	Appetising	/ 5	/ 5	/ 5	/ 5
		Orange in colour	/ 5	/ 5	/ 5	/ 5
	Aroma	Herby	/ 5	/ 5	/ 5	/ 5
		Fresh aroma	/ 5	/ 5	/ 5	/ 5
	Flavour	Fresh flavour	/ 5	/ 5	/ 5	/ 5
	Texture	Smooth	/ 5	/ 5	/ 5	/ 5
TOTAL SCORE			/ 40	/ 40	/ 40	/ 40

Star chart



**CONCLUSIONS** say which you thought was the best soup and why. Try to use the information from the star chart in your answer.

.....

.....

.....

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.....

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.....



KS3 – Year 7  
FOOD & NUTRITION

Extension TASK  
NAMING EQUIPMENT

<b>TASK</b>	Correctly name as many pieces of kitchen equipment you see below.	<b>OBJECTIVE</b>	To demonstrate your understanding of equipment and its use in the food rooms.
-------------	---	------------------	---



**INGREDIENTS**

- 75g Pasta
- 50g Grated Cheese
- 150ml Milk
- 1 tbsp Plain Flour
- 15g Marg
- Seasoning

**EQUIPMENT**

- Trivet
- Medium saucepan (between 2)
- Small saucepan
- White spoon
- Colander
- Small Foil dish
- Baking tray



**METHOD**

1. Pre-heat the oven to 180oC.
2. Place a trivet / pan stand beside your cooker.
3. Half fill a medium saucepan with water and a pinch of salt. Bring to the boil then add pasta, reduce the heat and simmer for 5-10 minutes. Cook until the pasta is soft, but firm to the bite (al dente).
4. Meanwhile in a small saucepan and over a low heat, melt the butter and stir in 1 tbsp of flour. Stir in a figure of 8 until you have a sticky ball and then remove from the heat.
5. Add 150ml milk a little at a time and stir in well to avoid lumps.
6. Return the pan to the heat and keep stirring in a figure of 8 until you have a thick coating sauce.
7. Remove the sauce from the heat and stir in half the cheese.
8. Drain the pasta through a colander over the sink
9. Stir the pasta into the sauce, then season to taste, transfer to a foil dish and put onto a baking tray and top with the rest of the grated cheese.
10. Bake for 15-20 mins until the cheese on top is golden and starting to brown.

**Health and safety points**

- Use a trivet for your saucepan when making your roux.
- Boiling water – keep your hob set to medium, to keep the water boiling whilst reducing the risk of hot water boiling over.
- Let a teacher know straight away if you burn yourself.
- Don't forget, steam burns too.
- Moving a pan of boiling water, trying to keep the pan over worktops and lower it slowly and gently into the colander for draining in the sink safely.

**SKILLS USED**

- Combine ingredients
- Assemble a food product
- Thicken a sauce (roux)
- Boil
- Beat ingredients
- Use the hob safely
- Use the oven safely.





**FOOD QUALITY POINTS**

- Cook pasta until it is al dente – firm to the bite.
- Au gratin – to top with a brown crust – often using cheese or breadcrumbs under the grill or in the oven.
- Try breadcrumbs on top for a crispy finish and garnish with mushrooms, onions, tomato or fresh herbs

**FOOD SCIENCE**

- The cheese sauce is made using the roux method of thickening a sauce using the gelatinisation of starch.
- When the cheese melts and turns brown in the oven, it goes through the Maillard reaction and the flavour, texture, colour and aroma all change.

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. How hot does the oven need to be? .....

2. What is the texture of perfectly cooked pasta and what is the Italian term we use?  
.....

3. What level of heat should the hob be on when you melt the butter and mix the flour? .....

4. Do you add the milk on or off the heat? .....

5. What do you do when you have incorporated all the milk?  
.....

6. How much cheese do you add to the sauce? .....

7. What does the water need to be like before we add the pasta? .....

8. How do you stir the sauce and why do you do it this way?  
.....  
.....

9. What piece of equipment do you use to drain the pasta? .....

10. What is the Italian term for “to the tooth”, which means your pasta is cooked just right?  
.....



Technical questions about today’s cooking

11. What is the French term for the melted fat and flour mixture you started your sauce with?  
.....

12. The sauce thickens when molecules of what swell and burst, causing gelatinisation?  
.....

13. What do we call the browning of foods due to heating?  
.....

14. What is the specific term for the browning of protein (as in the cheese)?  
.....

15. What properties of food change as we cook them?  
.....



This form will be used to assess you in all aspects of the practical assessment. There will be a total of 18 marks available and you will be given either; Satisfactory, Good or Outstanding. Once completed, you will receive a final grade reflecting your results.

