KS3+ Hospitality and Catering

Name: _____

Learning Consultant: _____

Group: _____

Task	Achieved
Coleslaw	
Pasta Salad	
IR1 Assessment	
Vegetable Ragu	
Savoury Rice	
Ginger Bread	
IR2 Assessment	
Savoury Muffins	
Mini Quiche	
Soda Bread	
Pineapple Upside Down Muffins	
IR3 Assessment	
Vegetable Stir Fry	
Carrot Cake Muffins	
Vegetable Curry	
IR4 Assessment	

Tier Three Terminology

Each lesson as you learn new keywords related to the subject add them to the appropriate box. E.g. words beginning with ‘A’ such as ‘aeration’ go in the ‘A’ box.

A	**B**	**C**	**D**
E	**F**	**G**	**H**
I	**J**	**K**	**L**
M	**N**	**O**	**P**
Q	**R**	**S**	**T**
U	**V**	**W**	**X**
Y	**Z**		

Coleslaw
- 1/2 white or red cabbage
- 2 carrots
- 4 spring onions
- 2 tbsp. sultanas (optional)
- 3 tbsp. mayonnaise
- 1 tbsp. mustard

Vegetable Stir Fry
- 1 tbsp. vegetable oil
- 1 red chilli (optional)
- 1 garlic clove
- 250g vegetables of your choice e.g. broccoli
- 1 onion
- 1 tbsp. soy sauce
- 2 tbsp. sweet chilli sauce

Pasta Salad
- 150g cooked pasta
- 3 tablespoons of any dressing or sauce (for example: mayonnaise or bbq)
- 1 sweet pepper
- 1 tin Sweetcorn
- 75g cold cooked meat (optional)

Carrot Cake Muffins
- 150g margarine
- 250g carrots
- 200g sugar
- 2 large eggs
- 200g flour
- 2 x 5ml cinnamon
- 2 x 5ml baking powder
- 125g sultanas (optional)

Vegetable Ragu
- 1 onion
- 1 clove garlic
- 400g canned chopped tomatoes
- handful of fresh basil
- black pepper
- 50g vegetables such as pepper, aubergine (optional)

Vegetable Curry
- 1 small onion
- 2 potatoes
- 1 tbsp. vegetable oil
- 1 red pepper
- 100g cauliflower
- 2 tbsp. curry paste

Savoury rice
- 1 onion
- 3 mushrooms
- 1/2 red pepper
- 1 tomato
- 150g long grain rice
- 1 stock cube
- 50g peas
- 1 x 10ml spoon curry powder

Mini Quiche
- 200g plain flour
- 100g fat
- 2-3 ingredients of your choice
- 1 egg
- 75ml milk

Ginger Bread
- 55g margarine
- 55g caster sugar
- 55g golden syrup
- 110g self-raising flour
- 2 tsp ground ginger

Soda Bread
- 170g plain flour
- 170g self-raising wholemeal flour
- 250ml milk
- 1 x 15ml spoon of lemon juice
- 1 x 5ml spoon bicarbonate of soda

Savoury Muffins
- 225g self raising flour
- 50ml oil
- 175 ml semi-skimmed milk
- 1 egg
- 100g Cheddar cheese
- 1 courgette

Pineapple Upside Down Muffins
· 25g and 75g butter
· 25g brown sugar and 50g caster sugar
· 4 slices tinned pineapple
· 4 red glace cherries
· 1 egg
· Drop of milk
· 50g self-raising flour

Health and Safety

Why this? Health and Safety is a vital part of cooking, it is important that you are aware of the risks involved when completing practical's and how the industry follows food safety rules and regulations to ensure that food is safe to eat. **Why now?** Before completing food practical's, it is essential that you have gained a good understanding of the risks involved in the environment you are working in, this will enable you to develop skills safely and understand industrial practices.

Key Learning Question	Start	End
Why is it important to follow health and safety rules within a food environment?		
How can a mixture of equipment be used within the food room to avoid cross contamination and create a high skill dish?		
Why is it important to follow food safety rules and regulations?		
Why is it important to store food correctly?		
What is the eat well guide?		

Key Words

Cross contamination
Hazard
EHO
Food safety
Food storage
Temperatures
Cleaning
Equipment

Key Skills

Note taking
Knife skills
Preparation skills
Measuring
Weighing
Frying
Boiling
Roasting

Connectives

In conclusion....
In summary....
Overall....
Therefore....
For example…
Such as...
For instance…

Cycle 1	Milestone Assessment	End of Unit Assessment	Learning Consultant Comment

Targets to improve

Health and Safety Within a Food Environment

Circle the hazards in the image below.

Fill in the table below based on 5 of the hygiene and safety hazards you identified above.

Hazard	What is the danger?	How could you fix it?
1		
2		
3		
4		
5		

Washing Up Correctly

Fill in the missing words

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

Missing Words:

WARM WATER SOAPY UNPLUG SINK KNIVES DRY
SPONGE CLEANING CLOTH SOAKED GLASSWARE
WASHING UP TEA TOWEL

Write the name and use for each cleaning tool in the boxes below

	Name	Use
		
		
		
		

Kitchen Equipment

M _ _ _ _ _ _ _ _ _ 	M _ _ _ _ _ _ _ _ _ _ _ 	C _ _ _ _ _ _ _ _ _ _ _ _ 	_ _ _ _ _ 
V _ _ _ _ _ _ _ _ P _ _ _ _ _ 	V _ _ _ _ _ _ _ _ K _ _ _ _ 	C _ _ _ _ K _ _ _ _ 	K _ _ _ _ _ _ S _ _ _ _ _ _ _ 
T _ _ _ _ S _ _ _ _ 	T _ _ S _ _ _ _ 	_ _ _ _ _ _ _ _ _ _ _ 	P _ _ _ _ _ _ S _ _ _ _ _ _ 
B _ _ _ _ _ 	C _ _ _ _ _ _ R _ _ _ 	_ _ _ _ _ _ 	C _ _ _ _ _ _ _ 

T Marking – **T1** **T2** **T3**

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

Answer

Parts of the Cooker

Name:

Used for:

Name:

Used for:

Name:

Used for:

Name:

Used for:

Food Poisoning

What do you think causes food poisoning?

