

Food Preparation & Nutrition

Aylsham High School

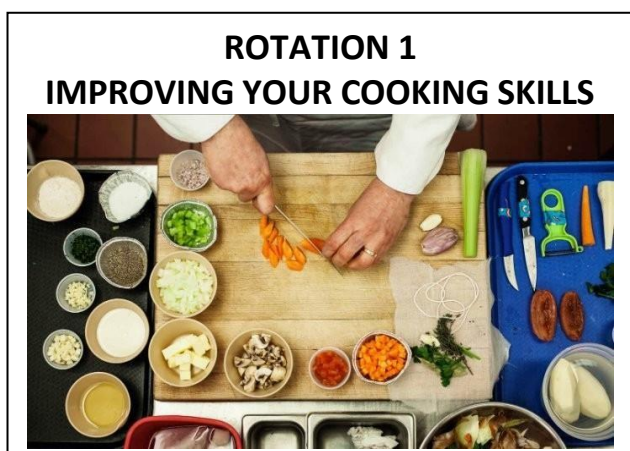
KS3 - Year 8

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.

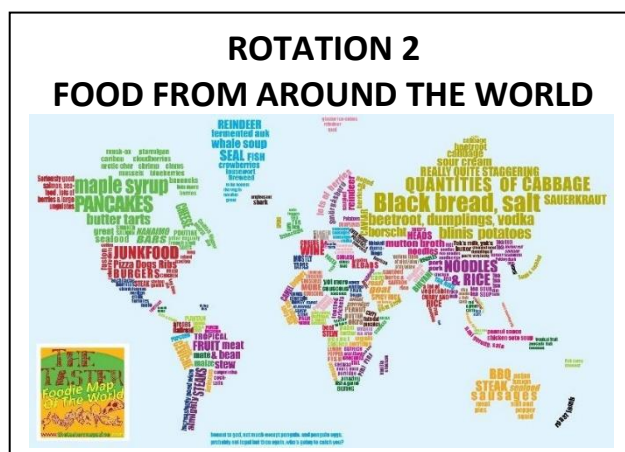


- If you lose this booklet you will need to complete all exercises again, so we can see and record your progress in this subject.
- Contributions to cover the cost of ingredients should be paid via Parent Pay at the beginning of both rotations.
- Following making each recipe you will be expected to complete 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.

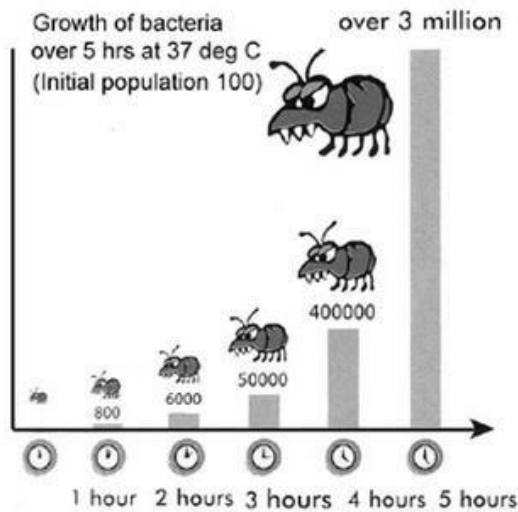
- As in year 7 you will rotate between food, drama and design technology. You will be given a sticker with classes, teachers, subjects and dates to put into your learning journal and your teachers will let you know before the rotation changes.
- Make sure you understand and record homework tasks in your journal and check for any additional information 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 microorganisms 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 8 and 63°C.

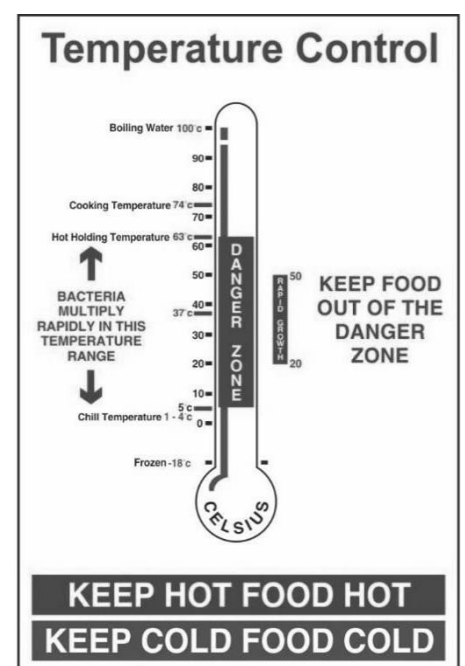
In our lessons we do everything we reasonably can to make sure your food is safe to eat and once you have left the food rooms we will store your food safely – cooling and refrigerating it where appropriate.

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 reheat 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 center 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 8
FOOD & NUTRITION

SKILLS, TECHNIQUES & EQUIPMENT LOG

TASK	Shade the appropriate number of boxes in the practical skills table below. Your teacher will sign the passport section.	OBJECTIVE	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm still practising to get better at this skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm confident enough with this skill to help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add egg to a batter without curdling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dough - measure thickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Panne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust seasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dough - roll out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pannéing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beat Ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dough - shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rubbing in method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Set a mixture by coagulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bridge hold - use correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Folding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Simmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chopping board - select the correct colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hob - safe control of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sweat vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claw grip - use correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knife skills – cut even shapes and sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test for readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combine Ingredients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mash vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thicken a sauce by reduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creaming Method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Melting method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thicken a sauce using starch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Divide mixtures evenly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oven - safe control of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weigh and measure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dough - form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oven - set temperature and timer	<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

TASK

Write the date in the boxes against each piece of equipment when you feel competent in using it.

Equipment	I can use independently	Equipment	I can use independently
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.	Define the term nutrient.	The chemicals found in food which give the body nourishment and are needed to maintain life.
2.	Define the term macronutrient.	A class of nutrients which the body requires in large amounts – measured in g (gram).
3.	What are the three groups of macronutrients?	Carbohydrates, proteins and fats.
4.	Define the term micronutrient.	A class of nutrients which the body requires in small amounts – measured in mg (milligram) or µg (microgram).
5.	What are the 2 groups of micronutrients?	Vitamins and minerals
6.	Other than nutrients, what else does the body need?	Water and fibre.
7.	What is the function of carbohydrates in our diet?	For energy.
8.	What health conditions can a diet high in sugar cause?	Obesity, type 2 diabetes, heart disease, some cancers and tooth decay.
9.	What are the effects of eating too much carbohydrate?	Converted into fat cells.
10.	What are the effects of eating too little carbohydrate?	Short term: feeling hungry, weak or tired. Longer term: weight loss
11.	Why is it important to cut vegetables the same size before you cook them?	So that they cook evenly.
12.	Why do we sweat off vegetables like onions at the beginning of cooking a soup (and many other dishes)?	To soften them.
13.	What do we want to avoid happening when we sweat off vegetables?	Them going brown and crispy.
14.	How do we make a food science investigation fair?	Only change 1 variable and keep ingredients, processes, weights and measures.
15.	What qualities of food change when it is cooked?	Flavour, colour, mouthfeel / texture and aroma / smell
16.	Whys do we use raising agents?	They produce a risen, light airy texture in food.
17.	What products are used as raising agents?	Bicarbonate of soda, baking powder, self-raising flour and yeast.
18.	What mechanical actions can we use to aerate a product?	Whisking, sifting, folding, creaming
19.	How is aeration achieved in a Yorkshire pudding or a choux bun?	Water turning to steam.
20.	How is aeration achieved in a Yorkshire pudding or a choux bun?	Water turning to steam.

21.	What are the three main functions (other than to provide energy) of proteins.	Growth, repair and maintenance of cells.
22.	What are the main animal sources of protein in our diet?	Meat, dairy, fish, eggs.
23.	What are the main plant sources of protein in our diet?	Cereals, nuts, pulses and seeds.
24.	What are the consequences of not eating enough protein (malnutrition)?	Wasting of muscle tissue, oedema (fluid retention), anaemia, slow growth, kwashiorkor
25.	Other than providing energy what functions do fats perform in the body?	1. Insulates the body. 2. Protects the vital organs 3. Carries fat-soluble vitamins (A, D, E & K) into the body.
26.	What are the risks of a diet that is too high in fat?	The body will gain weight, leading to an increased risk of heart disease.
27.	Which vitamins are fat soluble?	Vitamins A, D, E and K.
28.	Which food supply us with fat-soluble vitamins?	Fatty foods and animal products (dairy, eggs, liver, oily fish, vegetable oils)
29.	Which vitamins are water soluble?	B vitamins and vitamin C.
30.	What are the Government's 8 guidelines for healthy eating?	1. Base meals on starchy foods 2. Eat lots of fruit and veg 3. Eat more fish 4. Cut down on saturated fats 5. Eat less salt 6. Drink plenty of water 7. Don't skip breakfast 8. Get active and maintain a healthy weight.
31.	What are the symptoms of food poisoning?	Tummy pain, diarrhoea, nausea, vomiting, fever or chills.
32.	What is the danger zone?	Temperatures in between 5°C and 63°C, at which bacteria will grow rapidly.
33.	What internal temperature do you need to achieve to cook chicken safely?	75°C
34.	Name 2 bacteria which can cause food poisoning	Bacillus cereus, Salmonella, E coli, Listeria, Staphylococcus
35.	What do we call the non-enzymic browning of sugar?	Caramelisation
36.	What do we call the non-enzymic browning of starch?	Dextrinisation
37.	What do we call the non-enzymic browning of protein and natural sugars together?	The Maillard reaction
38.	What 5 features can you consider to improve the presentation of a dish?	1. Height 2. Colour 3. Texture 4. Garnish 5. Space
39.	What diagram can you use to represent a sensory analysis of a dish.	A star chart.
40.	What are the names of the 2 types of research you use.	Primary and secondary



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	Mainly	For example	Consequently
Before	Most importantly	For instance	Because of
At the start	Significantly	Such as	As
Until	Especially	As can be seen	The reason that
To begin with	Above all	This can be proven by	Therefore
Firstly	In Particular	In other words	So
Meanwhile	Unfortunately	To show	This causes
Throughout	Usually	That	This is shown by
	Definitely	This is shown by	When
	In fact	E.g.	Due to
	As long as	I.e.	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

<p>Linking ideas together in a paragraph Example: "I started by peeling and chopping my vegetables, then I washed them in a colander".</p> <p>in addition in spite of next it would furthermore besides previously moreover also because so that as well as and then this meant too</p>	<p>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.".</p> <p>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...</p>	
<p>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".</p> <p>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</p>	<p>CONNECTIVES IN FOOD AND NUTRITION</p>	<p>Introducing Evidence</p> <p>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 ...</p>
<p>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."</p> <p>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</p>	<p>Emphasising Ideas</p> <p>Example: "I think my dish is colourful and appealing. It clearly meets the design brief as most importantly it uses healthy ingredients".</p> <p>obviously undoubtedly surely therefore clearly least of all above all in particular significantly indeed especially notably most importantly</p>	



The recipes you cook this year will be increasingly complicated. Many of them will be a whole meal, and by the end of the year you will be making your own curry and naan bread from scratch and making and presenting your own signature dish. We want you to become more and more independent in the kitchen over the course of the year.

