YEAR 8
FOOD TECHNOLOGY
WORK BOOK

NAME……………………………………………………………
FORM/HOUSE…………………………………………………
GROUP 8………….
WORKING TOWARDS GRADE;
FINAL GRADE………

N.B. If you lose this book or your recipe book, print your own copy from the Billericay School Website in the Design Technology subject section. Books will NOT be replaced from stock.
# THE SCHEME OF WORK, YEAR 8 FOOD TECHNOLOGY

**THIS IS THE WORK YOU WILL BE DOING IN THIS COURSE.**

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LEARNING SKILLS</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>HEALTH &amp; SAFETY</strong>: Working in teams Understanding importance of Health &amp; Safety</td>
<td>Design a poster to promote safe working in the kitchen.</td>
</tr>
<tr>
<td>2</td>
<td><strong>NUTRITION 1</strong>: Vitamins &amp; minerals To learn about the need and uses of Vitamins &amp; Minerals in the diet</td>
<td>Complete the wheel to show why we need to eat a rainbow of fruit and Vegetables every day.</td>
</tr>
<tr>
<td></td>
<td><strong>NUTRITION 2</strong>: Proteins &amp; Fats To learn about the need and uses of Protein &amp; fat in the diet</td>
<td>How much protein and fat do you have in your diet? What could you change to improve the TYPE of fat in your diet?</td>
</tr>
<tr>
<td>3</td>
<td><strong>PRACTICAL 1</strong>: RICE SALAD Inclusion of vegetables with rice to promote V &amp; Ms</td>
<td>Evaluate your practical work and add a picture (can be from Google) <strong>HW 3</strong> Design a Pizza</td>
</tr>
<tr>
<td>4</td>
<td><strong>PRACTICAL 2</strong>: PIZZA Bread application; invention &amp; Shaping, Topping prep, Baking.</td>
<td>Make a picture spider gram to show 8 other vegetables that could be used on a pizza. Evaluate your practical work &amp; add a picture.</td>
</tr>
<tr>
<td>5</td>
<td><strong>NUTRITION 2</strong>: Carbohydrates and Fibre To learn about the need and uses of carbohydrates and Fibre</td>
<td>Complete the table to show different types of carbohydrates and their functions.</td>
</tr>
<tr>
<td>6</td>
<td><strong>PRACTICAL 3</strong>: VEGETABLE CRUMBLE Rubbing in Application - savoury Veg. use + Using herbs; baking</td>
<td>Evaluate your practical work and add a picture</td>
</tr>
<tr>
<td>7</td>
<td><strong>PRACTICAL 4</strong>: SHORTBREAD Rubbing in; Portion control; Baking</td>
<td>Evaluate your practical work and add a picture.</td>
</tr>
<tr>
<td>8</td>
<td><strong>PRACTICAL 5</strong>: FRUIT CHEESECAKE Whisking; Biscuit base; Assembly; Decoration</td>
<td>Evaluate your work &amp; add a picture</td>
</tr>
<tr>
<td>9</td>
<td><strong>PRACTICAL 7</strong>: VICTORIA SPONGE One-stage method; freezing</td>
<td>Design decoration for the cake - make butter cream icing and collect decorations.</td>
</tr>
<tr>
<td>10</td>
<td><strong>PRACTICAL 8</strong>: CAKE DECORATION Using a design to a theme</td>
<td>Evaluate the cake is made.</td>
</tr>
</tbody>
</table>