Marking Criteria	Satisfactory 1 Mark	Good 2 Marks	Outstanding 3 Marks
<b>Attractive design/finish</b> (Maximum of 3 marks)			
<b>Quality control measures</b> – <i>Did it turn out how it was supposed to? Were the ingredients measured accurately? Oven correct temperature? Correct timings?</i> (Maximum of 3 marks)			
<b>Working methods</b> – <i>Did you select the correct equipment? Did you use the equipment correctly? Did you use the techniques skilfully?</i>			
<b>Knowledge of ingredients used</b> – <i>What are the functions of the ingredients used? Knowledge of how to get the best out of the ingredients used.</i> (Maximum of 3 marks)			
<b>Standard of safety/hygiene</b> – <i>Did you follow all the personal hygiene rules? Did you clean as you go? Prevent cross-contamination?</i> (Maximum of 3 marks)			
<b>Ability to work independently/meet time deadlines</b> – <i>Did you finish in time? Did you need any assistance to complete the task?</i> (Maximum of 3 marks)			
<b>Total mark out of 18</b>			

What went well:

What could you have done better?

ASSESSED BY: .....

FINAL GRADE:

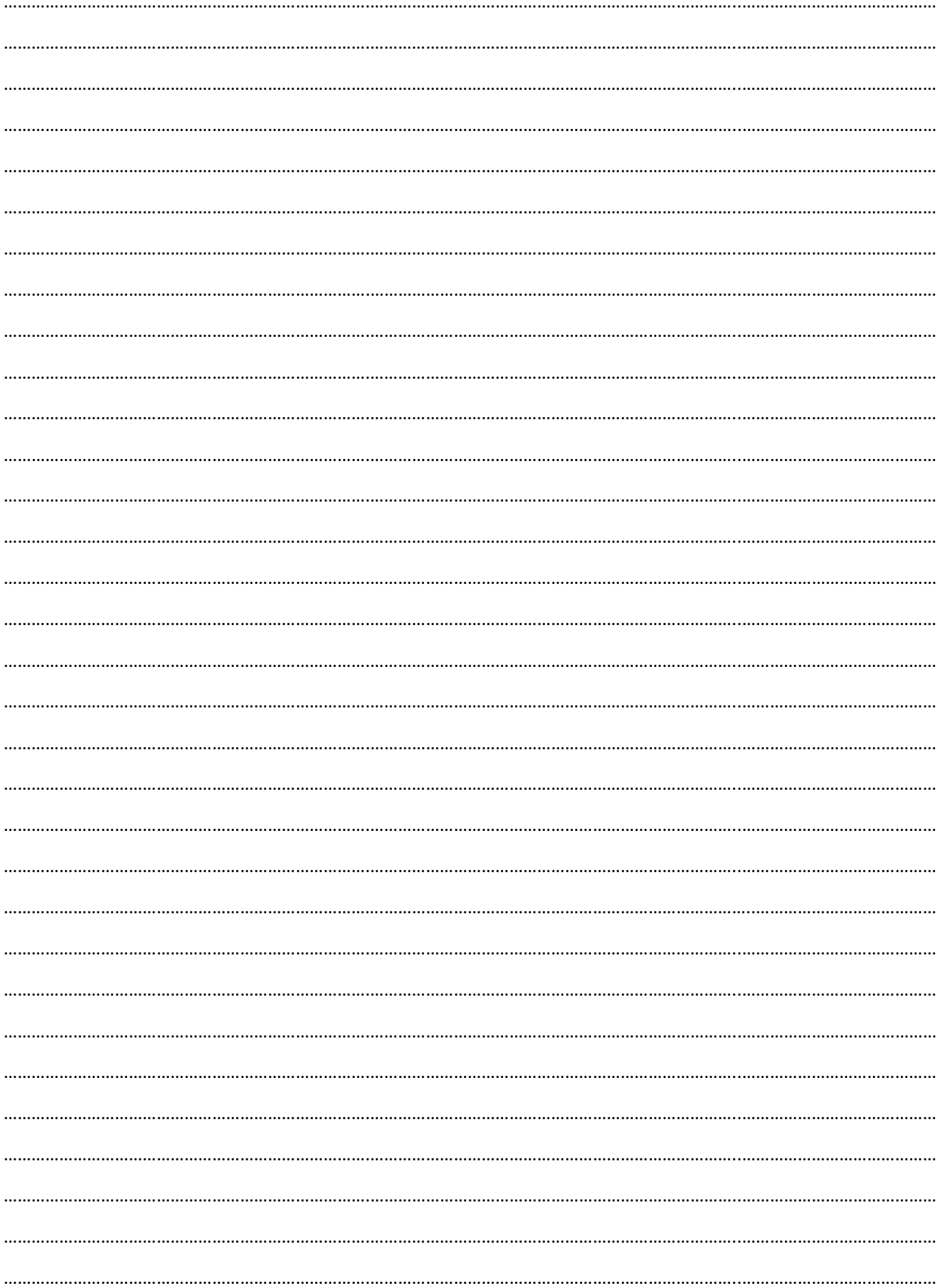
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# NOTES

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A series of horizontal dotted lines for writing.



# Year 7 Food and Nutrition

## Rotation 2



# Baking



1. What is a contaminant? .....
2. Name 2 pathogenic bacteria  
..... & .....
3. What 4 conditions do bacteria need to grow?  
.....
4. What are high risk foods? .....
5. What is the danger zone?  
.....
6. What are the 4 Cs we should consider to keep food safe to eat?
  - a. C.....
  - b. C.....
  - c. C.....
  - d. C.....