_____
_____
_____
_____
_____

What are the symptoms of food poisoning?

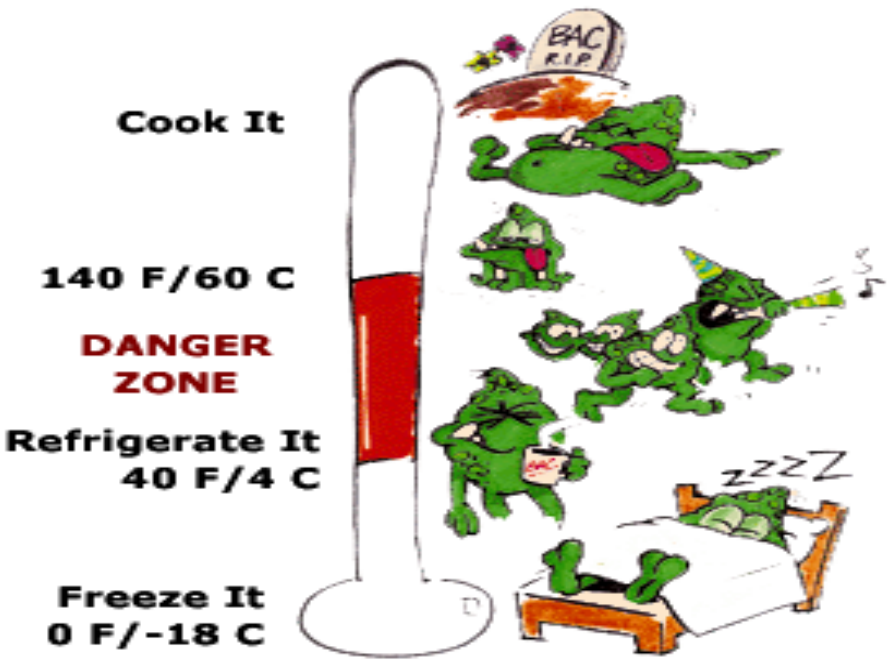
_____
_____
_____
_____
_____

What four things do bacteria need to grow?

1. _____ 3. _____
2. _____ 4. _____

Link the statements below to where you think they should go on the picture below.

1. Food should be cooked to high temperatures normally 75˚C
2. Food that goes into a freezer should be stored at -18˚C
3. Bacteria loves temperatures between 5˚C and 63˚C this is the DANGER ZONE!
4. Food that goes into the refrigerator should be stored at 1 to 4˚C



Cross Contamination

Describe the term 'cross contamination'.

_____
_____
_____
_____

Red	
	Raw fish
	Dairy products

To **prevent** cross contamination we must avoid:

- Raw and cooked foods touching each other
- Allowing blood or juices of raw foods to drip onto cooked foods.
- Allowing bacteria to be transferred during handling or preparation.

Legal Requirements

Food Safety Act 1990

- Offence to render any food injurious to health.
- Offence to sell food which does not satisfy safety requirements.

Summarize information for the 4c's.

Cleaning	
Cooking	
Cross Contamination	
Chilling	

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Personal, Food and Kitchen Hygiene Rules

Put a P (personal), F (food) or K (kitchen) next to the statements below to show which one the rule relates to.

1	Food handlers with skin, nose, throat or bowel problems must inform their supervisor and must not handle food until medical clearance is given.	
2	Cuts, burns and sores must be covered with waterproof dressings.	
3	All equipment must be clean before food preparation begins.	
4	Raw meat must be kept separate from high risk food at all stages of food storage and preparation.	
5	Frozen meat must be completely thawed before cooking.	
6	Spillages must be cleaned up straight away.	
7	Food handlers should not touch their hair, mouth or nose during food preparation.	
8	Food handlers must not cough or sneeze over food.	
9	Reheated food must be thoroughly reheated and should not be served to high risk groups of people (e.g. the elderly, young babies).	
10	Cooked food must be kept out of the danger zone (5°C - 63°C).	
11	Dirty pans, cutlery, crockery and other equipment should be cleaned and sterilised as soon as possible after use.	
12	All food handlers should wear suitable protective clothing (e.g. apron) and head covering.	
13	Nails should be short and clean. Nail varnish should not be worn.	
14	Dirty cloths should not be used.	
15	Jewellery should be removed.	
16	Separate equipment (ideally colour coded) should be used to prevent cross contamination.	
17	All food handlers should wash their hands on entering the food room. Hands should also be washed after going to the toilet, handling raw food, handling rubbish, blowing the nose and at frequent intervals when working.	
18	Food must not be removed from the fridge until needed for preparation or service.	
19	Plastic sacks and bins with lids should be used for food waste.	
20	Out of date food and damaged canned or packaged food should not be used.	

Remember: Your carelessness might be the cause of an outbreak of food poisoning.