**END OF COURSE**
**ASSESSMENT GRADES YEAR 8.**

<table>
<thead>
<tr>
<th>WORK WELL</th>
<th>NEED IMPROVING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked quickly and effectively in practical lessons without wasting time.</td>
<td>Working towards Level 5</td>
</tr>
<tr>
<td>I prepared ingredients correctly by using the bridge and/or claw hold e.g. slicing, dicing. (I can use the knife safely)</td>
<td></td>
</tr>
<tr>
<td>I measured liquids accurately using a measuring jug and solids using weighing scales.</td>
<td></td>
</tr>
<tr>
<td>I used the hob and oven safely. I can control the temperature to boil and simmer.</td>
<td></td>
</tr>
<tr>
<td>I have written evaluations that include strengths, weaknesses and suggestions for improvement.</td>
<td></td>
</tr>
<tr>
<td>I used a range of ingredients and experimented with some of my own ideas to make a range of high quality products.</td>
<td>Working towards Level 6</td>
</tr>
<tr>
<td>I wrote detailed step-by-step plans including ingredients and equipment that I have used.</td>
<td></td>
</tr>
<tr>
<td>I wrote detailed evaluations, including strengths, weaknesses and <em>clear suggestions about how the ingredients or methods could improve my products.</em></td>
<td></td>
</tr>
<tr>
<td>I surveyed other people to find out what they thought of the product and have included their suggestions for improvement in my evaluation.</td>
<td></td>
</tr>
<tr>
<td>I used a range of ingredients and experimented with some of my own ideas to make a range of high quality products. I worked independently in my lessons and consistently produced high quality products.</td>
<td>Working towards Level 7</td>
</tr>
<tr>
<td>I wrote detailed step-by-step plans including ingredients and equipment that I have used. I was creative in my product designs and considered alternative ways of making the products.</td>
<td></td>
</tr>
<tr>
<td>I wrote detailed evaluations, including strengths, weaknesses and <em>several detailed suggestions about how the ingredients or methods could improve my products.</em></td>
<td></td>
</tr>
<tr>
<td>I surveyed other people to find out what they thought of the products and have used their suggestions to help me consider possible improvements.</td>
<td></td>
</tr>
</tbody>
</table>
Homework Tasks in Food Studies; Diet and Health

Choose your homework tasks from the selection below. The spice level suggests the level of challenge that each task offers:

(🌶️ = Level 5, 🌶️🌶️ =Level 6, 🌶️🌶️🌶️=Level 7+)

HOMEWORK TASKS TO BE HANDED IN LAST LESSON

Homework 1:
1. Watch a cooking show and write a review of one of the dishes made. Identify equipment, ingredients and techniques used.

2. Develop a presentation exploring seasonal foods. For each of the three seasons, suggest a well-balanced main meal that could be made using the ingredients discussed.

3. Research 3 different special diets and explain what they are, how they impact people’s food choices, and food products that can be eaten. For each dietary need, modify a standard product to make it suitable.

Homework 2:
1. Identify a range of special diets (e.g. vegetarian, coeliac) that people may follow and explain why. Give examples of foods that can and cannot be eaten.

2. Select 4 dishes from a restaurant menu. Explain your choices and analyse how healthy they are in detail. Suggest ways to improve the nutritional value of each one.

3. Complete a 'Functions of Ingredients' table for one of the food products you have made in class. Identify the ingredients used and then explain the sensory, nutritional and scientific functions of each one.

Homework 3:
1. Choose 20 key words used in Food Studies and define each one in detail. Use images where possible to help with your answer.

2. Design a magazine recipe page and review 2 dishes. Include images, and look at existing magazine articles for ideas on layout and language used.

3. Design an advert that encourages people to follow a healthy lifestyle. Include hints for people to follow a well-balanced diet; also discuss the health implications of an unhealthy diet.
THE HAZARDOUS KITCHEN.

OBJECTIVE: TO FIND OUT HOW TO MAKE A KITCHEN A SAFE WORKING ENVIRONMENT.

Label around the picture below pointing out all the things that are a HAZARD in this kitchen.

You can then use this information to help you work safety in your working kitchen.

I have found ....... hazards in this kitchen. Safety is very important because
MAKE IT SAFE

OBJECTIVE: TO UNDERSTAND ABOUT SAFETY AND HYGIENE

COMPLETE ALL THE ACTIVITIES ON THE NEXT 2 PAGES.
THINK ABOUT HOW YOU WILL NEED TO WORK SAFELY IN THE KITCHEN.
USE THE HAZARDOUS KITCHEN PAGE TO HELP YOU WITH THIS WORK.

LOOK AT THE KITCHEN TOOLS AND EQUIPMENT BELOW. NAME EACH TOOL AND SAY WHAT IT IS USED FOR.

1. Name: …………… Uses: ……………………………
2. Name: …………… Uses: ……………………………
3. Name: …………… Uses: ……………………………
4. Name: …………… Uses: ……………………………
5. Name: …………… Uses: ……………………………
6. Name: …………… Uses: ……………………………

Can you name 3 other pieces of equipment you have used already?
1.
2.
3.
Write down **THREE** things that could be a hazard, and say how you would make each one safer. This is called **RISK ASSESSMENT**.

