



KS3 Food Technology			
Year	AUTUMN TERM	SPRING TERM	SUMMER TERM
7	<p>Introduction to Food –</p> <ul style="list-style-type: none"> • Expectations (inc. assessment methods) • Room familiarisation • H and S • Introduce nutrition to The 5 A Day message (linked to prior knowledge – KS2). • Food hygiene • Provenance of fruit and vegetables (and how seasonality affects price and availability). • Sensory analysis on vegetables (introduce different sensory evaluation methods) • Demo basic knife skills on carrot (peeling, top and tailing, cutting into julienne) and use for tasting carrots (organic, non organic, local, old carrots etc.) (could also use celery, peppers, cucumber). 	<p>Recap on the UK’s healthy eating model (the Eatwell Guide) and the 8 tips for healthy eating.</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> • Food hygiene • Health and safety • Washing up, drying and putting away • Importance of preparation before cooking (laying out ingredients on trays etc.) • Composting vegetable waste • Weighing and measuring Knife skills Use of kettle Knife skills: peel, grating, slicing, dicing, julienne, chopping herbs • Reinforcing key principles of nutrition and healthy eating Importance of chilled temperature control for storing foods. How can a recipe be adapted to make it healthier? 	<p>Raising agents: Introduce the key raising agents</p> <p>Conduct an experiment to demonstrate how different raising agents work in different conditions. Suggestion includes:</p> <ul style="list-style-type: none"> • Ingredients: Yeast, bicarbonate of soda, baking Powder, self-raising flour, plain flour • Add following to each raising agent: Cold water, warm water, boiling water, warm water with vinegar, warm water with sugar. • Different types of raising agents uses in cookery (linked in to functions of ingredients) • Accurate weighing and measuring • Rubbing-in • Preparation of protein based filling (e.g. cheese, ham) • Forming a dough

	<ul style="list-style-type: none"> • General introduction to macronutrients and micronutrients 	<ul style="list-style-type: none"> • Weighing and measuring Timing 	<ul style="list-style-type: none"> • Shaping and cutting • Glazing • Safe use of the oven (baking).
8	<p>Re-cap on how Food lessons work:</p> <ul style="list-style-type: none"> • Expectations (inc. assessment methods) • Room familiarisation • H and S • Food hygiene • Recap on Nutrition from year 7 (general focus on macro and micronutrients (functions, sources, deficiencies etc.)) • Introduce concept of Composite foods (made up from more than one food group from the Eatwell Guide). • Discuss own school food offering in the cafeteria. • Making a yeasted dough, kneading and shaping, glazing and baking (enhancing with additional flavourings - optional) • The science underlying bread making (raising agents, gluten formation, gelatinisation, dextrinisation, (coagulation if using egg glaze)) • Importance of washing foods before preparation (soil, pesticides etc.) 	<ul style="list-style-type: none"> • Knife and vegetable preparation skills • Sautéing (translucent vegetables rather than brown) • Control of the hob • Handling and cooking raw meat • Consideration to tasting for seasoning • Protein foods (meat and non-meat alternatives) • Cooking pasta (to al dente) and draining carefully and safely through a colander • Consideration to tasting for seasoning and final presentation of dish • Seasonality and food miles, link to cost of ingredients • Control of the grill 	<ul style="list-style-type: none"> • Knife and vegetable preparation skills • Combining, forming and shaping • Handling and cooking raw meat (if used) (avoiding cross contamination) • Understanding the importance of ensuring meat products are cooked to a minimum core temperature of 75oC (E. coli, salmonella etc.) • Identifying provenance of meat (farm to fork, traceability, animal welfare). • UK initiatives to promote welfare of animals (food assurance schemes) (e.g. Red Tractor, Freedom food, etc.) • The importance of sodium in the diet – implications of excess and deficiencies • The difference between sodium and sodium chloride • Look at food packaging - review salt content of dishes (e.g. crisps biscuits, ready meals, ham). Calculate the salt content of these items and relate to the recommended daily intake.

	<ul style="list-style-type: none"> • Importance of organisation – ingredients on trays, wash up as you go along, clean as you go etc. • Composting raw vegetable waste • H and S with knives, hob, blender (if used) 		
9	<p>Use different starches (could include white wheat flour, wholemeal wheat flour, cornflour, arrowroot, rice flour, potato flour, buckwheat flour, chestnut flour, cassava flour, sorghum flour)</p> <ul style="list-style-type: none"> • Learners to understand what is happening to starch during gelatinisation and how different starch sources affect texture, colour and viscosity of thickened gel • Making a cheese sauce with the roux method (lump free) • Control of the hob • H and S with knives, hob Use of oven (optional, if time) • Producing a soft pliable pastry dough • Layering and laminating pastry dough 	<ul style="list-style-type: none"> • Discuss how healthy certain recipes are • Discuss term “balanced diet” • Quick questioning on sources of nutrients and functions with the ingredients used • If time, can be developed into questioning on importance of protein and fat in the diet, also how recipe can be adapted to use other ingredients and flavourings) • Knife skills: peeling, grating • Beating egg, sifting, folding, portioning • Wholegrains and milling Types of wholegrains (include the less well known e.g. quinoa, millet, amaranth), health benefits, where grown and then lead into milling of a specific wholegrain (rice or wheat are well resourced). • focus on breakfast cereals – review nutritional labelling and discuss ingredients – review salt and sugar 	<ul style="list-style-type: none"> • Foods from different cultures Learners into groups and each group research a selected country – include typical dishes, common ingredients and cooking methods, utensils, social, economic, climatic and political influences on the diet of selected country, health of country linked to diet and so on. • Consider how diets from different cultures vary – are there any specific health issues linked to any particular cultures (e.g. nutritional deficiencies or excesses, malnutrition, obesity etc.)? • Dry frying spices • Main nutrients in a certain dish (include complementary action: Iron and vitamin C and re-cap on calcium and vitamin D) Difference between heme and non heme iron • How much vitamin C is in a potato? • Indian breads (learners can cook a range quick Indian breads and

	<ul style="list-style-type: none"> • Producing a dough which has even layers with no visible butter escaping from the sides • Rolling out pastry Shaping into sausage rolls / plait Glazing Control of oven 	<p>content of a wide range of breakfast cereals eaten by the class</p> <ul style="list-style-type: none"> • Cook a dish to demonstrate use of wholegrains (examples of dishes include: Barley risotto / Buckwheat pancakes / Quinoa stuffed peppers / Brown rice salad / Tabbouleh / Sweetcorn and bacon muffins made with wholemeal flour and oatmeal etc) 	<p>conduct sensory testing). (quick breads include: roti (chapatti) / paratha)</p> <ul style="list-style-type: none"> • Weighing and measuring • Making unleavened dough (to correct stickiness) • Control of hob
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