Food Storage

T Marking – **T1** **T2** **T3**

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____

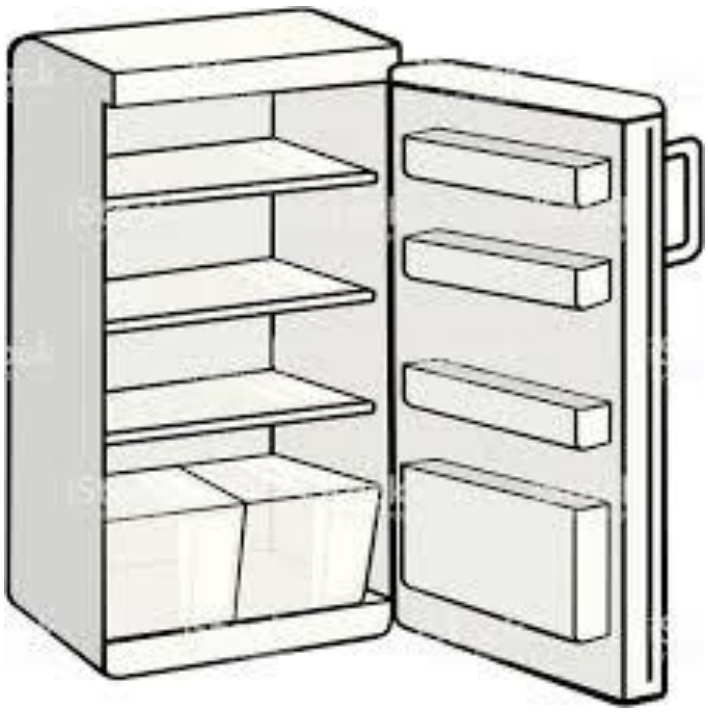
Answer

_____
_____
_____
_____
_____
_____

Food stays fresh for longer when it is kept cool. The temperature inside a fridge is about 5 degrees, so that the bacteria which can spoil food are too cold to be very active. In a fridge all food should be covered and wrapped it if is to remain moist.

Where would you place the following foods?

- Fresh Tomatoes
- Eggs
- Carton of orange juice
- Ice cream
- Cheese *
- Cooked meats *
- Opened tinned tomatoes *
- Lettuce
- Pint milk
- Bacon *
- Uncooked chicken *
- Fresh cream cake



*** = do they need covering or a change of container?**

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Eatwell Guide

On a daily basis, it is important that we eat the right types of foods and in the right quantities to enable us to stay healthy. As well as eating healthily, we should also do regular exercise to help us stay fit. If we don't, health conditions can impact our lives.

The Eatwell Guide shows us what we should eat to have a well-balanced and healthy diet. The different sections of the Eatwell Guide represent different types and proportions of food. Getting the balance right every day will mean your diet is healthy.

TASK: Fill in the table below discussing the Eatwell Guide food groups using the information that has been discussed to help you.

Food Group	What the food group does for our bodies?	Food Sources

Nutrition

Why this? The government guidelines suggest that to have a balanced diet we should follow the Eatwell Guide, which is made up of five different sections; carbohydrates, protein, fruit and vegetables, dairy and fat. **Why now?** This topic develops your understanding of nutrition, it is important so that you are aware of the foods that provide you with particular nutrients, this will aid your understanding when making informed choices of ingredients in your practical's.

Key Learning Question	Start	End
What are macronutrients?		
What is dietary fibre?		
What are micronutrients?		
What is energy?		
How do dietary needs differ throughout life?		

Key Words	**Key Skills**	**Connectives**
Macronutrients Micronutrients Fibre Dietary needs Energy balance Deficiency Vitamins Minerals	Note taking Knife skills Preparation skills Measuring Weighing Frying Boiling Roasting	In conclusion.... In summary.... Overall.... Therefore.... For example… Such as... For instance…

Cycle 2	**Milestone Assessment**	**End of Unit Assessment**	**Learning Consultant Comment**

Targets to improve

Carbohydrates

Carbohydrates are also classed as **'Macronutrients' –** what does this mean?

_____

1. Complete the word gap task:

starch	cereals	sugar	energy	fruit

Carbohydrates are needed to give the body _____.
There are two types of Carbohydrate - _____ and _____.
Starch is found in _____, cornflour, potatoes, pasta and flour.
Sugar is found in _____, vegetables, honey, milk and processed foods.

2. When might the body need fast release (sugary) of carbohydrates?

_____

3. When might the body need slow release (starchy) of carbohydrates?

_____

4. Complete the table using the list of foods below. Classify them as fast or slow release carbohydrates.

fruit	jam		vegetables	sugary cereal
oats	lentils	honey	potatoes	peas
energy drinks	rice		milk	

Fast release (sugary) carbohydrates	Slow release (starchy) carbohydrates

Which type of foods contain gluten?	**If you were gluten intolerant (coeliac) which foods could you get your carbohydrates from?**

Protein

Protein is a **'Macronutrient' –** which means it is needed by the body in large amounts.

1. Complete the word gap task:

animal	**nuts**	**repair**	**pulses**	**growth**

Proteins assist with _____ and _____ of the body.
Proteins are found in _____ products like meat, fish, cheese, milk and eggs. Vegetable sources include soya bean products, _____ and _____.

2 (a) What do protein rich foods have to contain to make them High Biological Value (HBV)?
_____

(b) Which types of protein are typically HBV? _____

3. **Complete the table.** There are some foods listed below to give you some help. Classify them as 'animal' or 'plant' protein.

Animal (high biological value HBV)	Plant (low biological value)

Nuts	**Beef**		**Eggs**	**Grains**
Poultry		**Fish**	**Soya**	
Kidney Beans	**Tofu**	**Dairy**	**Cereal**	**Pork**

What is Quorn?

What is protein complementation?

Fat

<u>Fats</u> are also 'Macronutrients'.

1. Complete the word gap task:

butter	**insulate**	**saturated**	**energy**	**plant**

Fats help to provide concentrated sources of _____ and help to _____ the body in cold weather. There are two main types:
_____ fats are usually obtained from animal sources, for example _____ and lard.
Unsaturated fats come from _____ sources, such as sunflower oil.