1.

2.

3.

In the Kitchen Identify the following which you need to check regularly.

Job Roles

Head chef

Chief washer upper

Chief Drier

Health and Safety officer
KEEP HOT FOOD HOT!

OBJECTIVE: To learn about temperature control.

Fill in the blanks!

Hot ________ should be _____ at ___________
or ___________ to keep food ___________

What are these?

---------------------------------------------

What are they used for?

---------------------------------------------

KEEP COLD

FOOD COLD

What is the LAW about the temperature of fridges (used in catering kitchens)?
The LAW says that
---------------------------------------------
---------------------------------------------
---------------------------------------------
---------------------------------------------

What temperature should a deep freeze be kept at?

---------------------------------------------

What temperature should we keep the refrigerator at?

.................
FOOD HYGIENE KEY WORDS.

OBJECTIVE: To learn some KEY words.

FOOD HYGIENE MEANS;

________________________________________________________________

________________________________________________________________

CONTAMINATION MEANS;

________________________________________________________________

________________________________________________________________

Which of these foods could be contaminated?

How would you know?

Which of these foods could be spoiled? Why?

Which of these cooks is working hygienically? Explain why.
HOMEWORK 1. Due on ..........................
To consolidate your learning about Health and Safety in the kitchen, you are going to design a poster to promote safe working in the kitchen.
It should be well made and coloured. Remember that posters are meant to be seen from a distance, so include more **pictures** than writing to get your message across.

Teacher Feedback

Grade 8........
VITAMINS & MINERALS IN THE DIET

Vitamins are compounds made of carbon, hydrogen and oxygen. They prevent illness, ensure good health, aid building and repair, and control the release of energy needed by the body. Many cannot be stored or made by the body, so we need to take them every day to stay healthy.

What Vitamins do you know about?

<table>
<thead>
<tr>
<th>Name the Vitamin</th>
<th>Say what it does for the body</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Some Vitamins are stored in the body, so we do not need these every day. Write down the fat-based vitamins and say what foods they are found in.

<table>
<thead>
<tr>
<th>Name the Vitamin</th>
<th>What foods it is found in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Some Vitamins cannot be stored in the body, so we need these every day. Write down the water-based vitamins and say what foods they are found in.

<table>
<thead>
<tr>
<th>Name the Vitamin</th>
<th>What foods it is found in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Vitamins are really important in my diet because__________________________________

__________________________________________________________________________
VITAMINS & MINERALS IN THE DIET

An adequate supply of minerals in the body is very important for good health. They are found in most body fluids, and help in building the body and controlling how it works.

What Minerals do you know about?

<table>
<thead>
<tr>
<th>Name the mineral</th>
<th>Say what it does for the body</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

We need a daily supply of minerals to keep our bodies healthy, but we do not need very much of them. They are called ‘trace elements’ as we only need tiny amount, usually measured in ‘micrograms’.

Unscramble the names of the minerals, then match the mineral with the food it is found in.

INOR MALCIUC MOSIDU HOSPOSURP LURODEFI

------------------ ------------------ ------------------
WHAT HAPPENS IF WE DO NOT HAVE ENOUGH VITAMINS AND MINERALS IN OUR DIET?

If we do not have enough Vitamins and Minerals in our diet, we can suffer from a DEFICIENCY. A deficiency can cause a lot of health problems. Look at the pictures, and from the information on the power point, can you say which Vitamin or Mineral is missing from these diets, and what deficiency it has caused?

OSTEOPOROSIS

So, you have now learned about where Vitamins and Minerals come from, and what they can do for the body. You have also learned what harm a deficiency can cause. To sum up, write a short paragraph telling me if you think you have enough foods in your diet to give you the daily requirement of Vitamins. If you think not, how can you make changes so that you remain healthy?
NUTRITION 3; PROTEIN AND FAT IN THE DIET.

PROTEIN is the most important nutrient in the diet. It is responsible for GROWTH and REPAIR of the body, and keeps us generally healthy and full of energy. A lot of Protein foods also contain FATS, so you are going to learn about these two nutrients together.

Proteins are made up of long strings of molecules called AMINO ACIDS. When you eat foods that contain protein, the digestive juices in your stomach and intestine go to work. They break down the protein in food into basic units, called amino acids. The amino acids then can be reused to make the proteins your body needs to maintain muscles, bones, blood, and body organs.