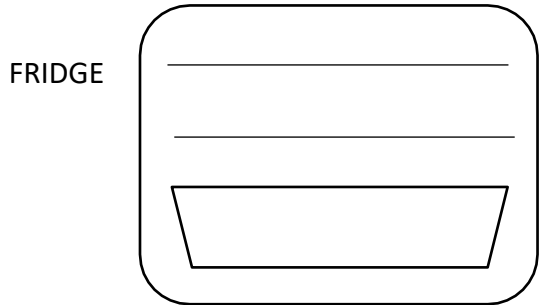
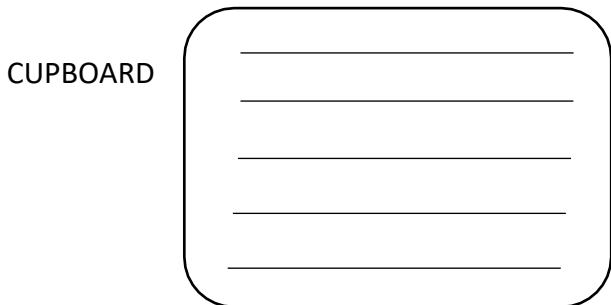
7. Match the name of the three types of bacteria to their description.

Food spoilage bacteria	The bacteria which cause food poisoning
Advantageous bacteria	Not particularly harmful, these make food go off
Pathogenic bacteria	Bacteria we use to make food

8. What are the symptoms of food poisoning?  
.....
9. At what temperature should we set the fridge and freezer?  
FRIDGE: ..... FREEZER: .....

10. Why is it important to store food in the correct place in the kitchen?  
.....

11. Write the names or letters of the foods into the correct places in the diagrams below:





1. In pairs discuss what the phrase “You are what you eat” means.

Write a sentence which explains it as well as you can.

.....  
.....  
.....  
.....



2. Why do we need to eat fibre?

.....  
.....  
.....  
.....





3. What foods contain high amounts of fibre?

.....  
.....  
.....

Complete the diet diary below and identify how you could have increased your fibre intake.

	What I ate...	What changes could I make to increase my fibre intake?
Breakfast		
Lunch		
Evening Meal		
Snacks		

**TASK** Identify ways to increase the fibre content of the four recipes below.

DISH	INGREDIENTS	TO INCREASE THE FIBRE CONTENT:
<b>1. Cottage Pie</b> 	1 Onion 1 Carrot 3 Medium Potatoes (700g) 250g Lean Beef Mince 1 tbsp Plain Flour 1 tbsp Tomato Puree 1 tbsp Worcestershire Sauce 300ml Boiling Water 1 Stock Cube 150ml Semi Skimmed Milk	
<b>2. Lamb Korma</b> 	1 x clove garlic 1 x black peppercorn 1 x cardamom pod 2 tsp oil 200g lamb leg steaks ½ green chilli ½ tsp turmeric ½ tsp ground cumin ½ tsp chilli powder 4 tbsp plain yoghurt pinch black pepper 1 tbsp coriander	
<b>3. Spaghetti Bolognese</b> 	1 x Onion 1 x Clove Garlic 1 x Carrot 1 x 15ml spoon Oil 250g Lean Minced Beef 1 x Can Chopped Tomatoes (400g) 1 tbsp Tomato Puree 100ml Water 1 tsp Mixed Herbs Pinch Black Pepper 150g Spaghetti	
<b>4. Scone Based Pizza</b> 	150g Self Raising Flour 25g Margarine 50ml Semi Skimmed Milk 1 Egg 3 tbsp of Passata Sauce 2 Mushrooms 1 Tomato ½ Green Pepper 25g Sweetcorn 50g Cheese ie: Mozzarella 1 tbsp of Dried Herbs	

<b>TASK</b>	Use the Nutrition Program to discover the nutritional value of two different versions of a recipe.	<b>OBJECTIVE</b>	To see how modifying a recipe can change its nutritional value.
-------------	--	------------------	---

Collect a laptop and log on, then go to the website <https://www.nutritionprogram.co.uk>  
 Use the "Calculate a recipe" to work out the nutritional content of each of the two recipes below – in your pairs 1 should do the original recipe and 1 the modified recipe.  
 Complete the table below to analyse your results and then write some conclusions about the effect of modifying the recipe.

<b>Spaghetti Bolognese (serves 4)</b>	<b>Modified Spaghetti Bolognese (serves 4)</b>
170g onion 5g garlic 100g carrot 15ml olive oil 250g beef mince 400g tomatoes canned 15ml tomato puree 100ml water 5g mixed herbs 150g spaghetti, white	170g onion 5g garlic 100g carrot 100g celery 75g pepper red capsicum 15ml olive oil 250g Lentils, red, split, dried, raw 400g tomatoes canned 15ml tomato puree 100ml water 5g mixed herbs 150g spaghetti, wholewheat

Original Recipe	Energy kcal	Fat (g)	Carbs (g)	Sugar (g)	Protein (g)	Fibre (g)	Vit B1 (mg)	Vit C (mg)	Calcium (mg)	Iron (mg)
Amount (g)										
% Recommended Dietary Intake										
Modified Recipe	Energy kcal	Fat (g)	Carbs (g)	Sugar (g)	Protein (g)	Fibre (g)	Vit B1 (mg)	Vit C (mg)	Calcium (mg)	Iron (mg)
Amount (g)										
% Recommended Dietary Intake										

Conclusions (explain whether you think the new recipe is healthier than the original one, use figures from the table to support your answer).