2. Complete the table using the lists of foods below. Classify them as saturated or unsaturated fats.

meat		olive oil		eggs
	butter		oily fish	
vegetable oil		cream		nuts

Saturated Fats	Unsaturated Fats

What health risks does this boy face?
If you were his parent, how would you change his diet?

Write your answers here:

<u>Health risks:</u>

<u>Changes to diet:</u>

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

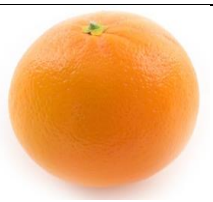
Dietary Fibre

Fibre is a carbohydrate found in foods that come from plants. Fibre cannot be absorbed into the small intestine, and it passes through the body quickly.

Why do we need to eat fibre? (*Fill in the blanks*)
Fibre helps us to regularly go the _____. It also prevents _____. Fibre gives us long lasting _____ so we do not turn to eating _____. Children should eat _____ of fibre per day.

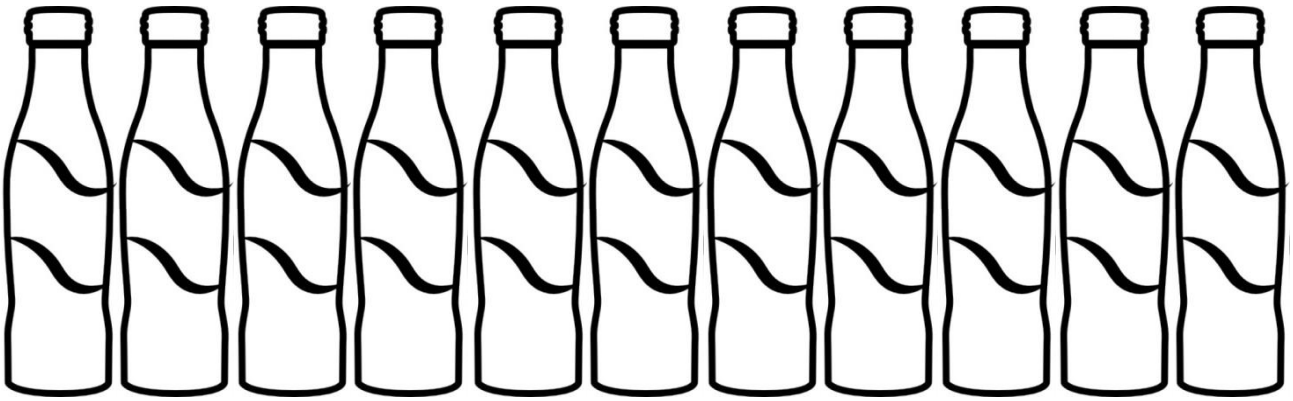
Word bank
Energy **Toilet** **10 grams** **Constipation** **Junk Food**

Which foods are high in fibre? *(Circle the foods which are high in fibre)*

Water

How much water should you drink?
(Colour in the number of glasses (250ml) of water you should drink a day)



Why do you need to drink water? (*Fill in the blanks*)

Water is essential for our bodies to stay _____, and our bodies are two-thirds water. We could survive for a few weeks without _____, but we could only last two to three _____ without water. Your body loses water all day from going to the toilet and _____. If you do not drink enough water you will become dehydrated and _____. 20 % of the water we need comes from food and _____% comes from drinks.

Healthy **Food** **Days**
Sweating **80** **Unwell**

Suggest a meal that you could make with the high fibre ingredient; baked beans.
_____
_____

Suggest a meal that you could make with the high fibre ingredient; kidney beans.
_____
_____

Can you think of any fruits or vegetables (where you eat the skin) which would be a good source of fibre?
_____
_____

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Vitamins

Vitamins are needed in very small amounts for growth and health therefore they are

'Micronutrients'. The main vitamins are vitamin A, the B complex of vitamins (including thiamin and folic acid), vitamin C, vitamin D, vitamin E & vitamin K.

1. Match the vitamins to their function (job role in the body).
2. Give 3 examples of foods you would find each vitamin in.

~~**A**~~ **B** **C** **D**
E **K**

Fat Soluble	Function	Food Sources
e.g. Vitamin A	I'm important for growth, healthy skin and hair and I can help you see better at night.	Yellow peppers, carrots, dairy e.g. milk
	You need me for healthy bones and teeth.	
	I help protect cells. I also help your immune system and repair DNA!	
	I help to clot your blood.	
Water soluble	**Function**	**Food Sources**
	We help with cell repair, digestion and energy release from carbohydrates.	
	I help you repair wounds and absorb iron to carry oxygenated red blood cells.	

T Marking – **T1** **T2** **T3**

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____

Answer

_____
_____
_____
_____
_____
_____

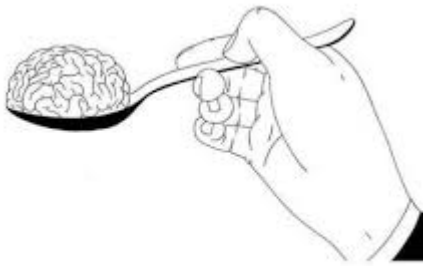
Minerals

Minerals are also 'micronutrients'. Explain what this means:
_____
_____
_____
_____

Minerals are needed in small amounts to help the body function properly and stay strong. **Calcium** and **iron** are two important minerals. Others include sodium, potassium, phosphorus, magnesium and fluoride.
Complete the table below. Match the correct mineral to its function and then identify two food sources for each one.