As part of your work with food you will be taught how to cook and apply the principles of nutrition and healthy eating. We hope to instil a love of cooking which will open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that will enable you to feed yourself and others affordably and well, now and in later life.

During the spring term of year 8 you start to think about your GCSE options. If you're a keen, hard-working cook who is interested in finding out more about cooking, nutrition, diet and good health, where food comes from and the science behind cooking, then we'd love to see you in KS4.

To grow as a cook and to develop the skills for life and, which would get you off to a great start if you decided to do the GCSE Food Preparation and Nutrition course here are a few tips:

TIP 1. Read the recipe 3 times to make sure you know what's expected of you.

TIP 2. Keep on top of the washing up – if you do it a little and often it won't build up. You can leave it to dry on the draining board and put it away when you do the next load.

TIP 3. Keep your workspace clean and tidy. This really helps to keep you organised, so you don't lose your cool when you're cooking more complicated dishes.

TIP 4. Follow the recipe – doing the mise en place before you start to do any actual cooking.

TIP 5. Work safely, efficiently and quickly - keep an eye on the time.



Technical Terms

The recipes this year are a little more technical than they were last year. There are some terms you will hear a lot, so we've explained what they mean below:

Mise en place (MEEZ ahn plahs) is a French term for getting your ingredients and equipment ready before you start **cook**. It is a technique which professional chefs use to assemble meals so quickly and effortlessly – think of those TV chefs with their little bowls of ingredients ready to start cooking. They probably have minions getting all of that ready for them, but you'll have to do it for yourself.



What mise en place means for you means is that you:

- Get yourself ready to cook – jewellery off, hair up, hands washed, apron on.
- Get your kitchen area ready – clean and clear surfaces, including the sink and draining board.
- Prepare all your ingredients – unwrap ingredients, crack eggs, wash fruit and vegetables, measure, weigh, cut, peel, slice, grate, etc.
- Pans are prepared.
- Mixing bowls, tools and equipment set out.
- All rubbish – tins, plastic bags, egg shells and vegetable peelings are put in the rubbish, recycling or compost bin.

Order of Work – this is the actual cooking part of the process. This should be planned so that is done in a really logical order.

Health and safety points are written out on each recipe – make sure you pay attention to these.

Food quality points, these give you an idea of what you need to do to make sure that you produce a quality dish. They tell you what the food should be like at different stages; things like knowing when something is ready to take out of the oven.



INGREDIENTS

- ½ onion
- 1 garlic clove
- 1 tbsp olive oil
- knob of butter
- 1 tbsp streaky bacon pieces
- 50g Arborio rice
- 250ml water with ½ vegetable stock cube
- 25g frozen peas
- small knob fresh parmesan
- seasoning (salt and pepper)
- ½ tsp dried mixed herbs

EQUIPMENT

- cook's knife
- brown chopping board
- white spoon
- medium sized saucepan
- tablespoon
- teaspoon
- measuring jug
- Small foil tray and lid



METHOD

Mise en place

1. Ensure you have all ingredients ready to prepare for your recipe.
2. Fill your jug with 250 ml of warm water, ½ a stock cube, ½ tsp herbs, stir to dissolve.
3. Finely dice ½ an onion and garlic on a brown chopping board.
4. Measure 50g rice into a small bowl.

Order of work

1. Carefully heat your hob (3/4 gas or 5 electric). Place the olive oil into the saucepan, add onion and garlic, sweat/sauté without browning – about 3mins.
3. Add bacon, sauté using a white plastic spoon for about 5mins, until bacon is crispy.
4. Add the Arborio rice to pan, stir to coat with oil and mix.
5. Very slowly add a little of the stock, simmering and constantly stirring, taking time to let the rice absorb all the water. Repeat this until the rice is plump and has trebled in size. The rice should be al dente - add more water if it is still too hard.
6. Stir in peas and knob of butter 5mins before end of cooking time. Check all is cooked.
7. Season and grate parmesan cheese on top.

Health and safety points

- Take care with boiling water/ steam from stock.
- Use the bridge hold and claw grip to prevent cutting fingers.
- Use knives safely, wash/dry with care (with blade away from you)
- Watch hob heat when cooking for spitting oil.

SKILLS USED

- knife skills – cutting evenly sized pieces
- grating
- sweating
- simmering
- control of the hob
- make a starch thickened sauce (risotto)
- test for readiness

FOOD QUALITY POINTS

- Add the stock gradually during cooking and stir regularly so that the rice is cooked to the required texture and achieving the expected creaminess of the final risotto
- Test the rice for readiness – it should be al dente – have a little bite in the centre.

FOOD SCIENCE

- Stirring the rice regularly during cooking releases starch which gelatinises and thickens the dish.
- When oil and vinegar are mixed together they form an unstable emulsion which will separate quickly. Mustard acts as an emulsifying agent which will hold the emulsion stable for longer.

How well have you read the recipe?

QUESTIONS



1. How long do you boil the stock for?

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

2. What do you need to cook first?

.....

3. What will happen if you cook the onion at too high a temperature or for too long and what effect will this have on the finished dish?

.....

4. Do you add all the stock at once?

.....

5. When do you add the peas?

.....

6. What type of cheese do you grate on top?

.....

Technical questions about today's cooking

1. What Italian term do we use to describe the perfect texture of rice?

.....

2. What nutrient is needed for gelatinisation to happen?

.....

3. What temperature does the sauce need to reach before it is fully gelatinised?

.....

5. Why is it important to stir the risotto continually?

.....

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste	Light, savoury flavour.		
2 – texture	Creamy al dente rice.		
3 – aroma	Salty, savoury aroma.		
4 – appearance	Pale rice, colourful peas and bacon.		
5 – presentation and food styling	Height used to improve presentation.		
6 – portion size	Just right for 1 person.		
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



INGREDIENTS

- 1 x medium floury potato
- ½ carrot - small dice
- ½ onion – small dice
- 1/8 of a savoy cabbage (per pair) (handful)
- 100g lean minced beef
- 1 tsp (5ml) plain flour
- 1 tsp (5ml) tomato puree
- 1 tsp (5ml) of Worcester sauce
- 200ml water (boiling) per pair
- ½ beef stock cube
- 2tblsp semi skimmed milk

EQUIPMENT

- brown chopping board
- vegetable peeler
- cook’s knife
- small bowl
- measuring jug
- medium saucepan (shared)
- frying pan
- white spoon
- teaspoon
- tablespoon
- masher
- baking tray
- colander
- Fork
- Long tin foil container and lid



METHOD - Mise en place

1. Pre heat the oven to 200°C or gas mark 6.
2. Prepare the vegetables: peel and dice (Brunoise) the onion, carrot, and potato – keep separate. Shred and wash the cabbage in a colander.
3. Crumble ½ stock cube into 200ml boiling water in a jug of and mix with a dessert spoon until dissolved.
4. Measure flour, tomato puree and Worcester sauce into a bowl and mix until smooth.

Order of work

1. Sharing a saucepan between two, add the potatoes, just cover with water and add a pinch of salt. Bring the water to the boil and then turn down to simmer for 20 mins, until soft.
2. Meanwhile heat a frying pan until hot, then dry fry the mince with the onion and carrot until the mince is browned.
3. Add the sauce mixture from the jug to the meat pan and mix thoroughly, then add the stock. Bring to the boil and then turn it down to a simmer for 5-10 mins until carrot is soft. Stir occasionally to prevent sticking; try to keep some liquid in the mixture, adding more water if necessary.
4. When the potatoes are nearly cooked and add the cabbage for the last 5mins.
5. Drain the potatoes and cabbage thoroughly in a colander in an empty sink and mash with the milk. Season with salt and pepper to taste.
6. Spread the meat into the foil tray and spoon the potato over the top, smooth with a fork.
7. Place onto a baking tray and bake in the preheated oven of 200°C for 20-25 mins until golden brown and heated through thoroughly.

Health and safety points

- Carry sharp knives safely and use the correct hold to prevent cutting yourself.
- Make sure you let people know you are carrying boiling water as you walk past them.
- Use oven gloves to carefully carry the pan to the sink (over surfaces where possible) and drain into a colander in the bottom of the sink.
- Use oven gloves to move food into and out of the oven.

SKILLS USED

- Knife skills – bridge hold and claw grip, peeling, dicing, shredding evenly.
- Preparing vegetables mashing.
- Shallow frying
- Baking in the oven
- Testing for readiness
- Thickening a sauce using starch.

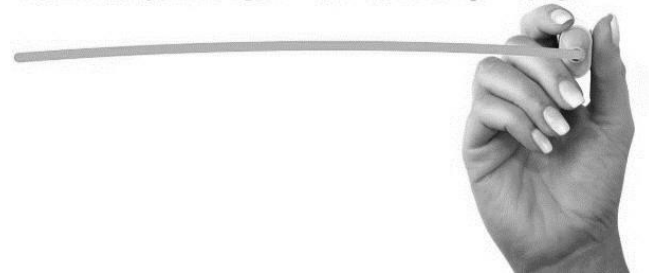
FOOD QUALITY POINTS

- Cut each vegetable into even sized pieces so that they cook evenly.
- Mash the potato carefully to ensure it is smooth and lump-free.
- Bake in the oven until the surface is a golden brown.