.....

.....

.....

.....

.....

.....

.....

Name these breads:



..... , .....

**Pastry Recap:**

1. What consistency did we get the flour and fat to?

.....

2. What purpose does the fat have in relation to the flour?

.....

.....

3. What product did you make with your pastry?

.....

4. What was the term for the setting of the egg?

.....

**Bread Recap:**

1. What type of raising agent is yeast?

.....

2. What type of flour did we use?

.....

3. Why did we sieve the flour first?

.....

.....

.....

4. What was the objective behind kneading your dough?

.....

.....

.....

5. Why do we prove bread?

.....

.....

.....

.....



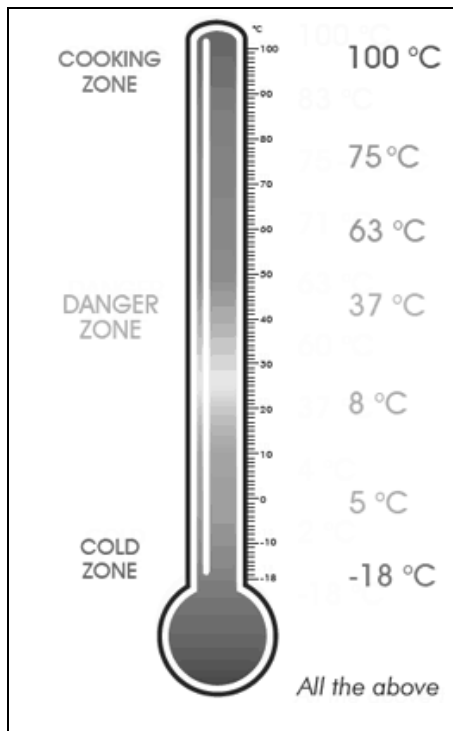
Bread and pastry are goods made from flour, which is mixed with liquid and then mixed, kneaded, rolled or shaped and then baked. The other ingredients and the way the dough is handled make the end products very different.

Decide whether the statements below are true or false for bread and shortcrust pastry and then put a tick or a cross in each box.

Statement	Bread	Shortcrust pastry
The main ingredient is flour		
We use strong (high protein) flour to make it		
We use soft (low protein) flour to make it		
We use yeast as a raising agent		
We coat the flour in fat to stop water mixing with the protein to make gluten		
We mix with water and knead to develop gluten		
We combine with our fingertips and try to keep everything cold		
We rest in a cool place		
We leave to prove in a warm place		
We knock back to redistribute the air		



1. Bacteria can be found on food. Some bacteria can give us food poisoning, so we need to kill them or at least prevent them from multiplying. We can kill them by cooking our food to a high enough temperature and slow down their reproduction by storing food at low temperatures. Draw lines to match the temperatures on the left with the descriptions on the right.



Fridge temperature
Body temperature
Cooking / Reheating
Boiling water Bacteria will be destroyed
Freezer temperature Bacteria won't reproduce but may not die
Minimum hot holding

2. What are the temperatures of the danger zone? .....°C to ..... °C
3. To prevent cross-contamination we use different coloured chopping boards for different products. Match the colour on the left with the description of the product we use it for on the right.

Chopping board colour						
Food which should be prepared on this board:						



### INGREDIENTS

- 250g Strong Flour
- 1 tsp Fast Acting Yeast
- ¼ tsp Salt
- ¼ tsp Sugar
- 150ml Warm Water
- ½ tbsp Oil

### EQUIPMENT

- Large mixing bowl
- Sieve
- Measuring jug
- Tablespoon
- ½ teaspoon
- Spatula
- Pastry brush
- Flour dredger
- Baking tray with parchment paper



You will use  $\frac{2}{3}$  the recipe to make bread rolls this lesson and  $\frac{1}{3}$  to make a pizza in your next cooking lesson.

### METHOD

1. Preheat your oven to 80°C.
2. Empty your flour into the bowl and add 1 teaspoon of dried yeast and ¼ teaspoon **each** of sugar and salt.
3. Collect 150ml warm water mixture and add 1 and a half teaspoons of oil.
4. Add the liquids to your flour and stir gently until it's all mixed in.
5. Now to knead! Keep going until the dough is soft and elastic
6. Divide your ball of dough into three equal bits. Put one portion into a plastic bag and write your name on a label.
7. Cover the remaining 2 portions in your bowl with cling film and leave in a warm place to prove.
8. When the dough has doubled in size, turn it out onto a floured surface and knock it back.
9. Use a spatula to divide the dough into three even balls and shape your rolls. Make at least one of them a traditional shape.
10. If time you can cover them and allow the dough to prove a second time.
11. Put the rolls onto a baking tray glaze with some milk and bake until golden brown. (This should take about 15 minutes, but do check them!)

### Health and safety points

- Wash your hands after kneading the dough, taking care to get all the pastry from under your fingernails.
- Use an oven glove when transferring food in and out of the oven.

### SKILLS USED

- Weighing and measuring
- Form a dough.