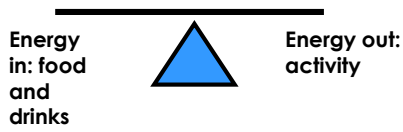
Mineral	Function	Food sources
	I am needed for the formation of healthy bones and teeth. I also help with normal growth in children.	
	I am needed to help form healthy red blood cells which carry oxygen to the body cells.	
	I help to control the amount of water in the body and also help the body to use energy.	
	I help to lower blood pressure and help to keep the heart healthy.	
	I help wounds to heal and blood to clot.	

potassium **zinc** **fluoride** **calcium**
iron **sodium** **selenium**



Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities.
List four point that the body needs energy for:



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

List four points why different people need different amounts of dietary energy.
1)_____
2)_____
3) _____
4) _____

Fill in the missing word:

1. Energy is provided by the _____ , _____and _____in the food and drink we consume. These are known as _____nutrients. The amount of energy that each of these macronutrients provides varies.
2. Energy intake is measured in joules (J) or kilojoules (kJ) but many people are more familiar with Calories (kcal). 1 MJ = 239 kcal. Carbohydrate (starch and sugars) provides _____kcal (17kJ) per gram. Protein provides _____kcal (17kJ) per gram.
3. Fat is the most energy dense nutrient, providing _____kcal (37kJ) per gram.
4. Energy intake can be estimated by applying these figures to the amount of carbohydrate, protein and fat we consume from food and drink

Suggest a meal that would give a teenager a long lasting energy source. Consider the Eatwell guide in your choice.

Dietary Needs

People of different ages have different dietary needs. Can you suggest one group of people you think would be most likely to get food poisoning?

Research the dietary needs of the following people:

	Dietary needs	Examples of foods which provide the nutrients they need
Infants		
Children		
Teenagers		
Adults		
Elderly		

Now choose one of these people and name a starter, main and dessert you would serve them. Give FULL reasons for your choice.

Healthy Diet - True or False?

Answer true (T) or false (F) to the following statements:

1	Bread is a really good source of carbohydrate.	
2	You should eat a variety of foods.	
3	You don't need fibre (NSP) in your diet as it just goes through you.	
4	You should eat at least five portions of fruit and vegetables per day.	
5	Fruit and vegetables are a good source of vitamins and minerals.	
6	You should never eat sugary foods and drinks.	
7	Children and adolescents need more exercise than adults.	
8	Water is not an important part of your diet.	
9	You should never eat fatty foods.	
10	You should eat plenty of foods rich in starch and NSP (fibre).	
11	Processed foods contain more salt than unprocessed foods.	
12	Too much fibre in the diet causes you to put on weight.	
13	Not enough vitamins in your diet can lead to deficiency diseases.	
14	Avoiding fat in your diet enables you to become thin.	
15	An unhealthy diet contains too many fatty, sugary and salty foods.	
16	Being a vegetarian means that you don't eat any protein in your diet.	
17	Adolescents should eat fish at least twice a week.	
18	Fruit juices should only be drunk at mealtimes and should be limited to 150ml per day.	

How did you do? How well do you know your nutrition facts?

Score /18

Food Science

Why this? Through practical application and theory work you will be able to understand the function and chemical properties of ingredients, discovering why ingredients work in different ways and how they react with others. **Why now?** During the nutrition element of the course, you will have learnt about what different foods do for our bodies, this topic will enable you to understand how those ingredients work. For example; when eggs are cooked they coagulated which means they can thicken recipes.

Key Learning Question	Start	End
How can menus be adapted to meet dietary needs?		
What are functional and chemical properties of ingredients?		
What is coagulation and shortening?		
What is the science behind bread making?		
What is dextrinization and caramelisation?		
What are raising agents?		

Key Words

Menu adaptation
Functional
Chemical
Coagulation
Shortening
Gluten
Dextrinization
Caramelisation
Raising agents

Key Skills

Note taking
Knife skills
Preparation skills
Measuring
Weighing
Frying
Boiling
Roasting

Connectives

In conclusion....
In summary....
Overall....
Therefore....
For example…
Such as...
For instance…

Cycle 3	Milestone Assessment	End of Unit Assessment	Learning Consultant Comment

Targets to improve

Functional and Chemical Properties of Proteins

Complete the table below.

Functional property	Description	Examples in food
Denaturation		
Coagulation		
Gluten		
Gelation		

What does shortening prevent the development of? How does this work?

_____
_____
_____
_____
_____
_____
_____

Shortcrust Pastry Theory

Name the two fats usually used in shortcrust pastry.
L _____ makes the pastry short and crisp. B_____ gives colour and flavour.

How could you make this pastry lower in fat?
_____

Why must the water be cold?
_____

Why should the flour be sieved?
_____

Which part of your hand is used for rubbing in and why?
_____

What should the rubbed in mixture look like?
_____

Why is it important not to over rub the pastry?
_____

Why should the pastry be lightly kneaded?
_____

Why is the pastry rolled out on a floured work surface?
_____

Why is it important not to stretch the pastry?
_____

What is the correct ratio of fat to flour for shortcrust pastry?
_____

EBI:
List as many finishing techniques for pastry products as you can.

Extension task:
What products can be made using shortcrust pastry? Include both sweet and savoury ideas.

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Dough and Gluten Formation

Keywords	
Gliadin	
Glutenin	
Gluten	
Carbon Dioxide Gas	
Shortcrust	
Choux	
Ratio	
Rolling Boil	
Heavy Dropping Consistency	
Rest	

Bread dough is made with strong plain flour, which contains a high level of protein.

Explain below how enriched dough and pasta are made, and how they differ from basic bread dough.

Enriched Dough	**Pasta**

Pastries

Different type of pastries are used for sweet or savoury dishes.
Give a brief description of each type and an example of its use in food preparation.

Shortcrust	**Choux**	**Flaky / Rough Puff**	**Suet**
Hot Water Crust	**Filo**	**Puff**	

The Function of Ingredients in Bread Making

Research and explain the function of the key ingredients used in bread making.