FOOD SCIENCE

- As the mince fries protein and sugars undergo the Maillard reaction – the meat browns, texture, aroma and taste change.
- As the potato boils the starch in it absorbs water and gelatinises so that the potato will hold together when mashed.

QUESTIONS



How well have you read the recipe?

1. What do you think the term “mise en place” means?

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

2. What do you need to cook first?

.....

3. What do you do to the potatoes before mashing them?

.....

4. Who decides the number the dial on the hob should be set at?

.....

5. What consistency should the meat sauce be before you put it into the tin?

.....

6. How will you know your cottage pie is ready?

.....

Technical questions about today’s cooking

1. What is the Maillard reaction an example of?

.....

2. What effect does the Maillard reaction have on food?

.....

3. What nutrients and process is needed for the Maillard reaction to happen?

.....

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste	Deep, beefy, savoury flavour.		
2 – texture	Smooth mashed potato, moist thick sauce.		
3 – aroma	Rich, savoury aroma.		
4 – appearance	Golden brown surface.		
5 – presentation and food styling	Neat presentation on the plate.		
6 – portion size	Just right for 1 person.		
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



INGREDIENTS

(MAKES ½ a 15cm cake)

Sponge

- 55g self-raising flour
- ½ tsp baking powder
- 1 x egg
- 55g butter
- 55g caster sugar
- oil spray for greasing

Buttercream icing

- 25g soft butter
- 75g icing sugar
- ¼ tsp vanilla essence

Jam

- 20g

EQUIPMENT

- baking sheet (between 2)
- round foil tray
- set of scales
- 2 small mixing bowls
- 3 small dishes
- small jug
- table knife, fork & spoon
- sieve
- white spoon
- spatula
- teaspoon
- white chopping board
- palette knife
- icing sugar dredger



METHOD: Mise en place

1. Pre-heat oven to 200°C (gas mark 6).
2. Weigh out 55g butter into your mixing bowl and 55g caster sugar a small bowl.
3. Crack the egg into a small jug and beat with a fork until evenly combined.
4. Weigh 55g self-raising flour and add ½ tsp baking powder into it and place into a bowl.
5. Grease the tin foil tray using an oil spray.

METHOD: Order of work: Sponge

1. Add the sugar to the butter in the mixing bowl and cream together with a white spoon or electric whisk (your teacher will tell you which to use). If the butter is quite hard you may need to use a fork to mash it.
2. Very slowly add small amounts of the beaten egg to the creamed fat and sugar, mix thoroughly with each addition to prevent curdling.
3. Sieve the flour and baking powder into your batter mix and slowly fold in with a spatula making a figure of 8 as you do so.
4. Gently pour the mixture into the foil tin and smooth the surface with a spatula.
5. Bake in the oven for 15 to 20 minutes, checking after 10 mins to ensure even cooking.
6. Take the cake out when it is golden brown and check sponge is cooked gently press the centre of the cake with a finger and it should bounce back if cooked and use a cake wire to test centre too.
7. When cooked, remove from oven, carefully run a knife around the edge of the cake and turn it out, with the top facing onto the cooling rack and leave to cool.

Buttercream

1. Weigh 25g butter put into a medium sized mixing bowl and beat well with a white plastic spoon until soft.
2. Weigh 75g icing sugar and sift it into the butter, adding it gradually and beating well between each addition until light and fluffy. Mix in the vanilla essence, ensuring it is evenly distributed.
3. Place the jam into a small bowl and mix well.
4. Cut the cool sponge sandwich vertically into 2 even pieces with a butter knife and place both pieces with the cooked top facing down onto a white chopping board.
5. Using a spatula spread the jam evenly over one half of the sandwich.
6. Using a spatula and spread the buttercream evenly over the second sponge base.
7. Carefully place the two sponge halves together with buttercream to jam.
8. Lightly dust the top of the sponge with icing sugar using a sieve or dredger.

H & S points

Wash your hands and throw away the egg shells to prevent contamination.

Sifting flour and icing sugar carefully so as not to make too much dust.

You must have dry hands when operating the electric whisk. Take care with leads.

Use oven gloves when putting food into or taking food out of the oven.

SKILLS LEARNED <ul style="list-style-type: none"> • Weighing and measuring • Baking. • Folding • Use the creaming method • Adding egg to a batter without curdling. 	FOOD QUALITY POINTS <ul style="list-style-type: none"> • Make sure the butter and caster sugar are beaten till pale cream in colour. • Add the beaten egg very slowly to the creamed butter and sugar to avoid curdling of the mixture, as this will reduce the rise of your sponge. • Sieve the flour and baking powder together into the creamed butter and sugar sponge mixture to ensure even raising of the mixture. • Fold the flour in carefully to avoid losing air from the mixture. • Do not open the oven door too much or your sponge will sink.
	FOOD SCIENCE <ul style="list-style-type: none"> • This recipe uses air as a raising agent. Creaming the fat and sugar together traps air bubbles. The mixture becomes pale and looks creamy. When the cake is in the oven the trapped air will expand and the cake will set around it. • Adding the eggs slowly prevents the mixture from curdling and allows a smooth consistency to be achieved.

How well have you read the recipe?

1. What should the egg look like after you've beaten it?

.....
.....

2. Do you add the egg all at once?

.....

3. What shape do you follow when you fold your flour in?

.....

4. What do you do whilst the cake is baking?

.....

5. How can you tell if your cake is ready?

.....



Technical questions about today's cooking

1. What is the name of the process we used to mix the butter and sugar together?

.....

2. What happens to the cake if you put too much or too little baking powder in?

.....

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			

Evaluation of your performance

Read the performance statements below and give yourself a mark out of 4 for each.		MARKS				
		1	2	3	4	5
1	I followed the recipe and worked completely independently					
2	I used the correct equipment					
3	I followed the standard health and safety procedures					
4	I weighed and measured the ingredients accurately					
5	I performed all the skills very competently					
6	The dish was successfully produced within the time allowed					
7	I tasted and seasoned the dish well					
8	My temperature control was faultless					
9	The dish was presented to an extremely high standard					
10	I worked as part of the team and did my fair share of the clearing and cleaning					
TOTAL MARK out of 50						
GRADE	0-15 MARKS	16 - 30	31 - 45	45+		
	POOR	SATISFACTORY	GOOD	EXCELLENT		
To improve my performance I need to:						
.....						
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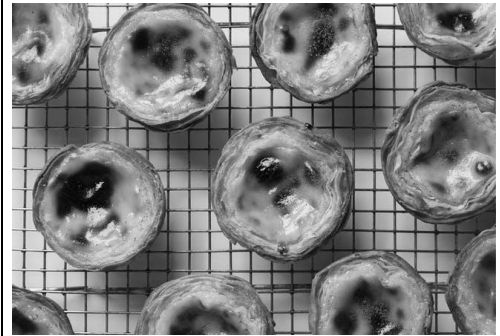


INGREDIENTS

- 55g caster sugar
- 1 tbsp cornflour
- ½ whole egg
- 1 egg yolks
- 200ml full fat milk
- 1 tsp vanilla extract
- ½ sheet ready rolled puff pastry
- Spray oil

EQUIPMENT

- 12 hole muffin tin / 2
- Medium saucepan
- Scales
- ½ tsp, tsp, tbsp
- Pyrex measuring jug
- Paring knife
- White spoon
- Clean glass or metal bowl (1 per table)
- White board
- Rolling pin
- Flour dredger
- Greaseproof paper slip
- Ruler
- Dessert spoon



METHOD - Mise en place

1. Lightly grease a 12 hole muffin tin and pre-heat oven to 200C/180C fan/Gas 6
2. Measure 55g caster sugar and 1 tablespoon of cornflour into the saucepan.
3. Separate the white from one egg into a Pyrex jug and add the yolk to the saucepan. If there is no yolk in your egg white add it to the shared metal bowl, otherwise you should pour it down the sink.
4. IN PAIRS: Crack one egg into the jug, beat with a fork and divide between your 2 pans.
5. Measure 200ml milk into the rinsed jug.

Order of work

1. Mix the ingredients in the pan together well to form a smooth paste, then gradually add the milk.
2. Place the pan on a low-medium heat and stir in a figure of 8 with a white spoon constantly until mixture thickens and comes to the boil. Remove pan from heat, stir in vanilla extract and pour back into the jug to cool.
3. On a white chopping board - cut the pastry sheet into two pieces.
4. Each person should have ½ the sheet. Cut this into 2 rectangles and lay one on top of the other.
5. Shaping the tarts:
 - i. On a lightly floured board, roll the pastry tightly, from the short side, into a log.
 - ii. Mark the log into 6 even sections.
 - iii. Cut the separate sections.
 - iv. Use a rolling pin to roll each disk out until it is about 10cm across
 - v. Press each disc into the muffin tin.
6. Spoon in the cooled custard and bake for 20-25mins until golden on top.
7. Leave to cool in the tin for 5mins then move to a cooling rack to finish cooling (a spatula might help).

Health and Safety Points

Throw away the egg shells and wash your hands to prevent contamination.

Make sure no egg yolk gets into the egg whites.

Make sure the paste is completely smooth before you start to add the milk.

Use oven gloves when transferring food to and from the oven.

SKILLS USED

- Weighing and measuring
- Baking
- Setting a mixture by coagulation
- Use of raising agent – whisked egg
- Testing for readiness – visual colour check, custard just set.

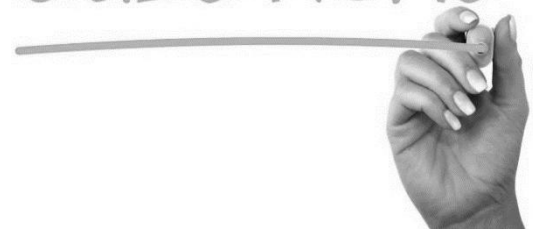
FOOD QUALITY

- The way the puff pastry has been made means it should have lots of visible layers.
- The custard should be dark brown in patches.

FOOD SCIENCE

- The protein in the egg denatures as you whisk it, making a foam which coagulates when it is cooked to thicken the custard sauce.
- The egg yolk enriches the custard by giving it colour and improves the nutritional value.
- When you whisk the eggs the fat in the yolk helps form small bubbles which give the custard a fine texture.
- When the tarts are baked the protein in custard undergoes non-enzymic browning, turning brown and changing the taste, texture and aroma.

QUESTIONS



How well have you read the recipe?

1. Which part of the egg do we use in the recipe?

.....
.....

2. What type of pastry are we using?

.....

3. Draw a series of 4 sketches showing how you shape the pastry to put into the muffin tin.

Technical questions about today's cooking

1. What is the main nutrient in an egg and how much of it is there in a medium sized egg?

.....

2. What other nutrients are present in eggs and how much of each is in a medium sized egg?

.....

3. Name and describe the two chemical changes which happen to the protein in the egg when you beat it and cook it.

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

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



1. Close your eyes and imagine what the perfect scone is like (try to ignore the cream and jam). Describe it here:

.....

2. List the main ingredients of cakes and try to remember their functions:

Ingredient	Function	Variations

3. A **raising agent** is used to a food product, most often in cake and bread mixtures. Raising agents add a to the mixture; this could be , or When the product is in the oven the gases , pushing the mixture upwards. The mixture then around the gas pockets, making a light product.

4. There are 4 methods we use to aerate baked products: CHEMICAL; BIOLOGICAL; PHYSICAL; MECHANICAL. Use the descriptions below to decide which is which and give examples of products made with each.

Type	How it works	Examples of products made with this raising agent
	using yeast, a living organism, to produce carbon dioxide gas	
	using chemicals, like baking powder, which react with water in a mixture and produce CO ₂ .	
	using different methods, like sieving, creaming, whisking and rubbing in to aerate a mixture	Used in all baked goods.
	in recipes containing much water the water turns to steam in high oven temperatures	

The class is going to do a food science experiment, to try to find out which type of raising agent will make the best scones.

5. List three things you have to do to keep the test fair?

.....

6. In the ingredients section of the recipe, circle the test batch you have been given to test.

7. Prediction: (say how well you think the different variations will work, try to give some reasons – include some food science if you can)

.....

<p>TO BE DONE IN PAIRS: INGREDIENTS</p> <ul style="list-style-type: none"> • 1 egg • 40g butter or margarine • 100ml semi-skimmed milk • 25g Sugar <p>AND, EITHER</p> <p>CONTROL: 250g self-raising flour</p> <p>A: 250g plain flour plus 2 tsp cream of tartar</p> <p>B: 250g plain flour plus 2 tsp bicarbonate of soda</p> <p>C: 250g plain flour plus 2 tsp baking powder</p> <p>D: 250g plain flour</p>	<p>EQUIPMENT</p> <ul style="list-style-type: none"> • Large mixing bowl • Sieve • Small bowl • Small jug • Fork • Measuring jug • Spatula • White chopping board 	<ul style="list-style-type: none"> • Flour dredger • Rolling pin • Fluted pastry cutter • Baking tray • Pastry brush • Cooling rack • Trivet • Callipers
<p>METHOD -Mise en place</p> <ol style="list-style-type: none"> 1. Preheat the oven to 200°C or gas mark 6. 2. Prepare a baking tray with baking parchment. 3. Weigh and sieve your given flour / raising agent combination into the bowl. 4. Weigh sugar into a small bowl. 5. Crack an egg into a jug and beat is lightly with a fork to combine it 6. Measure the milk into a measuring jug <p>Order of work</p> <ol style="list-style-type: none"> 1. Rub in the butter or margarine into the flour until it resembles breadcrumbs, then add the sugar. 2. Make a well in the middle of the flour and carefully pour in the egg and fold in with your spatula. 3. Add just enough milk to form a soft dough. (Save a little of the milk.) 4. Place the dough on a lightly floured work surface. 5. Very gently, roll or press out the dough to about 1½cm thick. 6. Shape the scones using a cutter, don't twist the cutter as you cut each scone. 7. Place the scones on a baking tray and use a pastry brush to brush each top with a little milk. 8. Bake for 12-15 minutes, until golden brown. 9. Allow to cool on a cooling rack. 		<p>Health and safety points</p> <p>Wash hands after cracking open egg – salmonella.</p> <p>Use oven gloves to transfer food into and out of the oven.</p>

RESULTS TABLE		CONTROL	A	B	C	D	Star chart	
		Self-raising flour	Plain flour + cream of tartar	Plain flour + bicarb of soda	Plain flour + baking powder	Plain flour		
		Line colour	Line colour	Line colour	Line colour	Line colour		
Height (mm)								
Colour (from colour chart)								
Sensory descriptors (describe 6 properties you think the perfect scone should have and give each score a mark out of 5 for each)	1. sweet, plain flavour							
	2. soft crumbly texture							
	3. pale with light golden brown surface							
	4. well risen, easy to split							
	5. neutral baked aroma							
	6. no soapy aftertaste							

Conclusions: (say what your results say about how well the different variations worked)

.....

.....

.....

In this investigation the variable you changed was the type of chemical raising agent you used. You kept all the other variables the same. If you had time to do another investigation into what makes the perfect scone what variables could you change?

.....

Teacher's assessment of your performance

Read the performance statements below and give yourself a mark out of 4 for each.		MARKS				
		1	2	3	4	5
1	I followed the recipe and worked completely independently					
2	I used the correct equipment					
3	I followed the standard health and safety procedures					
4	I weighed and measured the ingredients accurately					
5	I performed all the skills very competently					
6	The dish was successfully produced within the time allowed					
7	I tasted and seasoned the dish well					
8	My temperature control was faultless					
9	The dish was presented to an extremely high standard					
10	I worked as part of the team and did my fair share of the clearing and cleaning					
TOTAL MARK out of 50						
GRADE	0-15 MARKS	16 - 30	31 - 45	45+		
	POOR	SATISFACTORY	GOOD	EXCELLENT		
To improve my performance I need to:						
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INGREDIENTS

- 100g minced beef / soya mince
- ½ carrot
- ½ onion
- ½ celery stick
- 1 clove garlic
- 1 tsp oil
- 200g chopped, tinned tomatoes
- 1 tbsp (15ml) tomato puree
- 1 tsp (5ml) mixed herbs
- Black pepper
- 75g spaghetti
- Pinch of salt
- Parmesan to serve

EQUIPMENT

- brown chopping board
- vegetable knife
- small bowl
- jug
- scales
- teaspoon
- tablespoon
- frying pan
- medium saucepan (per pair)
- white spoon
- colander
- tongs
- long foil dish and lid



METHOD

Mise en place

1. Using a brown chopping board, carefully peel and chop your onion, carrot and celery into Brunoise. Peel garlic and finely chop. Put all the vegetables into a small bowl.
2. Weigh 200g chopped tomatoes (half a tin) into a small jug and using measuring spoons add the tomato puree and mixed herbs.
3. Measure the oil into a frying pan.
4. Between 2, fill a medium saucepan 2/3 full of water and add a pinch of salt.

Order of work

1. Bring the pan of water to the boil.
2. Heat the oil in the frying pan on a medium setting on the hob. Add the onion, garlic, carrot and celery and sauté until the onion is soft.
3. Add the mince and stir with a white spoon until browned all over.
4. Add the tomatoes, tomato puree and mixed herbs. Mix together and simmer for 20 minutes. Add a little extra water if needed.
5. Meanwhile, carefully slide the dried spaghetti into the water and simmer for around 10 minutes.
6. Place a colander into an empty sink and carefully drain the spaghetti into it. Place the colander back onto the pan.
7. Using tongs, separate the cooked spaghetti into the two foil trays and pour your Bolognese sauce over the top.
8. Garnish with some parmesan cheese.

Health and safety and food quality points

- Take care with knives, using safe chopping methods for chopping vegetables, i.e. the bridge hold and claw grip.
- Do not allow the oil to get so hot that it spits – you are in control of the temperature.
- Keep an eye on your sauce – if it gets too dry add a little water.
- Cook the spaghetti until it is al dente.
- Take care when draining food from hot water.
- Do not allow water to drip onto the floor causing a slip hazard.

SKILLS USED

- Knife skills – Brunoise vegetable cut
- Use of the hob
- Boiling
- Simmering

FOOD SCIENCE

- The sauce is thickened using the reduction method.
- Cutting the vegetables to the same size allows them to cook evenly and improves the texture of the dish.

How well have you read the recipe?

QUESTIONS



1. What does the term “Brunoise” mean?

.....
.....

2. How are you told to cook the vegetables?

.....
.....

3. How do you know when to stop cooking the mince?

.....

4. How do you know when the pasta is ready?

.....

5. Which goes on top – the Bolognese sauce or the pasta?

.....

6. What is the most important safety point for you to remember?

.....

7. How will you know your Bolognese Sauce is ready?

.....

Technical questions about today’s cooking

1. What does the term “Brunoise” mean?

.....

2. Why does the recipe tell us to sweat the vegetables, rather than fry them?

.....

3. We used the reduction method when making our sauce. What does this mean?

.....

4. Give two reasons why it is important to cut the vegetables evenly?

.....

5. Explain how you cut an onion into Brunoise.

.....

.....

5. We boil the pasta and simmer the sauce - what is the difference between boiling and simmering?

.....

.....

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



INGREDIENTS

- 1tbsp brown sugar
- 2 tsp soy sauce
- 2tbsp tomato ketchup
- 100ml pineapple juice
- 50ml vinegar
- 2 tsp corn flour
- 120g diced chicken
- ¼ sweet pepper
- 6 cubes of pineapple
- ½ onion
- 1 dessert spoon veg oil
- 50g rice

EQUIPMENT

- chopping board
- medium saucepan and lid (per pair)
- frying pan each
- 2 x small jugs
- dessert spoon
- tablespoon
- teaspoon
- vegetable knife
- white spoon
- food temperature probe
- small foil tray and lid



METHOD

Mise en place

1. In a medium sized saucepan, pour in water (420ml per pair or 210ml for individuals) and add all of the rice. When the water boils, turn off the heat but leave the lid on. It will cook in its own heat.
2. In a small jug add the cornflour and stir in enough cold water to form a paste.
3. Measure a dessert spoon of oil into a frying pan.
4. Measure the first 5 ingredients into a small jug.
5. Chop the onion and pepper for the sweet and sour into large chunks.

Order of work

1. Put the frying pan on a medium heat. Once the oil is hot (but don't let it smoke) add the chicken and onion and gently fry. If the chicken starts sticking add a little water.
2. Add the pepper and the pineapple chunks and continue stirring for 2 minutes on a low heat.
3. Add the sauce and the cornflour paste to the chicken and mix well, simmer until the sauce is heated through and thickened.
4. Use a food probe to ensure the chicken is cooked.
5. Using a clean teaspoon check the rice is cooked.
6. Place your portion of rice in the bottom of the foil tray and pour the sweet and sour on top.

Health and safety & food quality points

- make sure the paste is well mixed
- take care not to let the sauce bubble and spit – it will be very hot and could burn your skin
- make sure the core temperature is at least 75°C.
- the cooked rice should be al dente

SKILLS USED

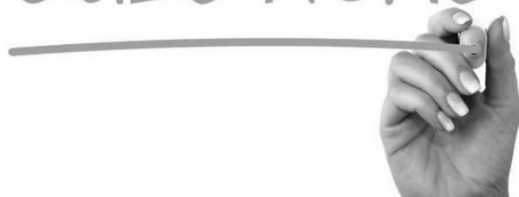
- Use of the hob
- Boiling
- Simmering
- Thickening a sauce using starch
- Test for readiness – (chicken and rice)

FOOD SCIENCE

- To make sure all bacteria are killed the chicken should reach a core temperature of 75°C.
- The sauce is thickened using a slurry - a paste made from flour and water. This is stirred thoroughly into a hot sauce to cook out the flour. The starch molecules in the flour gelatinise and the sauce becomes thick

How well have you read the recipe?

QUESTIONS



1. What's odd about the way you're going to cook the rice?

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

2. What are the first 5 ingredients which you are measuring into the saucepan?

.....

3. What size do the onion and pepper pieces need to be cut to?

.....

4. How do you know when to stop stirring and heating the sauce?

.....

5. What temperature do you need to cook the chicken to?

.....

6. How will you know if your rice is ready?

.....

Technical questions about today's cooking

1. What is a paste and why do we use it?

.....

2. What nutrient is needed for gelatinisation to happen?

.....

3. Why does the chicken need to be cooked to 75°C?

.....

4. What do we need to do to the rice if we are not eating it straight away? Why?

.....

5. Name the bacteria which can be found in:

a) chicken , b) rice

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish			<p style="text-align: center;">Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



INGREDIENTS

- 1 potato
- olive oil
- salt and pepper
- 1 piece of white fish
- 1 tbsp flour
- 1 tbsp breadcrumbs
- ½ tsp dried mixed herbs
- ½ tsp paprika
- 1 egg (per pair)
- spray cooking oil

EQUIPMENT

- brown chopping board
- vegetable knife
- medium saucepan (per pair)
- colander
- three medium sized bowls
- fork
- blue chopping board
- 2 baking trays (per pair)
- 1 piece parchment (per pair)
- fish slice
- Large foil tin and lid



METHOD

Mise en place

1. Preheat the oven to 200°C.
2. Peel and chop the potatoes into chunky chips and then put them into a medium saucepan (share between 2) and cover with water. Add a pinch of salt and bring to the boil, boil for 2 minutes and drain into a colander which has been placed into an empty sink. Put the colander back onto the saucepan and leave the potatoes to air dry.
3. Working in pairs, collect three bowls:
 - a. in the first combine the flour, seasoning, herbs and paprika;
 - b. crack and beat the egg, using a fork, in the second;
 - c. in the third combine the crumbs, seasoning, herbs and paprika.

Order of work

1. Tip the drained potatoes onto a baking tray and toss them well with your hands with a good drizzle of olive oil (the potatoes should all be lightly covered). Spread them out in one layer on the tray and bake for 20 minutes.
2. Dry the fish with paper towels and put on a chopping board.
3. Dip the fish into the first bowl to completely cover in flour, then into the beaten egg. Allow the egg to drip off the fish and finally dip the fish into the breadcrumb mixture in the third bowl and press it gently to completely cover the flesh.
4. Spray the parchment on a baking tray with spray cooking oil then, using a fish slice, transfer the fish pieces to the tray and lightly cover the tops of the breaded fish with more spray.
5. Put in the oven for the last 12 minutes of chip cooking time.
6. Remove the chips from the oven and carefully turn using a fish slice.
7. Remove the fish and chips from the oven when cooked.

Health and safety and food quality points

- Use a brown chopping board to prevent cross-contamination.
- Wash your hands after handling the egg.
- Use oven gloves when transferring food into and out of the oven.
- Use a yellow chopping board to prevent cross-contamination.
- The chips and the crumb topping are golden, and the fish cooked through.

SKILLS USED

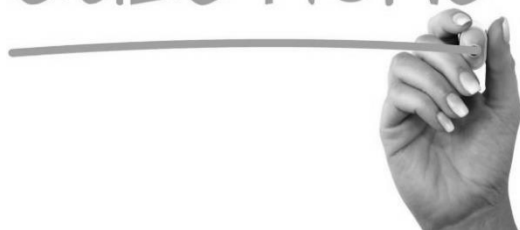
- Boiling
- Pannéing
- Using the oven
- Beating ingredients

FOOD SCIENCE

- Using a spray cooling oil reduces the amount of fat needed to cook the chips, making them healthier.
- The first two layers of pannéing allow the next layer to stick to the fish.
- As the egg cooks the protein in it coagulates which binds the breadcrumbs together.
- The breadcrumbs give the fish a crispy surface, protect the fish from overcooking.

How well have you read the recipe?

QUESTIONS



1. What is the name of the process when we flour, egg and breadcrumb a product?

.....

2. Why do we use the flour first?

.....

.....

3. Approximately what temperature is the water we put the potatoes into?

.....

4. How long do we boil the potatoes for?

.....

Technical questions about today's cooking

1. When we panné a piece of food:

a. What is the purpose of the flour coat?

.....

b. What is the purpose of the egg coat?

.....

c. What is the purpose of the breadcrumb coat?

.....

2. Why do we use a blue chopping board when preparing fish?

.....

3. What method of heat transfer is demonstrated by using the oven?

.....

3. How many portions of fish is recommended to eat a week by the Eatwell Guide??

.....

4. Name 5 types of fish?

.....

.....

5. What does the term sustainability mean?

.....

.....

.....

Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish			<p>Space for a photo of your dish.</p>
What I liked about the dish			
Suggested improvements			



INGREDIENTS - CURRY

- ½ 400g tin chickpeas
- 1 tbsp oil
- ½ onion
- 1 clove garlic
- 1 small piece root ginger
- ½ tomato
- ½ green chilli
- 1 large mushroom
- 1 tsp tomato paste
- ½ tsp cumin powder and turmeric
- 25g frozen peas

INGREDIENTS – QUICK NAAN BREAD

(Recipe for 2 people)

- 125g plain flour
- 115g plain yogurt
- 1 tsp baking powder
- 1/4 teaspoon salt

EQUIPMENT

- brown chopping board
- vegetable knife
- 3 medium mixing bowls (per pair)
- white spoon
- teaspoon
- tablespoon
- ½ teaspoon
- ¼ teaspoon
- weighing scales
- small bowl
- medium saucepan with lid
- rolling pin
- flour dredger



CHICKPEA AND MUSHROOM CURRY

1. On a brown chopping board, peel and roughly chop the garlic and ginger together and make into a paste with a little water. Place into a mixing bowl.
2. Finely chop the tomato and green chilli and add to the paste in the bowl.
3. Measure the tomato paste, cumin powder and turmeric into the mixing bowl and mix very well.
4. Quarter the mushrooms and stir with the chickpeas into the curry paste. Leave to marinate.
5. Finely chop the onion and place into a small bowl.
6. Measure the oil into a medium saucepan and heat over medium heat.
7. When hot, add the chopped onions and sweat until translucent and soft.
8. Now add the chickpeas and sauce and fry for about a minute, stirring constantly.
9. Add just enough water to cover the ingredients. Put the lid on the pan and simmer for about 20 mins. You may need to add a drop of water while cooking, so keep some water in a jug nearby.
10. Add the peas to the curry and cook through.

NAAN BREAD

1. Between 2 - measure all the ingredients for the naan into a separate mixing bowl.
2. Mix together with your hands and knead for a minute. Add more flour if needed.
3. Divide the dough into two pieces and roll with a rolling pin onto a floured work surface.
4. Heat a frying pan with no oil until hot and cook each naan for a few minutes on each side until it puffs up and light golden spots appear underneath (use a fish slice to check).

SKILLS USED

- Weigh and measure
- Use the bridge hold
- Use the claw grip
- Combine ingredients
- Simmering
- Using the hob
- Forming/shaping a dough

FOOD SCIENCE

- Baking powder is a raising agent – when it is mixed with water and / or heated it releases carbon dioxide, making the food product light.
- The sauce is thickened using the reduction method.

How well have you read the recipe?

- 1. Why do we leave the mushrooms and chickpeas in the curry sauce for as long as possible?

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

- 2. Which vegetable do we keep separate and why?

.....
.....

- 3. Do you add the onions to a hot or cold pan? Why?

.....
.....;

- 4. Why do you put flour on the rolling pin and bench?

.....
.....

- 5. Do you dry fry the naan or do you fry it in oil?

.....
.....

Technical questions about today's cooking

- 1. We used the reduction method when making our sauce. What does this mean?

.....
.....

- 2. Why don't we tell you exactly what number to use on the hob when you are cooking?

.....

- 3. Explain how you know when water is boiling?

.....

- 4. What is the difference between boiling and simmering?

.....

- 5. What job does the baking powder do in the naan bread?

.....

QUESTIONS



Analysis and Evaluation

1. Transfer the skills you used today to the skills log on pages 4 – 5.
2. Once you've tasted the dish, give it a mark out of 5 for each descriptor and record it in the score column.
3. Transfer the marks for each sensory descriptor onto the star chart.
4. Say what you liked about the dish and what improvements you could have made.

Sensory Evaluation of the dish			
Sensory quality	Sensory descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			
Description of the dish	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
What I liked about the dish	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		
Suggested improvements	<p>.....</p> <p>.....</p> <p>.....</p>		



KS3 – Year 8
FOOD & NUTRITION

NEA 2 TASK FOOD PREPARATION ASSESSMENT SIGNATURE DISH

SECTION A

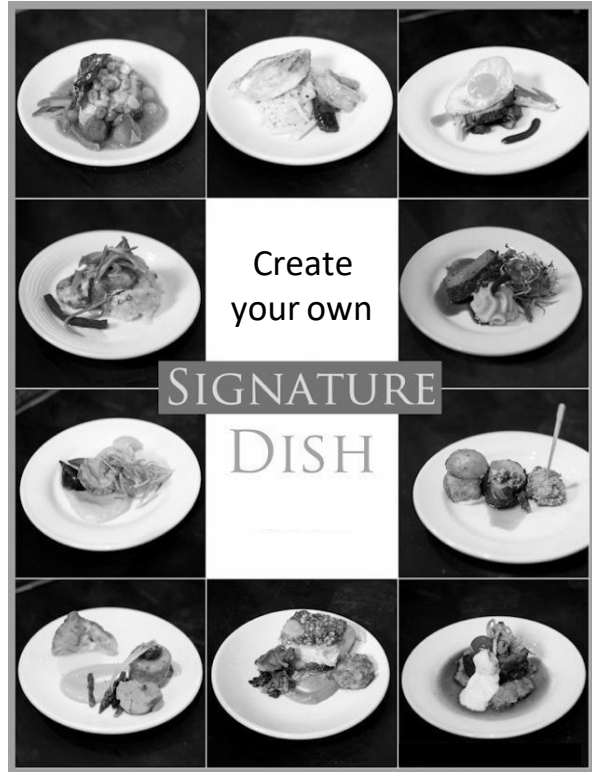
A **signature dish** is a recipe that identifies an individual chef or restaurant. It can be thought of as the culinary equivalent of an artist finding their own style, or an author finding their own voice.

Imagine you are the chef patron of a local café, you really want to get a name for yourself and your café. To do this, you decide you need a signature dish which reflects your own style of cooking.

You will need to research, prepare and serve a single dish (with accompaniments, if appropriate) which fits the brief and demonstrates your technical skills. You need to make it look like a dish you would be served in a lovely café.

You will bring in your own ingredients and have a two-hour lesson to cook, serve and clear up. Stretch yourself to make some amazing food, but not so far that you can't manage it in the time and it's a flop.

You can use any of the equipment in the room.



Read through the task and then answer the questions below:

1. My favourite things to eat in a café

.....
.....

2. Dishes I like cooking

.....
.....

3. Dishes I am really good at cooking

.....
.....

4. The most complicated dish I have ever cooked successfully and the skills used to make it. You can use the skills and techniques log on page 4 to help.

.....
.....

Questionnaire

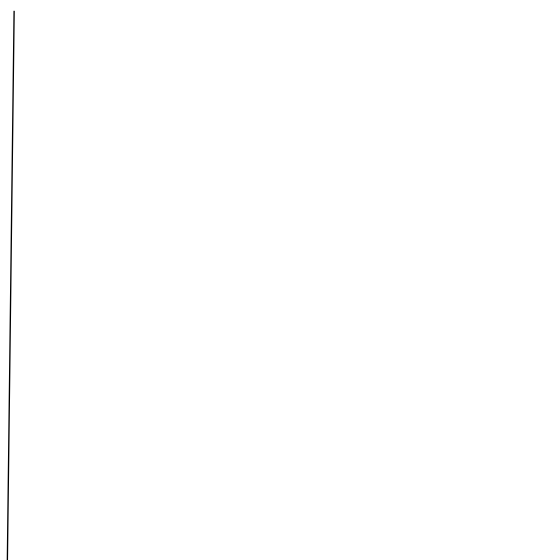
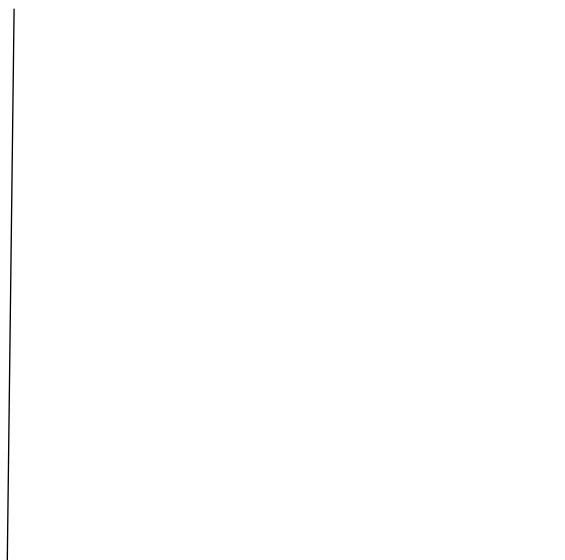
As your last bit of research do some research amongst your classmates by asking them some questions. We've written out 3 questions, you need to come up with a 4th question. Write this into the table below, answer the questions yourself and then ask 5 of your classmates to answer the questions. Record their answers in the table.

Questions	Responses				
1. Are you more likely to be impressed by and remember a main course or a dessert? A) sweet or B) savoury					
2. Do you prefer fruit or chocolate desserts? A) fruit or B) chocolate					
3. Do you prefer fish or meat main courses? A) fish or B) meat					
4.? A) or B)					

Show the results for two of the questions in the bar charts below (don't forget to give each a title and label your axes).

CHART 1.

CHART 2.



Secondary Research

Use the internet, books and magazines to do some research about signature dishes of a few chefs and to try to answer the questions you thought of in your mind map.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

List the books, websites, newspapers and magazines you used here:

.....

.....

.....

.....

Ideas – list 5 ideas you have for what you could cook, which fit the task and your research. Give you reasons for choosing the product and identify the practical skills you would use by making it.

Dish (and accompaniments)	Reasons for choosing this product	Skills I will use making this product

SECTION B - Final idea

Name of dish (and accompaniments) I will be cooking:

.....

Why I have chosen to make this dish:

.....

.....

.....

.....

.....

.....

.....

Recipe

Check how many portions the recipe you have chosen makes. Unless you are cooking a product to be shared (like a cake or a batch of biscuits) you should not make a whole recipe, just one portion is enough.

In the table below, write out your list of ingredients and say how much you need of each and list the equipment you will need.

Ingredients (with quantities / weights / measurements)	Equipment needed



KS3 – Year 8
FOOD & NUTRITION

RECIPE 10
SIGNATURE DISH

SECTION B: RECIPES AND TIME PLAN

Stick your recipe and time plan in here



	Sensory quality descriptor (in depth and accurate)	Score / 5	Star Chart
1 – taste			
2 – texture			
3 – aroma			
4 – appearance			
5 – presentation and food styling			
6 – portion size			

Sensory evaluation (what I thought of the final dish)

.....

.....

.....

.....

Evaluation of the dishes other people made

.....

.....

Suggested improvements

.....

.....

.....



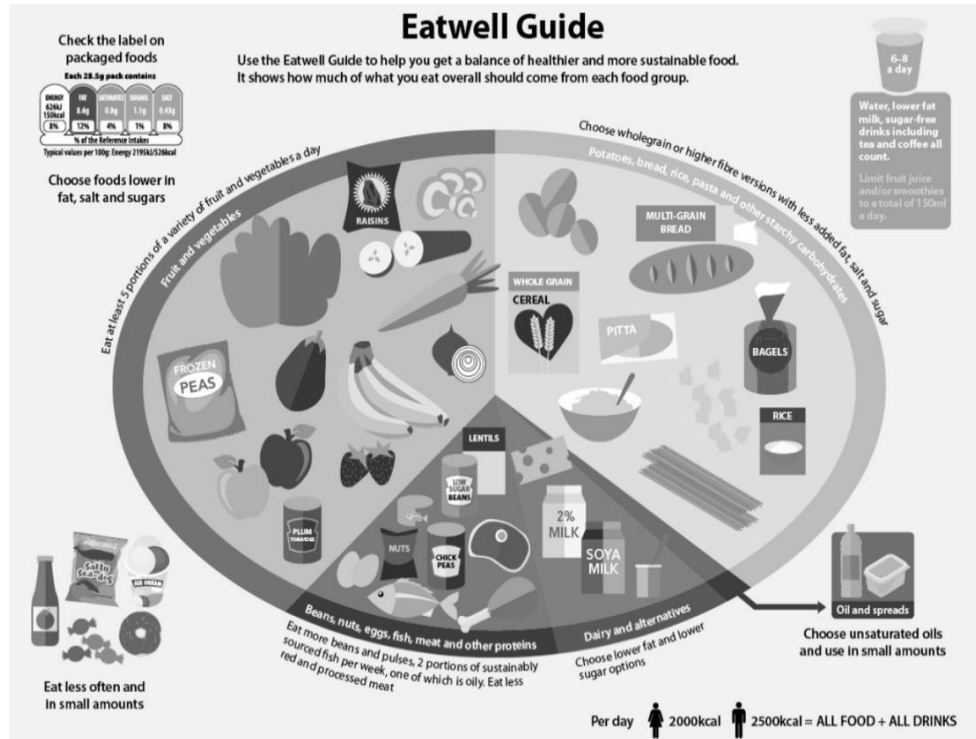
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SIGNATURE DISH
PHOTOGRAPH OF FINAL DISH

Stick you're a photograph of your final dish here

Mark scheme/feedback

Section	Marks	Criteria	Self-evaluation	Teacher's mark
Section A Research & ideas	7-10	<ul style="list-style-type: none"> Relevant, concise and accurate research Detailed understanding of the culinary tradition Selected a varied range of relevant dishes closely reflecting the research and chosen task. 		
	6-4	<ul style="list-style-type: none"> Relevant research carried out related to the task Includes analysis of the culinary tradition. Selected a range of relevant dishes reflecting the research and chosen task 		
	1-3	<ul style="list-style-type: none"> Limited research carried out Limited analysis of the culinary tradition. Selected some dishes reflecting the research and chosen task 		
Section B Planning the product	7-10	<ul style="list-style-type: none"> Detailed review and full justification of the choice and appropriateness of the final product Detailed, realistic, logical and accurate plan Time plan will include accurate timings, reference to food safety and quality control 		
	4-6	<ul style="list-style-type: none"> Reviews and explains the choice and appropriateness of the final product Produced a clear and logical plan The time plan will include most timings, reference to food safety and some quality checks 		
	1-3	<ul style="list-style-type: none"> Limited reasons for choice, not a clear justification for the final product Simplistic plan for the final product The time plan doesn't consistently show timings, reference to food safety and quality checks 		
Section C Evaluation	7-10	<ul style="list-style-type: none"> Accurate evaluation explained with conclusions and recommendations Detailed, relevant and creative improvements suggested 		
	4-6	<ul style="list-style-type: none"> Evaluation explained with conclusions and some recommendations Relevant improvements suggested 		
	1-3	<ul style="list-style-type: none"> Limited evaluation completed. Some small improvements suggested 		
TOTAL MARK				30



On 17 March 2016, Public Health England launched a refreshed version of the UK's healthy eating model, The *Eatwell Guide*. It has been developed from evidence-based nutrition advice and is designed in a pictorial form to help the communication of a healthy balanced diet to consumers.

1. What fraction of our daily diet should be from starchy carbohydrates?
.....
2. If you were a vegan (didn't eat any animal products, including meat, eggs and dairy) what could you eat to get enough protein?
.....
.....
3. Give three examples of a portion of fruit or vegetables.
.....
.....
4. Why should we limit the amount of crisps, cakes, chocolate etc we eat?
.....
.....
.....

List the UK Government's 8 recommendations for healthy eating in the first column of the table and in the second explain why this is important.



Government's 8 recommendations for healthy eating	Why this is important
1.	
2.	
3.	
4.	
5.	
.6.	
7.	
8.	

Nutrient group	Nutrient	Why the body needs it	Foods high in this nutrient	What can happen if we don't eat enough?
MACRONUTRIENTS				
Protein		<p>These foods can be divided into 2 groups:</p> <ul style="list-style-type: none"> • Animal sources: meat, fish, dairy and eggs. • Plant sources: Pulses (peas, beans and lentils), cereals (rice, pasta, bread, flour products, couscous, quinoa) 		
Carbohydrates		<p>These foods can be divided into 2 groups:</p> <ul style="list-style-type: none"> • Starch – cereal foods (bread, flour products, pasta, rice, couscous), potatoes, yams, pulses (peas, beans and lentils) • Sugars – fruits, syrup, cakes, sweets, biscuits, chocolate, honey, fizzy drinks 		
Fat		<p>These foods can be divided into 2 groups:</p> <ul style="list-style-type: none"> • Animal sources: butter, lard, cheese, oily fish, fatty meat. • Plant sources: flower and seed oils (sunflower oil), nuts, seeds, avocados 		





MICRONUTRIENTS

<p>Vitamins E.g. vitamin A, vitamin B, vitamin C, vitamin D, vitamin E, vitamin F</p>	<ul style="list-style-type: none"> • A for a healthy immune system • D for strong bones and teeth 	<ul style="list-style-type: none"> • Vitamin A found in dairy products, eggs, oily fish, liver, yellow, red and green leafy vegetables. • Vitamin D made under the skin during exposure to sunlight and found in oily fish, eggs, liver and fortified foods 	
<p>Minerals e.g. calcium, iron, potassium</p>	<ul style="list-style-type: none"> • Calcium needed for strong bones and teeth • Iron needed for healthy blood 	<ul style="list-style-type: none"> • Calcium found in dairy products, whole grain cereals, dark green leafy vegetables • Iron found in red meat, whole grain cereals, beans, nuts, fortified breakfast cereals. 	



Calcium and Vitamin D

We need both calcium and vitamin D in our diet to help make strong bones and teeth. We say that these nutrients are complementary because they work together.

	Calcium	Vitamin D
Functions (why do we need it in our diet?)		
Sources (what foods can we eat to get it?)		
Deficiency (what happens if we don't have enough?)		
Excess (what happens if we have too much?)		

Why do people need different amounts of calcium and vitamin D at different stages in their lives?



When we try to describe what food tastes like or what we want to make our food taste like, we need some better, more descriptive words.

List some of the words you use to describe food?

Can you think of any more descriptive words which you could use which tells the person you are communicating with more about what the food is like?

We call these words DESCRIPTORS - there is a bank of food related descriptors on page 8. Use these when you evaluate the taste, appearance, aroma, texture and presentation of the food you cook.

There are 5 basic tastes which our tongues can detect. They are:

1.
2.
3.
4.
5.

RANKING TEST

These are used to find out the order in which tasters like a product or to rank them on a particular characteristic, like sweetness.

Taste the three flavours of crisps. And decide which is your 1st, 2nd and 3rd favourite. Can you identify the flavours?

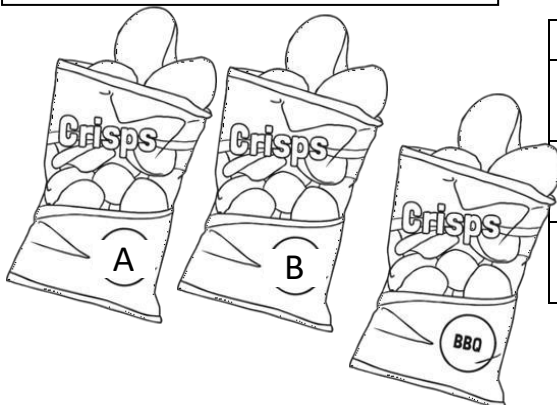
Why would a manufacturer use a ranking test when developing a product?

.....

.....

.....

.....



Sample	Rank	Flavour
A		
B		
C		

TRIANGLE TEST

These are used to see if tasters can tell which is the odd one out, when 2 products are the same and one is different.

For example:

Which drink is sugar-free?



Why would a manufacturer use a triangle test when developing a product?

.....

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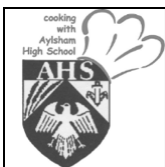
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.....

Describe how your senses perceive the 5 test foods.

Test food	Which of the 5 basic tastes?	Taste	Aroma	Texture / Mouthfeel	Appearance
A Cheese					
B Lemon Juice					
C Dark chocolate					
D Grape					
E Twiglet					
F Polo					



Answer the following questions about cake making:

1. Name and describe the method of cake making we used today?

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

2. What are the functions of each of the following in making cakes?

INGREDIENT	FUNCTION / JOB EACH INGREDIENT DOES IN MAKING GREAT CAKES
Sugar	
Flour	
Eggs	
Fat	

3. List some of the ways you can tell a cake is ready.

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

4. Why do we fold the flour in with a spatula, rather than just mixing it with a spoon?

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

5. What is trapped onto the sugar particles by the fat? Why is this important?

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

6. Some cakes use chemical raising agents. Can you give some examples and say what do they do?

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

7. What happens to the air / gas pockets in a baked product when we put them into a hot oven?

.....

.....

.....

8. Why is it important to pre-heat the oven before putting your cake in?

.....

.....

.....

9. Why is important to keep the oven door closed when baking a cake?

.....

.....

.....

10. Why do we add the egg in small amounts?

.....

.....

.....

11. Circle the method of heat transfer used in baking a cake:

CONDUCTION

CONVECTION

RADIATION

12. Match the name of the different methods of making cakes with a description of the method and examples of cakes made using that method.

NAME	DESCRIPTION	EXAMPLES
Melting method	All the ingredients are added to a bowl and mixed together.	gingerbread, brownies
Creaming method	Eggs and sugar are whisked and then flour folded in.	scones, rock cakes
All-in-one method	The fats are rubbed into the flour to waterproof the flour and prevent gluten developing, which would make the cake chewy	muffins
Rubbing in method	The fats and sugar are creamed together to aerate (add air to) the mixture	Swiss roll, Genoese sponge
Whisking method	The fats are melted in a bain Marie and the dry ingredients stirred in	Victoria sandwich, fairy cakes



(Notes on GCSE film:



Contaminants are things which could make food or

Pathogens are which can cause.....4

bacteria which can cause food poisoning are,,

..... and

To be able to multiply bacteria need 4 things:

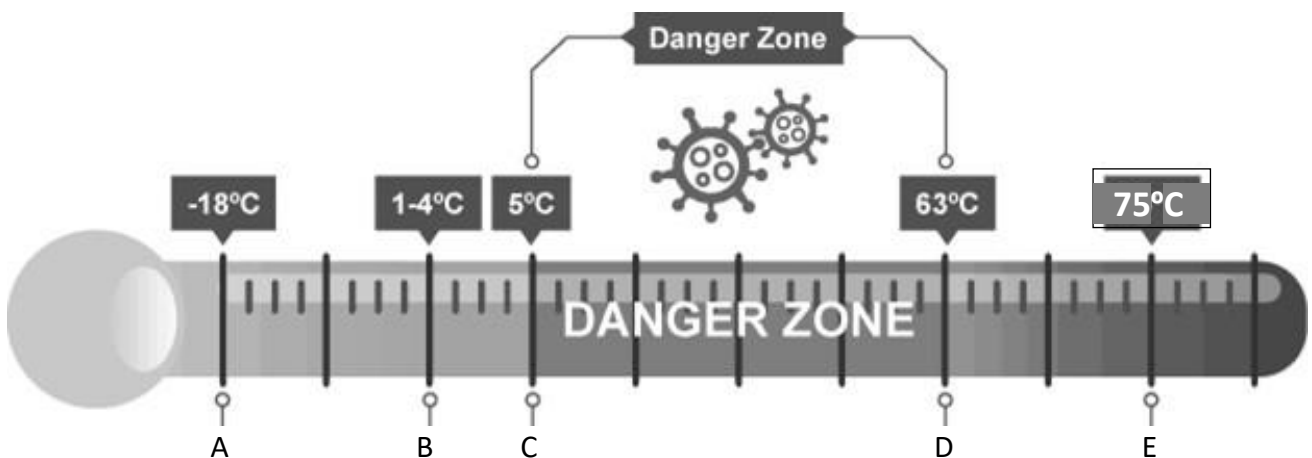
1. especially if it's and
2.
3. – the danger zone is between and °C.
4.

Which 4 C's should we think about to can we do to prevent food poisoning:

- | | |
|---------|---------|
| C | C |
| C | C |

List some symptoms of food poisoning:

.....



What is important about each of these temperatures?

- A.
- B.
- C.
- D.
- E.

GCSE Questions

1. Temperature control is essential to control bacterial growth.

Match the correct temperature to the statements below. [3]

- A** 100°C **B** -18°C **C** 75°C **D** 0°C **E** 5°C

For example, if you think the answer for (i) is **A** write **A** in the box.

- (i) The core temperature of cooked food.
- (ii) The temperature of a freezer.
- (iii) The temperature of boiling water.

2. Name three "high risk" foods from the list below. [3]

Raspberry Gateau	Beef Gravy	Cheese Straws
Bread Rolls	Prawn Cocktail	

- (i)
- (ii)
- (iii)

3. Studies show that many kitchens contain the most germs in the home.

For each of the following, list two rules to help prevent the spread of germs.

(a) Personal hygiene [2]

- (i)
- (ii)

(b) Kitchen hygiene [2]

- (i)
- (ii)

(c) Storage of foods [2]

- (i)
- (ii)



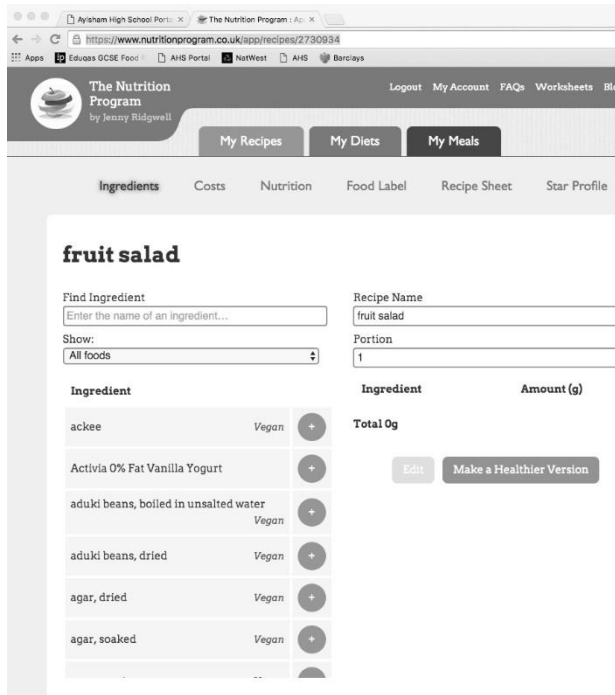
Today we are going to do an online nutritional analysis of one of the dishes you have made. This will let you see all the nutrients in the dish you made and how much there is of each nutrient. You will be able to print off a food label for the product, calculate the cost per portion and complete a star chart of the results of your sensory evaluation.

Can you remember the definition of a nutrient?

.....

.....

Nutritional analysis allows us to look at all the nutrients in a dish and helps us to make healthy choices about the food we eat.



Instructions:

- Log on and go to the website www.nutritionprogram.co.uk
- Use the user name: and password:
- Pick one of the dishes we have made (one which you have a good star chart for)
- Go to Create a new Recipe
- Enter your name and the name of the dish
- Enter the number of portions the recipe made in the portions box and click OK

What dish have you selected?

Use the program to answer the following questions:

1. What was the cost for the whole dish?

2. What was the cost per portion of the dish?

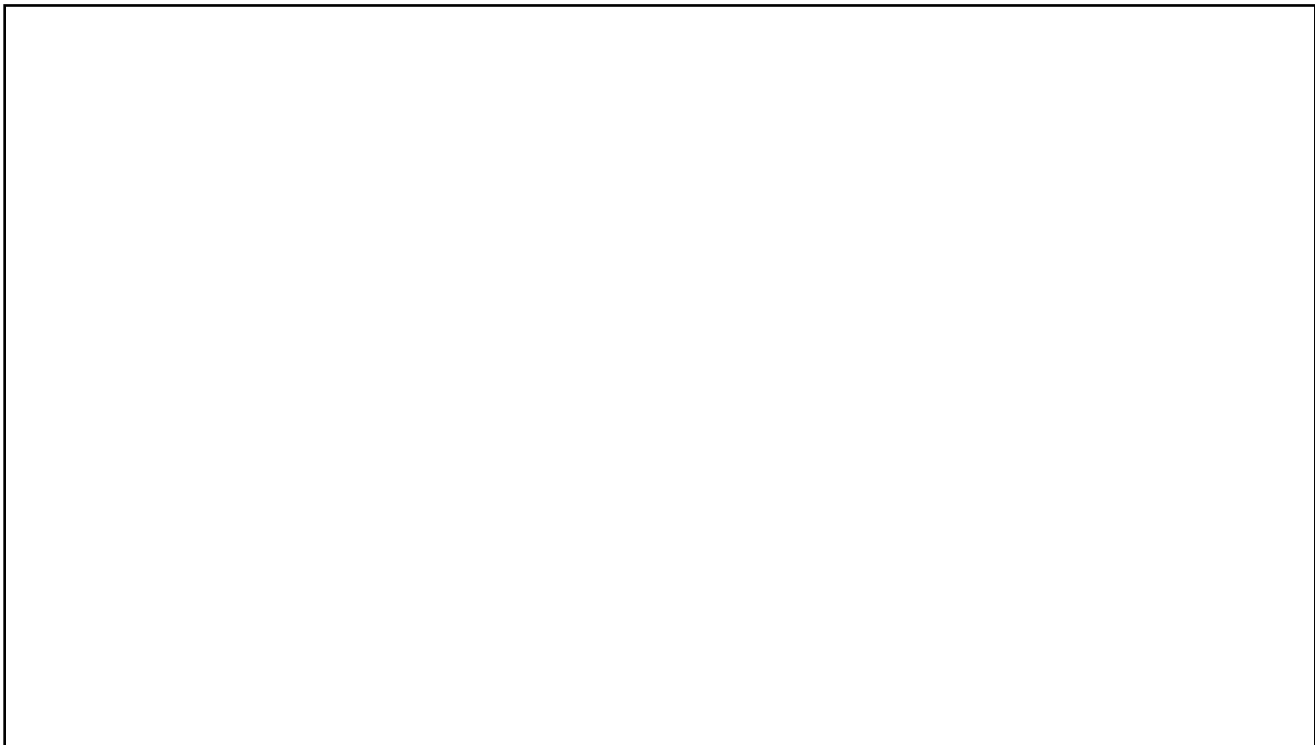
3. Count how many different nutrients are in the dish.

4. Were there any nutrients in the dish which surprised you? Can you say why?


.....

.....

5. Print a food label with a picture of a similar dish downloaded from the internet. Glue it into the space below.



6. Use the evaluation you did of your dish to complete a star profile, then download and print it. Glue it into the space below.





1. Can we grow it in the UK? (tick or cross)

- | | | |
|-----------|--------------|--------------|
| Potatoes | Rice | Carrots |
| Oranges | Blackberries | Lettuce |
| Mango | Tea | Tomato |
| Cocoa | Coconut | Cabbage |
| Courgette | Kiwi | Strawberries |

What is the main reason for not being able to grow some of these products in the UK?

.....
.....

2. Explain three things we can do to eat more sustainably?

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

3. Watch the video and answer these questions:

a) complete the table with the distance each food has travelled.

Food	Country of Origin	Distance to UK (miles)
Apples	USA	
Fine beans	Kenya	
Grapes	Chile	
Lamb shanks	New Zealand	

Food	Country of Origin	Distance to UK (miles)
Mango	Peru	
New potatoes	Israel	
Prawns	Indonesia	
Tomatoes	Canary Islands	

b) How many tonnes of food is wasted in the UK every year?

c) How much does that cost the UK?

4. Your opinion – do you agree or disagree – try to give supporting evidence for your choice

Statement 1: Sustainability is important to me Agree / Disagree

-
-

Statement 2: The environment is not affected by shopping habits Agree / Disagree

-
-

Statement 3: I would consider buying only food grown in the UK Agree / Disagree

-
-

Statement 4: Only buying seasonal food would limit my food choices Agree / Disagree

-
-

5. Design a seasonal meal

Use the seasonal information sheet and recipe books to create a two-course meal only using seasonal ingredients.

Main Course	Pudding

- Was it harder to think of a menu when you were only allowed to use seasonal ingredients?

.....

.....

- What foods would you miss if you only ate food that was in season?

.....

.....

- List ingredients used regularly in your home that are not seasonally available in England.

.....

.....



KS3 – Year 8
FOOD & NUTRITION



CORE KNOWLEDGE
TESTS

TEST 1	DATE:	
1		
2		
3		
4		
5		MARK / 5

TEST 2	DATE:	
1		
2		
3		
4		
5		MARK / 5



KS3 – Year 8
FOOD & NUTRITION

CORE KNOWLEDGE
TESTS

TEST 3	DATE:	
1		
2		
3		
4		
5		MARK / 5

TEST 4	DATE:	
1		
2		
3		
4		
5		MARK / 5



KS3 – Year 8
FOOD & NUTRITION

ASSESSMENT

		Score	Comments
Rotation 1	Practical assessment		
	Test		
Rotation 2	Practical assessment		
	Test		

Report Details

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



NOTES

A series of horizontal dotted lines spanning the width of the page, intended for writing notes.

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 1046kJ 250kcal	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: 697kJ/ 167kcal
Choose foods lower
in fat, salt and sugars