### FOOD QUALITY POINTS





- Proving until the dough has doubled in size – this will make a light structure in the bread when it bakes.

### FOOD SCIENCE

- The dried yeast is activated when water is added and the organisms (living things) start to ferment and respire, producing carbon dioxide and alcohol.

Sketch the shapes you have chosen for your bread rolls here:

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. How hot does the oven need to be?

.....

2. How much water do you need?

.....

3. How hot should the water be?

.....

4. Why? .....

.....

5. What should the dough be like when you finish kneading?

.....

6. Where are you putting 1/3 of your dough? .....



Technical questions about today's cooking

7. What does the word 'aerated' mean when baking?

.....

8. What is the name of the biological raising agent in bread? .....

9. What is yeast? .....

10. How does yeast make bread rise? .....

.....

11. When you take yeast out of a packet it is dormant; what 4 things does it need to become active?

.....

12. Where do we put the bread dough before you can shape it? Why do you do this?

.....

13. What is knocking back and why do we do it?

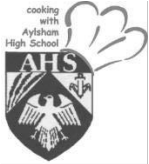
.....

14. How does gluten help our bread?

.....

.....

15. What is the scientific term for the browning of our starchy rolls? .....



**INGREDIENTS**

- 100g dough
- Grated cheese
- Pepperoni slices / mushroom
- Red pepper
- Passata sauce
- You may also bring toppings from home.

**EQUIPMENT**

- Flour dredger
- Rolling pin
- Baking tray with parchment paper
- Pizza box or bag
- Dessert spoon
- Trivet



**METHOD**

1. Flour your table frugally before placing your dough onto it and knock back to redistribute the air.
2. Shape your dough into a ball shape as you knock it back.
3. Dust your dough with flour and roll your pizza base from the centre to the edge into a circular shape with a rolling pin or press it out with your knuckles. You can get gravity to help you a bit.
4. Put your pizza base onto baking parchment on your baking tray.
5. Cover the base of your pizza with passata sauce.
6. Add your toppings and cover with grated cheese.
7. Bake your pizza at 200°C for about 10 minutes or until cooked.
8. Remove from oven with oven gloves and place onto a trivet to cool.

**Health and safety points**

- Wash your hands carefully afterwards, taking care to get all the dough from under your fingernails
- Use the correct safety hold when cutting the pepper and any other toppings.
- Use oven gloves when transferring food to and from the oven.

**SKILLS USED**

- Shape a dough
- Spread ingredients
- Assemble a food product
- Roll out dough
- Use the oven safely





**FOOD QUALITY POINTS**

- Leave a clear edge round base so your pizza doesn't burn at the edge.
- Add a garnish for decoration.
- Try different vegetable and herb combinations ie: mushrooms, sweetcorn.
- Try ham, chicken or chorizo
- Serve with a leafy green side salad.
- Cook until the cheese has bubbled and is a light golden brown.

**FOOD SCIENCE**

- As the pizza cooks the protein in the cheese goes through the Maillard reaction and the flavour, texture, colour and aroma all change.
- As the dough base cooks the starch in the dough dextrinises and turns brown.

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. What temperature do you set the oven?  
.....
2. What do you put onto the table before you turn out the dough?  
.....
3. What do you do to the dough before you roll it?  
.....



What type of paper do you put on your baking tray.  
.....

4. What is the name of the tomato based sauce? .....
5. List 3 safety points from today's lessons
  - a. ....
  - b. ....
  - c. ....

Technical questions about today's cooking

1. What type of flour did you use for your pizza base? .....
2. What is the function of gluten in the pizza dough?  
.....
3. What happened to the live yeast when we froze the dough used today?  
.....
4. How could you make a healthier pizza?  
.....  
.....  
.....  
.....



Sample No.	Name of product	Type of pastry	Sensory description of pastry
1			
2			
3			
4			
5			

Use the words from the whiteboard to complete the following paragraph and table about pastry and name as many pastry products as you can for each type of pastry.

The main ingredients in pastry are flour, f\_\_\_\_\_, water and a little s\_\_\_\_\_. Rich pastries may contain s\_\_\_\_\_, eggs, c\_\_\_\_\_ or other f\_\_\_\_\_. There are several \_\_\_\_\_ of pastry, each with its own characteristic, a\_\_\_\_\_, texture and f\_\_\_\_\_.

Pastry type	Description of pastry	Examples of food product
Shortcrust	S_____, crisp and light: never hard or t_____.	
Rough Puff (Flaky)	These contain a higher p_____ of fat. The dough rises in l_____. Fat is a _____ differently in each.	
Puff	This contains an even h_____ proportion of fat: e_____ to the weight of flour. It is the r_____ pastry of all.	
Choux	This is a traditional f_____ pastry. When baked, it should be a light, crisp h_____ puff.	
Hot water crust / suet	These are varieties used for meat pies and p_____.	
Pate Sucrie	A s_____ version of shortcrust.	