Wheat Flour	Liquid	Yeast	Salt	Other Ingredients Used in Bread Making
				Fat
				Sugar
				Ascorbic Acid

T Marking – **T1** **T2** **T3**

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____
_____

Answer

_____
_____
_____
_____
_____
_____
_____
_____
_____

The Science of Bread Making

Research and explain the key stages of bread making and the food science relating to the physical and chemical reactions taking place in the bread.

Sifting the flour…	**Proving Dough…**
Adding warm liquid…	**'Knocking Back' Proved Dough (then shape and give a final prove)…**
Mixing and Kneading Dough…	**Baking…**

What is the Chorleywood bread making process? Explain the difference between this and the process of bulk fermentation?

_____
_____
_____
_____
_____



Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Functional and Chemical Properties of Carbohydrates

Complete the table below.

Functional property	Description	Examples in food
Dextrinisation		
Caramelisation		
Gelatinisation		
Flavouring		
Preserving		
Jelling		

Raising Agents

Raising agents are added to most baked products during the making process using gas, air or steam which, when heated, expands causing the food to swell and rise up. Raising agents produce a risen, light and airy texture in the food. **Unleavened** products don't use a raising agent.

Complete the table below describing how the different raising agents work, with examples of baked products for each.

Mechanical Air will expand when heated, incorporated into the product via:	**Physical** Steam is created in products that contain large amounts of water.	**Chemical** Most cakes and biscuits need Carbon Dioxide to create the light, airy texture.	**Biological: Yeast** Yeast is a living organism grown commercially for bread making and alcohol production.
Sieving	**Air**	**Bicarbonate of Soda**	
Whisking			
Rubbing-In	**Foams**	**Baking Powder**	
Creaming			
Lamination	**Steam**	**Self-Raising Flour**	

Food Choice

Why this? Food choice refers to how people decide on what to buy and eat. A complex set of factors that vary from person to person and depend on culture, heritage and up-bringing and dietary needs all influence food choice. **Why now?** The knowledge gained through previous units gave you an understanding of ensuring food is safe to eat, understanding nutrients and how they work, enables you to gain a deeper understanding of why people eat the food they do; for example, if someone is coeliac they would not choose foods with gluten e.g. bread as this would make them poorly.

Key Learning Question	Start	End
What are the factors that affect food choice?		
Where does food come from?		
What are allergies and intolerances?		
What are religious and cultural food choices?		
What are food labelling requirements?		

Key Words

Food choice
Food miles
Allergy
Intolerance
Religion
Culture
Labelling
Seasonality

Key Skills

Note taking
Knife skills
Preparation skills
Measuring
Weighing
Frying
Boiling
Roasting
Baking

Connectives

In conclusion....
In summary....
Overall....
Therefore....
For example…
Such as...
For instance…

Cycle 4	Milestone Assessment	End of Unit Assessment	Learning Consultant Comment

Targets to improve

Food Choice

Factors influencing food choice	Description
Individual energy and nutrient needs	
Health concerns	
Ethical and religious practices	
Cost	
Food availability	
Food preference	
Environmental considerations	

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Where Food Comes From

What does the term "food miles" mean?

_____
_____
_____
_____

Food Miles		
Apples	USA	3675
Celeriac	Holland	325
Fine Beans	Kenya	4263
Grapes	Chile	7165
Potatoes	Israel	2212
Lamb Shanks	New Zealand	11682
Mango	Peru	5742
King Prawns	Indonesia	7279
Tomatoes	Canary Islands	1798

Complete the mind map below.

What do you think about the distance food travels to the UK? Do you think we should make changes to our shopping habits? Explain your answer in full sentences.

_____
_____
_____
_____
_____
_____

Seasonality

Explain the term 'seasonality'.

_____
_____
_____
_____

What is an advantage of eating foods in season?

_____
_____
_____
_____

Complete the table below by writing the list of vegetables in the correct season.

Asparagus Aubergine Broccoli Brussel Sprouts Cabbage Carrots
Cauliflower Courgette Leeks Jersey royal potatoes Onions Leeks
Parsnips Pumpkin Tomatoes Watercress Sweetcorn Spinach

Winter Fruits and Vegetables	**Autumn Fruits and Vegetables**
Summer Fruits and Vegetables	**Spring Fruits and Vegetables**

Traceability and Animal Welfare

Under EU law, all meat and poultry for human consumption has to show **traceability**. Under the law, traceability means the ability to track any food, feed, food-producing animal or substance that will be used for consumption through all stages of production, processing and distribution.

Discuss. What are the benefits of traceability to the consumer?

_____
_____
_____
_____
_____

Explain the purpose of each of the packaging symbols below.