The really important proteins come from ANIMAL sources, and are known as HIGH BIOLOGICAL VALUE Proteins. Other Proteins are found in vegetable based foods, and are very important for Vegetarians and Vegans.

Label these HBV Protein foods.

Vegans rely on the vegetable Proteins to keep healthy as they do not eat any animal products. Some vegetarians will eat eggs and cheese in their diet.

List 5 vegetables which a vegan would include in their diet.

1 _____________________ 2___________________ 3_____________________
4 _____________________ 5___________________

Which of all these Protein foods are also quite high in FAT?

__________________________________________________________________
__________________________________________________________________
THE IMPORTANCE OF FATS IN THE DIET.

Fats can generally be divided into TWO groups; the ANIMAL FATS, and the VEGETABLE FATS (oils).

The animal fats are found mainly in the same Protein foods we have looked at. The vegetable fats, which are known as OILS as they are liquid at room temperature, come from a variety of fruits, vegetables, and seeds.

Look at the power point slide, and complete the table below. The first one is an example to help you.

<table>
<thead>
<tr>
<th>NAME OF FAT</th>
<th>SOURCE</th>
<th>TYPE OF FAT</th>
<th>USES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG; BUTTER</td>
<td>MILK</td>
<td>SATURATED</td>
<td>SPREAD/COOKING/CAKES</td>
</tr>
</tbody>
</table>

Which of the types of fat do you think is healthier?

____________________________________________________________________________________________________

What does fat do for our bodies to keep them healthy?

____________________________________________________________________________________________________

What diseases can too much saturated fat cause?

________________________  ______________________

________________________
COMPLETE THE WHEEL TO SHOW WHY WE NEED TO EAT A RAINBOW EVERY DAY.
EACH SECTION OF THE WHEEL SHOULD BE A DIFFERENT RAINBOW COLOUR, AND CONTAIN FRUITS AND VEGETABLES OF THAT COLOUR.

I think my work is good because……………………………………………………………………………………………………
…………………………………………………………………………………………………………………………………………………………

Teacher Feedback

Grade 8………
OBJECTIVE: TO PRODUCE SOME IDEAS AND DESIGN YOUR OWN PIZZA TO MAKE IN THE LESSON.

In your next practical lesson you are going to make a pizza! You are going to decide what will go on the pizza—this is also designing.

Use the thought bubbles to put down some ideas for different pizza toppings, then draw your final pizza design onto the pizza shape. Label your toppings so it is clear what they are, and colour in your design. Your final design should come from your ideas!!

My final pizza is going to have on it:

1
2
3

Plus tomato paste, and grated ..............................................cheese
EVALUATE YOUR PRACTICAL WORK

RICE SALAD

Skills I have learned or reinforced.
1
2
3

What went well in my work?

What can I improve about my work?

What has my teacher told me about my work today?

Grade awarded… 8…

EVALUATE YOUR PRACTICAL WORK

PIZZA

Skills I have learned or reinforced.
1
2
3

What went well in my work?

What can I improve about my work?

What has my teacher told me about my work today?

Grade Awarded 8…
PIZZA; NUTRITION HOMEWORK 4. DUE ON ____

MAKE A PICTURE SPIDERGRAM TO SHOW 8 OTHER VEGETABLES THAT COULD BE USED ON A HEALTHY PIZZA.

WHAT NUTRIENTS DO THESE VEGETABLES CONTAIN?

The nutrients in these vegetables are;

Teacher feedback ____________________________ Grade 8 ___
EVALUATE YOUR PRACTICAL WORK

VEGETABLE HERB CRUMBLE
Skills I have learned or reinforced.
1  
2  
3  

What went well in my work?

What can I improve about my work?

What has my teacher told me about my work today?

Grade awarded...8……

EVALUATE YOUR PRACTICAL WORK

SHORTBREAD
Skills I have learned or reinforced.
1  
2  
3  

What went well in my work?

What can I improve about my work?

What has my teacher told me about my work today?

Grade awarded 8……
CARBOHYDRATES IN THE DIET.

Carbohydrates are complex nutrients that provide our body with warmth and energy. Carbohydrates are divided into **STARCHES** and **SUGARS**.

Look at the pictures, and say whether you think they are starches or sugars.

______________________                                 _________________________

________________________                            __________________________

_________________________                           __________________________

I should eat more _____________ foods than _______________ because

_________________________________________________________________
Carbohydrates work together with **PROTEINS** to help our bodies grow and develop. It provides the **ENERGY** we need to grow.

Starchy foods give us **LONG-TERM ENERGY**, which aid growth and keep us going through the day. Sugary foods only give **SHORT-TERM ENERGY**, which gives us a boost, then disappears. This is known as a “sugar-high”, and when it goes, you feel tired. Some foods contain sugars naturally, such as fruit, and some root vegetables, such as carrots and parsnips. Foods which are sugary all end in “OSE”.

Using the information from the power point, write down which “OSE” sugars these are.

![Images of sugary foods]

____________________       __________________         ____________________

Which of these do you think it is better to include in your diet?

__________________________________________________________________

Why?________________________________________________________________

What disease can be caused when your body does not process sugars and fats properly?

_______________________________

Some Carbohydrates are not digested by the body, but they are still important as they help your digestive system to work properly. These are known as NSP, or FIBRE.

From the power point, list 5 foods that are high in fibre.

1_________________ 2____________________ 3_____________________

4_________________ 5_____________________

Do you include these foods in your diet? Yes/No.

How can you change your diet to be more healthy? _________________________

__________________________________________________________________
CARBOHYDRATES. HOMEWORK 5. DUE ON .......................  
COMPLETE THE TABLE TO SHOW DIFFERENT TYPES OF CARBOHYDRATES AND THEIR FUNCTIONS IN THE BODY.

<table>
<thead>
<tr>
<th>CARBOHYDRATE</th>
<th>FOOD</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DO SOME RESEARCH AND FIND OUT HOW TYPE 2 DIABETES CAN AFFECT THE BODY.

Teacher feedback _______________________________________________________

____________________________________________________Grade 8
EVALUATE YOUR PRACTICAL WORK

FRUIT CHEESECAKE
Skills I have learned or reinforced.
1
2
3

What went well in my work?

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

What can I improve about my work?

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

What has my teacher told me about my work today?

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

Grade awarded 8……
OBJECTIVE: YOU ARE GOING TO DECORATE THE VICTORIA SPONGE CAKE YOU MADE LAST LESSON. THIS WILL BE A FUN COMPETITION! YOU CAN EARN A CERTIFICATE FOR YOUR FOLDER, AND HOUSE POINTS.

Design your cake topping in the circle so it looks appetising and pretty—you want people to eat it!

Hints; keep your design simple so that you can finish it properly in class. Think about what you can use to decorate the top—sweets, sprinkles, or sugar flowers will make it look pretty. Don’t use too many decorations or it will just look messy!

Make sure you colour your cake design so you know what it will look like.

You must bring this to the lesson as you will be marked on how accurately you are completing your cake to the design.

I have chosen this design because

---

BUTTERCREAM RECIPE:

****MAKE THIS AT HOME AND BRING IT IN A PLASTIC CONTAINER TO USE IN CLASS.***

250g icing sugar

250g butter / margarine

- Put butter into a mixing bowl and beat until soft and creamy.
- Sieve the icing sugar into the bowl a little at a time and beat in. (if you don’t have a sieve at home, make sure you beat out all the lumps!)
- Beat it until it is fluffy and creamy, then put into the container and keep in the fridge until ready to use it.) DO NOT PUT INTO THE FRIDGE AT SCHOOL!!

---

Teacher Feedback

Grade 8
HOMEWORK 9; Cake Decoration. DUE ON ................
Now you have made your cake and decorated it, you must evaluate it so you will know how to improve next time.
You also want to know what your family and friends thought of your cake!
You can do this by making a STAR CHART.
OBJECTIVE: TO COMPLETE THE STAR CHART AND EVALUATE YOUR WORK

Think of 5 things about your cake that you can score.
E.g. is it cooked well? Did it rise well?
Write these down in the box under your star.
Give each comment a mark out of 5 and put a little x on that bar.
(1=poor;5=perfect)
Next, join all the marks together to make a 'web' effect.
See the example right.

The five things I want to mark are:
1  is the cake cooked well?
2
3
4
5

Now you have done that, write down three things people said about your cake.
1
2
3

What are your own opinions?

Teacher Feedback

Grade 8