# RECIPE 7 SHORTCRUST PASTRY

<p><b>INGREDIENTS</b></p> <ul style="list-style-type: none"> <li>• 150g plain flour</li> <li>• 40g butter/margarine</li> <li>• 35g white fat</li> <li>• ½ tsp salt</li> <li>• 1-2 tbsp water</li> </ul>	<p><b>EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• large mixing bowl</li> <li>• small jug</li> <li>• tablespoon</li> <li>• plastic bag</li> <li>• label</li> </ul>	
---	--	--

<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Rub together the flour, butter/margarine, white fat and salt into a breadcrumb texture.</li> <li>2. Add a little water at a time and mix together until a dough is formed.</li> <li>3. Put into a plastic bag and allow to rest in the fridge before use.</li> </ol>	<p><b>Health and safety points</b></p> <ul style="list-style-type: none"> <li>• Wash hands carefully afterwards, taking care to get all the pastry from under your fingernails.</li> </ul>
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<p><b>SKILLS USED</b></p> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Rubbing in method</li> </ul>	<p><b>FOOD QUALITY POINTS</b></p> <ul style="list-style-type: none"> <li>• Pastry doesn't break when pushed</li> <li>• Pastry is not sticky</li> <li>• Pastry stays the same shape</li> </ul>
	<p><b>FOOD SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Adding fats to baked goods gives them a crumbly "short" texture; this is called shortening. The fats waterproof the flour – this prevents gluten development and creates a short texture.</li> <li>• We keep our hands and equipment cool and try to stop the fats melting.</li> <li>• The pastry is rested in the fridge so that the gluten relaxes and which reduces how much the pastry will shrink when it is cooked.</li> </ul>

PASTRY	FAT:FLOUR RATIO	WATER	SPECIAL POINTS
Shortcrust	100g:200g	8 tsp	All yellow fat/all white fat/ combination e.g.: ½ butter, ½ lard
Rough Puff	300g:400g	7tbsp	+ 2 Teaspoons of Lemon Juice
Suet Crust	100g:200g	7-8 tbsp	Grated Suet or Vegetarian Suet
Choux	200g:300g	8-9 tbsp	Boiled fat and water, beaten egg
Hot Water	300g:800g	5 tbsp	Boiled fat and water



**INGREDIENTS**

- 150g pastry (made last lesson)
- ½ Small Onion
- 60g Grated Cheese
- 1 Egg
- 100mls Milk
- Salt & Pepper
- Ground Nutmeg

**EQUIPMENT**

- Rolling pin
- Foil Pastry case
- Baking tray
- Pastry brush
- Fork
- Small jug
- Flour dredger
- Kitchen scissors / knife



**METHOD**

1. Pre-heat oven to 200°C.
2. Roll out your pastry so that it's slightly larger than the foil dish and sides.
3. Line the dish with your pastry, trim edges and prick the base with a fork.
4. Line the pastry case with foil, pressing down lightly onto the pastry case base and up the sides.
5. Put the foil case onto a tray and using oven gloves put it in the oven for 10 minutes.
6. Beat one egg gently with a fork in a jug
7. When the pastry case is ready remove it from oven remove the foil (when cool enough). Use a pastry brush to glaze the inside of the pastry case with a little egg.
8. Return the pastry case to the oven for another 5 minutes until it's lightly brown and fully cooked (you should not be able to see any greasy / wet bits).
9. Now add the milk and ground nutmeg to the egg and mix.
10. Once the pastry case is cooked remove from oven and place on a trivet on your table .
11. Turn oven down to 180°C.
12. Place the onions and cheese into the pastry case then cover with egg mixture place back into the oven and cook for 25 minutes or until set, golden brown and cooked through.
13. Remove from oven, place on a trivet then onto a wire rack to aid cooling.

**Health and safety points**

- Wash hands after disposing of egg shell into bin or rubbish bowl)
- Make sure all rubbish goes into the scraps bowl and not on the floor.
- Use oven gloves when transferring food to and from the oven.

**SKILLS USED**

- Combine ingredients
- Spread ingredients
- Roll out dough
- Measure thickness of a dough
- Beat ingredients
- Use the oven safely





**FOOD QUALITY POINTS**

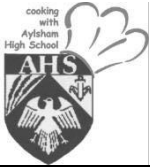
- Look for the quality indicators to check if the custard has set.
- Line the dish and trim the pastry carefully as the pastry may shrink as it cooks.
- Prick the base with a fork to prevent air under the pastry pushing it up.
- Line the dish with foil to stop the sides falling in.
- You could use different vegetables ie spring onion, peppers or tomatoes.
- Add other types of herbs.
- Serve hot or cold with a fresh salad

**FOOD SCIENCE**

- As the eggs are beaten they denature (the protein molecules in them unravel).
- As the custard cooks the protein coagulates the mixture sets.
- The custard browns due to the Maillard reaction, the non-enzymic browning of protein and sugar; the flavour, texture, colour and aroma all change.

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. What is the ratio of fat to flour in shortcrust pastry (make sure you include ALL the fat)?

.....

2. What type of flour did you use for your pastry case?

.....

3. What do you use to stop the table from burning or getting too hot?

.....

4. How many separate times do you bake the quiche?

.....



Technical questions about today's cooking

5. Why do we bake a pastry case blind? .....

6. Why do we use foil to line the pastry? ..... 7.

What do we call the egg and milk mixture? .....


8. What are the two processes which happen to the protein in the egg which makes the quiche set (the first happens when you beat the egg and the second when it bakes)?  
.....