Animal Welfare

RSPCA Assured

_____
_____
_____
_____
_____
_____
_____

Red Tractor

_____
_____
_____
_____
_____
_____

Other Labelling Images

Lion Mark

_____
_____
_____
_____
_____
_____

Organic

_____
_____
_____
_____
_____
_____

Religion and Food Choices

T Marking – **T1** **T2** **T3**

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____

Answer

_____
_____
_____
_____
_____
_____

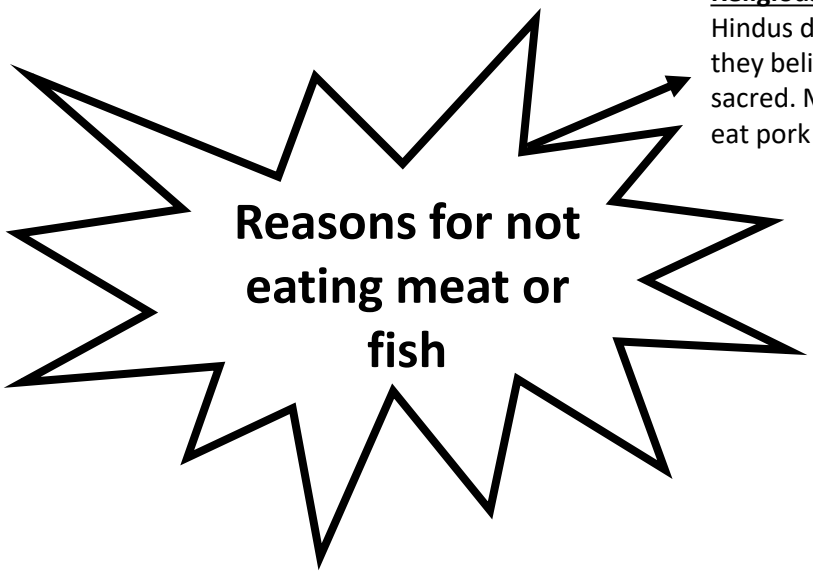
1) Give three reasons why food choice may be affected by religion?

- _____
- _____
- _____

Religion	Foods avoided	Reasons for avoiding food
Islam		
Buddhism		
Hinduism		
Judaism		
Sikhism		

Vegetarianism

Many people chose to be vegetarian. This can be for religious, moral or ethical reasons.



Religious beliefs – e.g. Hindus don't eat beef as they believe the cow is sacred. Muslims don't eat pork or shellfish

Match the type of vegetarian to the correct definition:

Pescatarian	I eat egg and dairy products but I don't eat poultry, meat, fish or seafood
Lacto-ovo vegetarian	I don't eat any foods that come from animals. This includes dairy foods and honey
Vegan	I don't eat eggs, meat, poultry, fish or seafood but I do eat dairy products such as cheese, milk and yoghurt
Lacto-vegetarians	I don't eat any animal flesh except for fish. I eat eggs and dairy products. Vegetarians do not consider my diet to be 'vegetarian'.

What do I eat? For each of the types of vegetarian put a ✔ or a ✘ to show whether the food is eaten or not:

Type Of Vegetarian							
Pescatarian							
Lacto-ovo vegetarian							
Vegan							
Lacto-vegetarians							

Diet-Related Medical Conditions

Some health conditions may be diet related and may be specifically associated with a poor diet. Other health conditions can be hereditary but controlled by special diets.
Complete the table below with information about each diet-related medical condition, including tips and advice on what people with these conditions should consume and what they should avoid.

Coeliac Disease	**Iron Deficiency Anaemia**	**Diabetes**
Cardiovascular Disease	**Obesity**	**Bone Health and Dental Health**

T Marking – T1 T2 T3

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____

Answer

_____
_____
_____
_____
_____
_____

Medical Diets

There are several medical reasons which cause people to avoid certain foods.
For each, suggest how you would adapt the following menu:

Starter
Cream of chicken soup, roll and butter

Main Course
Beef casserole, dumplings, mashed potato, and peas

Dessert
Chocolate fudge pudding with chocolate sauce

Medical Need	Description	Adaptation
Diabetes	Body cannot control sugar levels so sweet sugary foods need to be avoided	
Allergies	Main allergies are nut related and not only must nuts and products made with nuts be avoided, but products made in the same area as nuts should also be avoided	
Intolerances	Some people cannot digest wheat (coeliac) and need a gluten free diet (gluten is found in wheat). Some people cannot digest lactose found in dairy products such as milk, cheese, butter and products containing milk powder	
Low Fat	Often required to lose weight or reduce cholesterol. Obesity is a cause for Government concern due to a dramatic increase in people being classed as obese. People with a Body Mass Index (BMI) of more than 30 fall into this category	
Low Salt	Often related to high blood pressure and they should avoid processed foods	

Allergies and Intolerances

The UK Food Information Regulations 2014 came into force when the EU listed 14 allergens that need to be identified when they are used as ingredients in a dish.

A food allergy involves an auto immune response. A food intolerance is a term applied to a range of adverse responses to certain foods and does not involve an immune system response. There is no cure for a food allergy. The only way people with allergies can stay safe is by avoiding foods they are allergic to.

Below, list symptoms of a food allergy and a food intolerance.

Food Allergy	**Food Intolerance**

The 14 Allergens

T Marking – T1 T2 T3

Write out your target in full and respond in full sentences using subject terminology. Remember to use purple pen.

Question

_____
_____
_____

Answer

_____
_____
_____
_____
_____
_____

Low Stakes Quiz

1. Question

Answer

2. Question

Answer

3. Question

Answer

4. Question

Answer

Nutritional Labelling

Nutrition labels can help you choose between products, and keep a check on the amount of foods high in fat, salt and added sugars that you're eating.
All nutrition information is provided per 100 grams and sometimes per portion of the food.

Traffic Light Labelling

You're standing in a supermarket aisle looking at two similar products, trying to decide which to choose.
You want to make the healthier choice but, you're in a hurry.
Well, help is at hand. A growing number of supermarkets and food manufacturers are using traffic light colours on the labels of some products.

What do the colours mean?

_____ ☐
_____
_____

_____ ☐
_____
_____

_____ ☐
_____
_____

Comparing Nutritional Values

Use coloured pencils and the information you have learnt so far to decide whether each nutrient below should be green, orange or red.

	Cornflakes	Bran Flakes	Frosties	Raspberry NutriGrain
kJ	1580	1503	1587	1720
Protein	7g	10g	4.5g	4.5g
Carbohydrate - Sugar - Starch	84g 8g 76g	66g 22g 45g	87g 37g 50g	64g 33g 31g
Fat Saturates	0.9g 0.2g	2g 0.5g	0.6g 0.1g	15g 2g
Fibre	3g	15g	2g	2.5g
Sodium	0.7g	0.4g	0.45g	0.1g

Explain which of these breakfast cereals is the healthiest and why?