9. What types of non-enzymic browning happens to:  
a) the pastry .....  
b) the custard .....





10. What would be your top two tips for making shortcrust pastry?  
.....  
.....

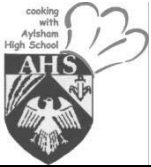
11. Suggest 4 different ingredients you could add to the basic quiche filling recipe:  
a) .....  
b) .....  
c) .....  
d) .....



<p><b>INGREDIENTS</b></p> <ul style="list-style-type: none"> <li>• 1 egg yolk</li> <li>• ½ a whole egg</li> <li>• A heaped tablespoon of Parmesan cheese</li> <li>• 75g diced pancetta</li> <li>• 75g spaghetti</li> <li>• 1 clove of garlic</li> <li>• Olive oil</li> <li>• A sprig of parsley</li> <li>• Salt and pepper</li> </ul>	<p><b>EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• Small bowl</li> <li>• Garlic press</li> <li>• Small knife</li> <li>• Frying pan</li> <li>• Tablespoon</li> <li>• White spoon</li> <li>• Colander</li> <li>• Green chopping board</li> <li>• Large pan</li> <li>• Small foil tray and lid</li> <li>• Fork</li> <li>• Small jug</li> <li>• Scraps bowl</li> </ul>	
<p><b>METHOD</b></p> <ol style="list-style-type: none"> <li>1. Put the egg yolks into a bowl and grate the parmesan into the same bowl reserving a little for garnish at the end, season with salt pepper and set aside.</li> <li>2. Dice the pancetta if necessary, crush the garlic and finely chop the parsley.</li> <li>3. Cook the spaghetti in a large pan of boiling water until al dente.</li> <li>4. Meanwhile heat 1 tbsp oil in a frying pan. Once the oil is hot, but not smoking add the pancetta and cook for 4-5 mins until it starts to go brown and crispy, add the garlic half way through.</li> <li>5. Reserving some of the cooking water drain the spaghetti and add to the frying pan with a splash of cooking water stir well.</li> <li>6. Season well then remove the pan from the heat and stir in the egg mixture. The residual heat will cook the egg gently rather than scrambling it. Stir well adding more cooking water if necessary-it should be 'glossy'.</li> <li>7. Serve with the extra parmesan grated over the top a sprinkling of freshly ground pepper and some finely chopped parsley.</li> </ol>		<p><b>HEALTH AND SAFETY</b></p> <ul style="list-style-type: none"> <li>• Wash hands carefully after handling the eggs.</li> <li>• Carefully control the heat in your frying pan to prevent the oil spitting.</li> <li>• Take care not to scald yourself with hot water:</li> <li>• Control the temperature of the water as it boils in the pan, so that it doesn't spit or boil over.</li> <li>• When using the colander put it into an empty sink and use both hands to carry the pan.</li> </ul>
<p><b>SKILLS USED</b></p> <ul style="list-style-type: none"> <li>• Crack and separate an egg</li> <li>• Boil</li> <li>• Test for readiness</li> <li>• Use a colander</li> <li>• Season to taste</li> </ul>	<p><b>FOOD QUALITY POINTS</b></p> <ul style="list-style-type: none"> <li>• Cook pasta until it is al dente (just firm to the bite).</li> <li>• Taking the frying pan off the heat before adding the egg allows the egg to cook slowly and not scramble</li> </ul> <p><b>FOOD SCIENCE</b></p> <ul style="list-style-type: none"> <li>• As the egg coagulates it sticks to the pasta.</li> <li>• When the bacon cooks the protein in it goes through the Maillard reaction, turning brown and changing in texture, flavour and aroma</li> <li>• The water needs to be boiling when you add the spaghetti or the pasta will turn to mush.</li> </ul>	

## ANALYSIS AND EVALUATION

SKILLS LEARNED	Update your practical skills record on pages 4 and 5.	
SENSORY EVALUATION	Describe the taste, aroma, texture and appearance of the dish. Try to use some of the key words on page 8 may help or think of some even more accurate adjectives.	
 Taste		
 Aroma / Smell		
 Texture / Mouthfeel		
 Appearance		
Description of the dish		Space for a photo of your dish.
What I liked about the dish		
Suggested improvements		
What did you do well today?		
What could you do to make the dish more nutritious?		



How well have you read the recipe?

1. What should the water be like before you add the spaghetti?

.....

2. List 3 safety points for today's recipe.

.....

.....

.....

3. List 3 control points for today's recipe.

.....

.....



Technical questions about today's cooking

4. What is the Italian term we use to describe perfectly cooked pasta?

.....

5. What reaction happens when we cook bacon and which sensory properties change?

.....

.....

6. What is the collective noun we use for the salt and pepper? What job do they do in the recipe?

.....

7. What do we mean when we talk about the provenance of a dish?

.....

8. What does the term carbon footprint mean?

.....

9. What does the term food miles mean?

.....

10. List the Italian dishes we have made this year:

a. ....

b. ....

c. ....



KS3 – Year 7  
FOOD & NUTRITION

# NEA TASK 3 PRACTICAL ASSESSMENT APPLE CRUMBLE

This form will be used to assess you in all aspects of the practical assessment. There will be a total of 18 marks available and you will be given either; Satisfactory, Good or Outstanding. Once completed, you will receive a final grade reflecting your results.