_____
_____

Explain the importance of eating breakfast everyday. Use the word 'energy' in your answer.

_____
_____

Extension Tasks

Cross the Curriculum

How does today's learning link to three other subjects?

What skills can you take from today and use elsewhere in school?

Top Tips

Write 5 top tips or golden rules about the topic for students taking the lesson next time.

Comic Strip

Produce a comic strip showing what you have learnt today/explaining the lesson.

Extension Tasks

Write a newspaper headline about today's lesson...plan an article to go with the headline

Write a poem, 5 lines long and that rhymes, summing up what you have learnt today.

Draw Your Brain

Draw your brain - fill it with everything they have learnt (knowledge and skills) during the lesson.

Extension Tasks

Choose three new words you have learnt today write dictionary definitions. Write a paragraph for each of the words (or one using all three at once).

Equation

Write an equation showing your learning...
For example –
Eggs + flour + milk + sugar X oven = cake

Extension Tasks

Pick one of the skills and explain how you have used it today...




Two stars and a wish
3 good things, one to improve
What I found interesting/learnt/ struggled with

5 – 5 – 1

Summarise today's topic in 5 sentences.

Reduce to 5 words.

Now to 1 word.

	Working Below	Working Towards	Expected	Above Expected	Well Above Expected
Food Safety and Cooking	Basic skills achieved with assistance given. Knowledge of sequence of work very limited. Incorrect selection of ingredients and/or equipment often made. Dish produced with very limited quality of finish. Basic food hygiene and/or health and safety concerns.	Some independence demonstrated but some support given. Some attempt made to select appropriate equipment and/or ingredients. Some attempt made to demonstrate some technical skill, with some success. Support given with organisation and time management. Food hygiene and safety achieved but reminders given.	Prepares and cooks a range of dishes with little support. Use all equipment safely and generally confidently. Products demonstrate a good quality of finish with some presentation techniques demonstrated. High level skills attempted but lacking quality in execution. Generally organised worker. Fairly good attempt to meet time deadlines.	Independently prepare and cook a range of dishes. Good use of a range of electrical equipment safely and confidently. All products are high quality and demonstrate good presentation skills. Demonstrate some high level skills confidently. Safe, confident and generally organised worker in all practical tasks. Nearly all time deadlines met.	Independently and competently prepare and cook confidently, safely and competently to use equipment. Organised, independent worker with excellent time management. Wide range of skills demonstrated to a consistently high standard. Excellent consideration of sensory properties of food. Presentation of dish(es) excellent and appropriate.
Diet and Nutrition	Limited knowledge and understanding of the function of nutrients, and a limited understanding of why people require different amounts during their lives. Limited understanding of the sources of these nutrients. A basic awareness of the importance of energy balance.	Some knowledge and understanding of the function of some macro and micronutrients, and a basic understanding of why people require different amounts. Some understanding of the sources of these nutrients. An awareness of the importance of energy balance and some knowledge of the causes of excess or deficiency.	Good knowledge and understanding of the function of most macro and micronutrients, and some understanding of why people require different amounts during their lives, e.g. pregnancy. A good understanding of the sources of these nutrients. An good awareness of the importance of energy balance and the causes and implications of excess or deficiency.	A detailed knowledge and understanding of the function of most macro and micronutrients, and why people require different amounts during their lives, e.g. pregnancy. Detailed understanding of the sources of these nutrients. A detailed awareness of the importance of energy balance and the causes and implications of excess or deficiency.	Excellent and comprehensive knowledge and understanding of the function of a wide range of macro and micronutrients, and why people require different amounts. Excellent understanding of the sources of these nutrients. Excellent awareness of the importance of energy balance and the causes and implications of excess or deficiency.
Science of Food	Very limited knowledge of either working characteristics or functional or chemical properties of ingredients.	Some basic knowledge or working characteristics or functional or chemical properties of ingredients.	Good knowledge and understanding of the working characteristics, functional and chemical properties of ingredients.	Detailed knowledge and understanding of the working characteristics, functional and chemical properties of ingredients.	Excellent knowledge and understanding of the working characteristics, functional and chemical properties of ingredients.
Food Choice	Limited knowledge of where some food comes from. Limited knowledge of some multi-cultural ingredients, dishes and cooking Limited awareness of ethical issues surrounding food, and some acknowledgment of the we can take to reduce the impact on the environment. Limited awareness of the reasons why food is fortified.	Some knowledge and understanding of where most food comes from. Some knowledge and understanding of some multi-cultural ingredients, dishes and cooking. Some awareness of ethical issues surrounding food, and recognition of steps we can take to reduce the impact on the environment. Some awareness of the reasons why food is fortified and/or modified.	Good knowledge and understanding of where most food comes from and how they are grown. A good knowledge and understanding of many multi-cultural ingredients, dishes, and cooking techniques. A good awareness of ethical issues surrounding food, and steps we can take to reduce the impact on the environment. A good awareness of the reasons why food is fortified and/or modified.	Detailed knowledge and understanding of where food comes from. A detailed knowledge and understanding of a range of multi-cultural ingredients, dishes and cooking. A detailed awareness of ethical issues surrounding food, and recognition of a range of practical steps we can take to reduce the impact on the environment. A detailed awareness of the reasons why food is fortified and/or modified.	Excellent knowledge and understanding of where food comes from. Excellent knowledge and understanding of a wide range of multi-cultural ingredients, dishes and cooking. An excellent awareness of ethical issues surrounding food, and recognition of steps we can take to reduce the impact on the environment. A detailed awareness of the reasons why food is fortified and the impact this has on food production.