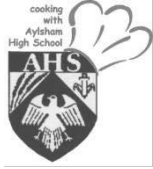
Marking Criteria	Satisfactory 1 Mark	Good 2 Marks	Outstanding 3 Marks
<b>Attractive design/finish</b> (Maximum of 3 marks)			
<b>Quality control measures</b> – <i>Did it turn out how it was supposed to? Were the ingredients measured accurately? Oven correct temperature? Correct timings?</i> (Maximum of 3 marks)			
<b>Working methods</b> – <i>Did you select the correct equipment? Did you use the equipment correctly? Did you use the techniques skillfully?</i>			
<b>Knowledge of ingredients used</b> – <i>What are the functions of the ingredients used? Knowledge of how to get the best out of the ingredients used.</i> (Maximum of 3 marks)			
<b>Standard of safety/hygiene</b> – <i>Did you follow all the personal hygiene rules? Did you clean as you go? Prevent cross-contamination?</i> (Maximum of 3 marks)			
<b>Ability to work independently/meet time deadlines</b> – <i>Did you finish in time? Did you need any assistance to complete the task?</i> (Maximum of 3 marks)			
<b>Total mark out of 18</b>			

What went well:

What could you have done better?

ASSESSED BY: .....

FINAL GRADE:



### Calculating percentage Daily Reference Intake



In this example the food label shows that each portion will provide you with \_\_\_\_\_g of salt, which is \_\_\_\_\_% of an adult’s daily reference intake for salt. The red colour shows you that the item is \_\_\_\_\_ in salt.

The item also contains \_\_\_\_\_g of fat,

which is \_\_\_\_\_% of an adult’s reference intake for fat. The amber colour tells you that the item contains a \_\_\_\_\_ amount of fat.

Green means a food is low in a particular nutrient. This item is low in \_\_\_\_\_ and \_\_\_\_\_.

1. What information needs to be on a label?

.....

.....

.....

.....

.....

### Food Allergies

2. List some allergens:

.....

.....

.....

3. What are some of the symptoms of a food allergy?

.....

.....

.....

4. What is the difference between a food allergy and an intolerance?

.....

.....



	True / False statement	T/F	Notes
1	If food looks ok and smells ok it's safe to eat.		
2	Eating food after the 'best before' date won't do you any harm.		
3	'Use by' dates are there to make you buy more.		
4	If food drops onto the floor, its ok to eat as long as you pick it up within 5 seconds (the 'five second' rule). Stick to the 'five second rule' and you'll be OK.		
5	Plastic chopping boards are more hygienic than wooden ones.		
6	If you've got a 'dodgy' stomach it's usually from the last thing you ate.		
7	Most food poisoning is from 'dodgy' restaurants and takeaways.		
8	Food poisoning isn't serious, it just means an upset stomach.		
9	Steak's ok rare – as long as the outside is brown.		
10	It's best to serve burgers pink in the middle.		
11	Cooked rice can't be kept as long as other leftovers.		
12	You don't need to wash chicken before you cook it.		

Bad personal hygiene habits (from the video)

.....

.....

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KS3 – Year 7  
FOOD & NUTRITION

CORE KNOWLEDGE  
TESTS

TEST 1	DATE:	
1		
2		
3		
4		
5		<b>MARK / 5</b>

TEST 2	DATE:	
1		
2		
3		
4		
5		<b>MARK / 5</b>

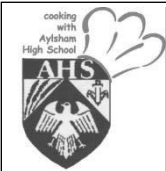


KS3 – Year 7  
FOOD & NUTRITION

CORE KNOWLEDGE  
TESTS

TEST 3	DATE:	
1		
2		
3		
4		
5		<b>MARK / 5</b>

TEST 4	DATE:	
1		
2		
3		
4		
5		<b>MARK / 5</b>



KS3 – Year 7  
FOOD & NUTRITION

RECORD OF  
ASSESSMENTS

		Score	Comments
Rotation 1	Practical assessment – WELSH RAREBIT	18	
	Test	41	
Rotation 2	Practical assessment – APPLE CRUMBLE	18	
	Test	38	
OVERALL ASSESSMENT		115	%

Report Details

Working effectively?
Barriers to learning:
Next steps:
To improve I think I need to:
Teachers assessment:

# Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Energy 1046kcal 2500kcal	Fat 3.0g LOW	Saturated 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%

Each serving (150g) contains  
of an adult's reference intake  
Typical values (as sold) per 100g: 697kcal/167kcal  
Choose foods lower  
in fat, salt and sugars



Eat less often and  
in small amounts

Eat at least 5 portions of a variety of fruit and vegetables every day



Eat more beans and pulses, fish, eggs, meat and other proteins  
sourced fish per week, one of which is oily. Eat less  
red and processed meat



Choose wholegrain or higher fibre versions with less added fat, salt and sugar  
Potatoes, bread, rice, pasta and other starchy carbohydrates



Dairy and alternatives  
Choose lower fat and  
lower sugar options



Choose unsaturated oils  
and use in small amounts



6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.  
Limit fruit juice and/or smoothies to a total of 150ml a day.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS