



PILTON

COLLEGE

COMMUNITY

The Year 7 Booklet

Name: _____

Tutor: _____

Tech Group: _____

Teacher: _____

Design Grade: _____

Making Grade: _____



Food Rules, The Contract!

- Leave bags & coats etc. outside room on hooks
- Do not enter room without permission
- Wear apron when cooking
- Tie hair up
- Clean surfaces with anti-bacterial spray or hot soapy water
- Wash hands with HOT water & liquid soap
- Store ingredients correctly in fridge (high/med RISK foods put into sealed containers at bottom of fridge)
- Use correct colour chopping boards for different food types
- Do not leave saucepans unattended. Keep handles inwards
- Do not use electrical equipment without training
- Report any cuts & burns to teacher
- Fire extinguisher & fire blanket are by the storeroom
- Don't mess about

Please sign here to show you understand Date

WWW/EBI Assessment...Making of your dishes

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Practical:

WWW:

EBI:

Year 7: Design & Technology Theory Assessment Sheet

Generating Ideas		Below 1-2	Towards 3-4	At 5-6	Greater depth 7-9
I can show that I understand how to adapt initial recipe ideas through making and recording changes to my final product design (MA40)		I have adapted my initial recipe with a couple of changes	I have adapted my initial recipe showing some changes	I have adapted my initial recipe showing a number of changes	I have adapted my initial recipe showing many changes that include high risk foods.
I can show my knowledge of the ingredient I have used (MA42)		I have shown limited understanding of the ingredients I used	I have labelled my design showing basic nutritional information.	I have labelled my design showing good nutritional information	I have labelled my design showing detailed nutritional information
Evaluating					
I can identify what is working well and what can be improved for my products (EA4)		I have shown limited analysis of my products	I have identified what has worked well & listed some improvements & reflected briefly on my Eatwell plate.	I have identified what has worked well and listed all improvements and discussed the Eatwell plate in some detail.	I have identified what has worked well & listed all improvements and discussed my Eatwell plate and sustainability issues
Making					
I can get myself ready for the final product practical activity so I have all my equipment out and I have thought about hygiene. (PP10)		I have received help getting ready for my practical	I have shown reasonable organisational skills and have a good level of health and safety	I have shown good organisational skills and have a high standard of health and safety	I have shown excellent organisational skills and have a very high standard of health and safety
I can apply most of the basic techniques successful with little help when making my final product (MB3)		Some accuracy in using tools - needed help most of the practical	Some confidence in using tools - some help needed.	Tools used confidently and with precision	Tools used confidently and with precision and advanced cutting skills used.

????????

Testing your prior knowledge... what do you know?

Below is a set of questions that we will use to understand what you know. You will do the test at the start and at the end to see if progression has been made. This will help us to understand at what level of learning you are at and gauge your learning to that level so you feel challenged!!

Start of the project.

End of the project.

Characteristics of food		1. What is the name of the cutting technique that look like matchsticks? A) Julia, B) Jardinière, C) Julienne, D) Julianne
		2. What effects certain fruit and veg causing them to go brown? A) Bacteria, B) Sweat, C) Oxygen, D) Methane
		3. Which is a white fruit? A) kiwi B) pear C) strawberry D) orange
Health and hygiene		4. How long should you wash your hands? A) 1 minute, B) 20 sec, C) 10 sec, D) 5 sec
		5. What order should the 3 things be done before a practical? A) wash hands, face, apron on, B) wash hands, food on white tray, apron, C) Wash hands, get equipment, apron, D) food on white tray, surfaces, wash hands
		6. What colour board should raw meat be cut on? A) Blue, B) Yellow C) Red, D) Green
		7. What are the 2 safest ways to hold food when chopping? A) Claw and crow, B) Boat and arm C) Bridge and claw D) Bridge and arm
Culinary terminology		8. What could you use to drain pasta? A) Cooling rack B) Peeler C) Colander D) Grater
		9. What is the term given to when you fry ingredients e.g. onions? A) Boiling, B) Casseroling, C) Sautéing, D) Simmering.
		10. What does 'paysanne' mean? A) Round slices of long fruit/veg, B) Segments of fruit/veg C) Sticks of fruit/veg, D) Cubes of fruit/veg

Mark achieved at beginning: _____

Mark achieved at end: _____

What other things would you like to learn about in Food Technology? _____

Know It

Knowledge		Date
I Know..	How to wash my hands properly to stop the risk of food poisoning	
I Know..	Which cutting board to use for which food types	
I Know..	How to cut safely using the bridge and the claw	
I Know..	How to finely dice an onion	
I Know..	How to cut a carrot paysanne and jardinière	
I Know..	How to cut a pepper jardinière and Macédoine	
I Know..	How to use a hob and clean it safely	
I Know..	What the Eatwell plate is and what the 5 segments include	
I Know..	Basic nutrition and the difference between macro and micro nutrients	
I Know..	How to adapt a recipe to meet the needs of the Eatwell plate and my family.	

Prove it

Produce a well made edible product.

Link it

Remember your knowledge of healthy eating from Science and your measuring skills from Maths. Your Skills from primary school Technology will also help you.

Say it

Be able to verbally describe technical terms.

Vocabulary	Definition	Context
Eatwell		
Macro nutrient		
Micro nutrient		
jardinière		
Macédoine		
Paysanne		
Bridge		
Claw		
Food poisoning		
Cross-contamination		

Kitchen rules activities

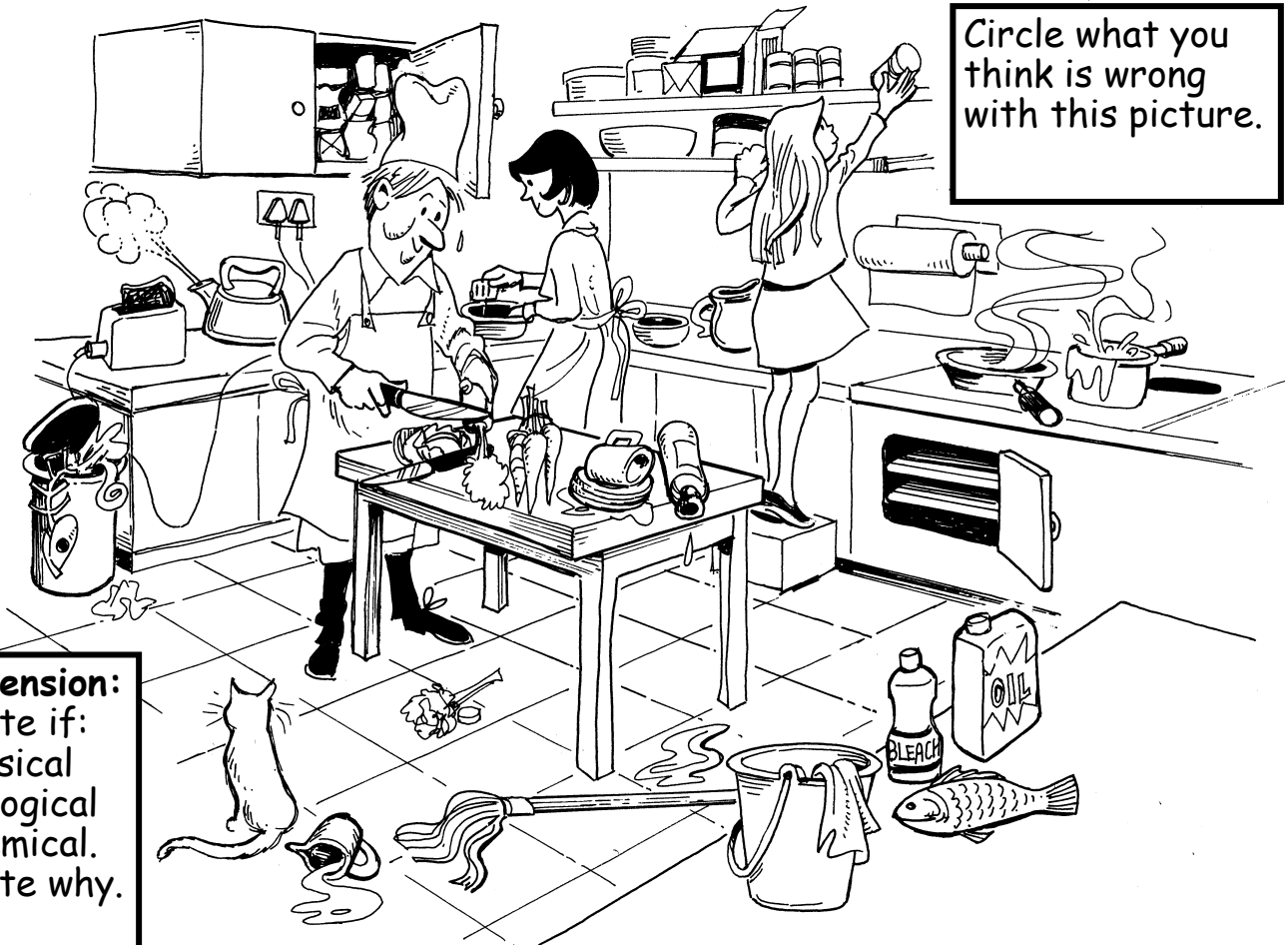
Join up the words that go together

Surfaces
Cuts and burns
Hands
Coats and bags
Long hair
Stored ingredients
Wash up

Fridge
Teacher
Tie up
Anti-bacterial
Hot water and soap
Hot water and washing liquid
Outside



Colour the
chopping
boards in
the
correct
colour



Extension:
State if:
Physical
Biological
Chemical.
State why.

Basic Nutrition

Research each of the following headings and make the sheet look appealing to look at.

Fats, protein, carbohydrates, vitamins, minerals and fibre.

You are to give 2 examples of food you can get these nutrients from.

Extension: break down fats and carbohydrates into sub-categories.

Success Criteria	✓
It is neatly presented.	
I have used colour.	
I have included lots of facts and information.	

Eatwell

eatwell guide

Check the label on packaged foods

Each serving contains

Energy (kcal/100g)	Fat (g)	Saturated fat (g)	Sugar (g)	Salt (g)
12.5%	3g	1.3g	34g	0.9g
LOW	LOW	HIGH	HIGH	HIGH
4%	6.5%	18%	15%	

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/167kcal

Choose foods lower in fat, salt and sugars.

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.



Fluids

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



Choose unsaturated oils and use in small amounts.

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

Why is important to eat 5 portions of fruit and vegetables per day? What do they provide the body?

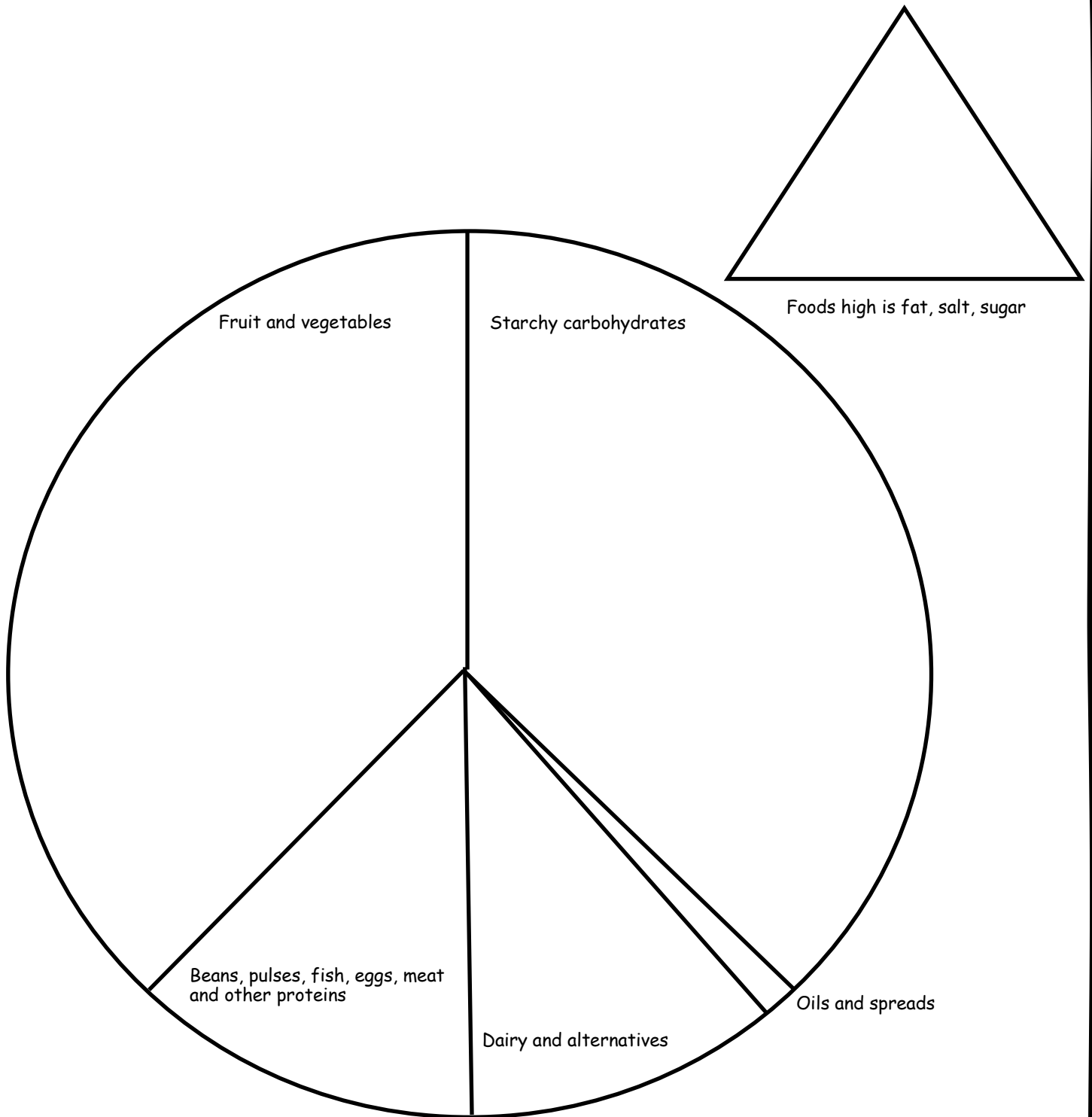
Why should you eat starchy carbohydrates, especially wholegrain? Why starchy over sugary?

Why is it recommended to eat more beans and pulses and less processed and red meat?

The plate advises that we should eat less sugar, fat and salt. What types of illnesses/problems can you get as a result of eating too much of these?

Your diet in the Eat Well Guide

At the top of the page make a list of what you ate yesterday. Then draw these products in the correct portions. Remember to separate dishes into the different products— Cereal goes in the starchy portion, milk goes in the dairy portion. Sugary, Salty or fatty foods go in the triangle.



What portion have you filled the most? Was it balanced eating? How many things are in the fruit and vegetable portion, is this enough (5 a day)?

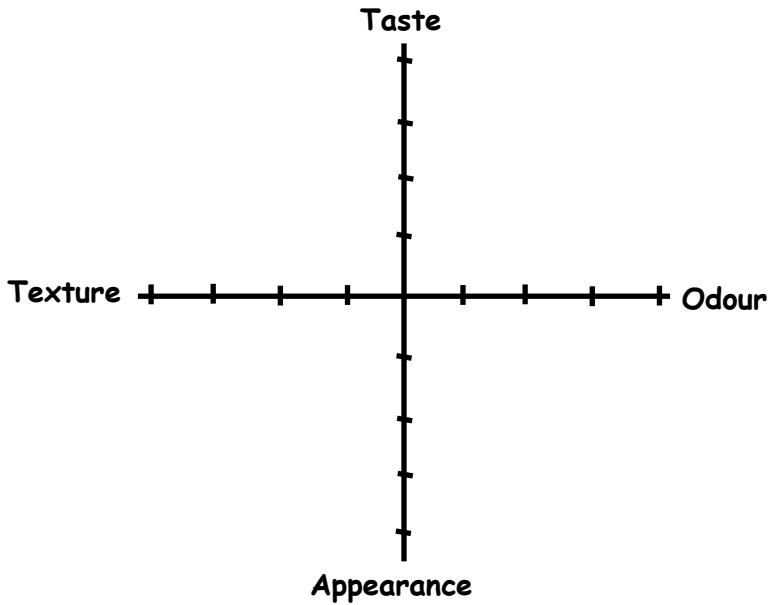
Sensory testing - which is better - shop bought or homemade?

Your task is to make a healthy muesli bar (e.g. a flapjack with additional ingredients such as cranberry's, sweetened yoghurt coating etc.) and buy yourself a shop bought version. You are to bring these ingredients and bar into school when it is your practical.

In the time given you are to make your own muesli bar and then carryout a sensory analysis between your homemade and the shop version . You then need to decide which is the best based on completing the sensory analysis below.

Star diagram - add a different coloured cross to each line (one for home and one for shop). The nearer to the centre the worse the product is.

Ranking - 5 = amazing to 0 = disgusting.



Ranking	
Homemade	Shop bought

Sensory - use words to describe each.

Sensory review	
Homemade	Shop bought

State which is your favourite. Use the data above to help you explain why.

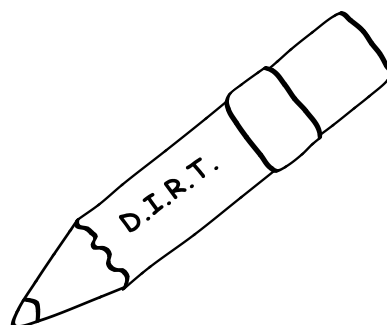
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Reflect...Making

1. Evaluate your trial stir fry product and reflect on your WWW/EBI box on page 2.
2. Reflect on the following information and use it to make your final dish even better, then write 3 improvements in the space below.
3. Look at the mark scheme on how to achieve Greater Depth.
 - * What could you improve—cutting, organisation, colour, adding meat, presentation/plating, accompaniments, meeting needs of Eatwell plate

EBI Comments
Add protein — cooked or raw to raise grade
Add noodles/rice
Needs more colour
Show better knife skills by cutting vegetables evenly
Make sauce less runny

Write what 3 things you are going to try to improve on when you decide on making your final task?



Improvement 1: _____

Improvement 2: _____

Improvement 3: _____

Producing informed design ideas

Design Brief:

Design and make an Asian inspired dish that is suitable for your family and meets the needs of the Eatwell Plate.

Answering Brief:

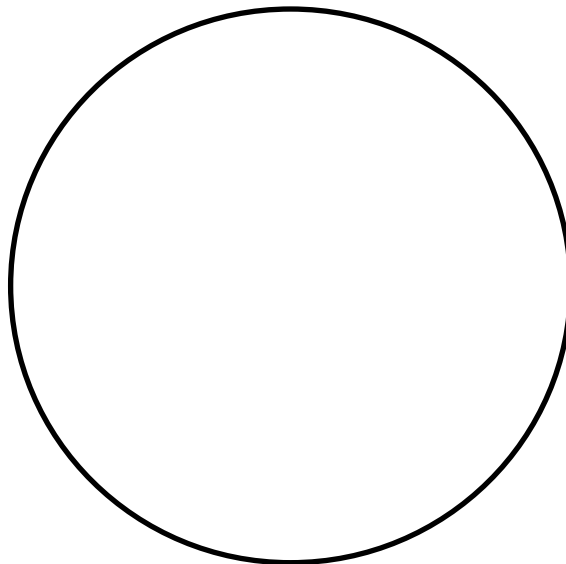
State what you are going to make and why:

Specification— say what your product must be:

-
-
-
-
-

Final Design

Draw, colour and label what nutrients.



How is my dish healthy and which country is it from?

Success Criteria for Assessment

- Have a number of changes from your stir fry
- Use different cutting methods and name them
- Add protein (greater depth)
- Health information (greater depth)

Sensory testing - analysis of your final Asian dish.

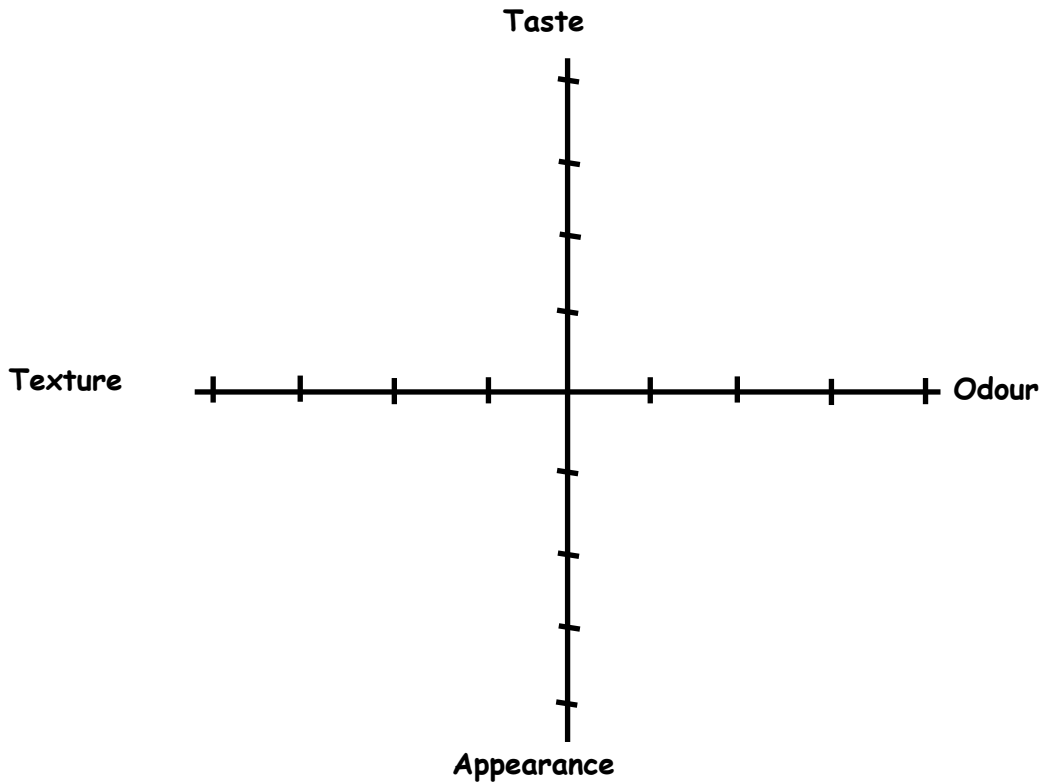
After you have made your final dish, complete the sensory review below.

Ask your family to review it, along with yourself.

You will need to use this information to write your evaluation.

Star diagram - add a different coloured cross for each family member.

The nearer to the centre the worse the product is.



Sensory - use words to describe the dish.

Rating - 5 = amazing to 0 = disgusting.

Sensory review
Ask each family member to review your product.

Each family member rates the final product.	
Name	Rating

Evaluation: How did it go?

Did my dish meet the design brief? Was it Asian?

Did I have any problems when making my final product and if so what; why did it happen, and how did I solve it?

Yellow sticker for WWW/EBI

Look at the sensory review you did with your family and discuss your findings below.

What worked well when making my dish?

How could I improve my final product? Extension: reflect on my Eatwell Plate analysis (on next page) and compare my initial stir fry to my final. Which was better and why? Look at my WWW/EBI's on page 2.

Success Criteria for Assessment

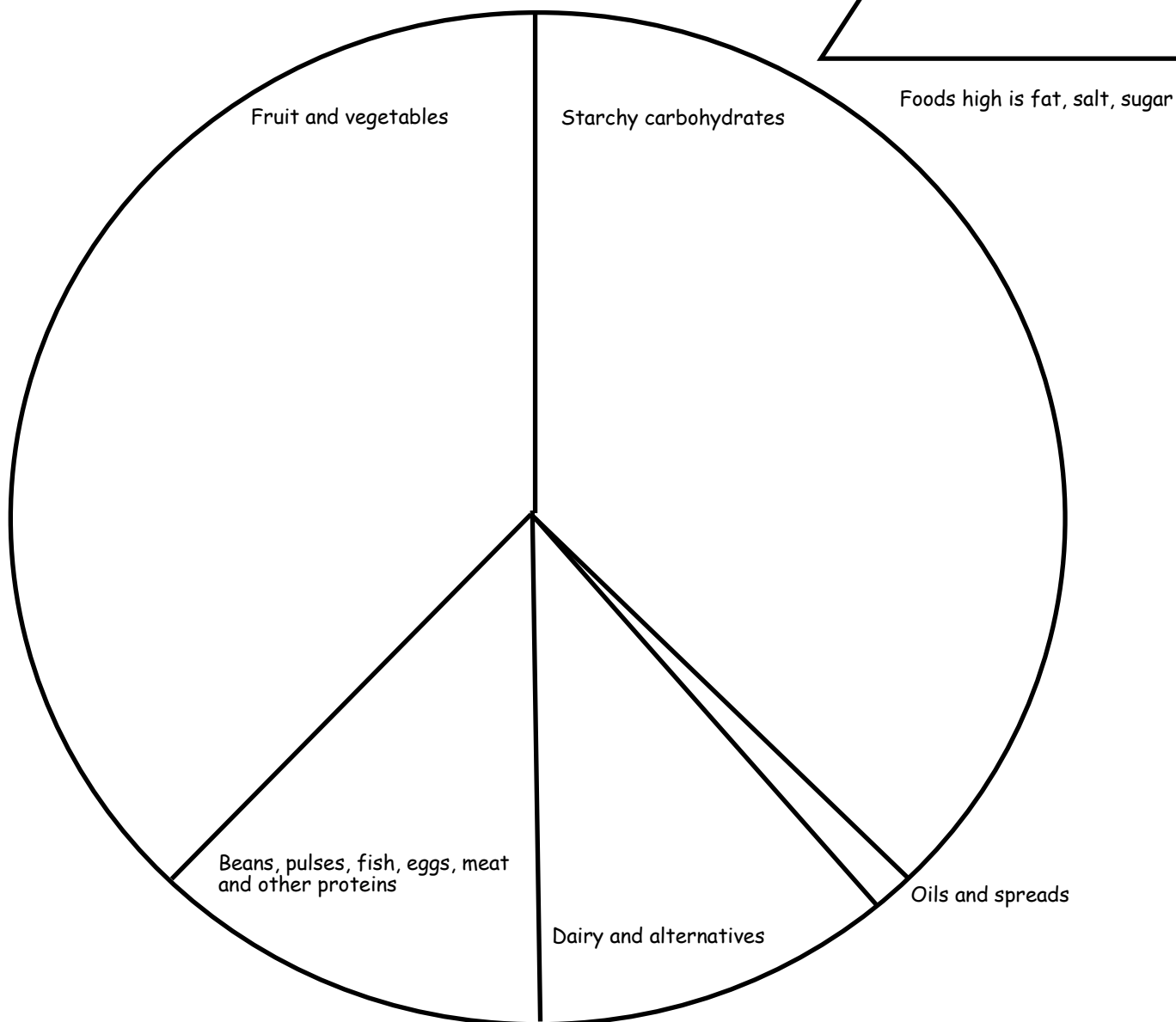
- I can say what worked well about making my product and what could be improved.
- Listed all improvements
- Discussed EatWell plate—greater depth

Extension: The Eatwell Plate reflection...

Based on your prior knowledge, and what you made for your final product, write in the ingredients you used in the different title areas of the Eatwell Plate.

At the bottom of the page, discuss what areas are missed or have too much of.

Was your product healthy/unhealthy and why?



Discuss what is in your final product below... Is it healthy/unhealthy? Are there nutrients missing? Could eating this all the time, lead to possible illnesses due to a particular ingredient e.g. high salt content etc.?

Pilton Community College: Written Work Expectations

You must take pride in the presentation and overall organisation of your work

I will:

Make sure every piece of work has an underlined date and title/learning aim.

Label pages with C/W or H/W as appropriate.

Underline all headings with a ruler.

Write in dark blue or black ink.

Ensure that I use my best handwriting.

Always draw with a pencil and ruler where appropriate (tables, diagrams and graphs) and write with a pen.

Cross out any mistakes neatly with a ruler.

File all loose sheets neatly into my folder.

Respond to feedback (EBIs/DIRT) in green pen.

Not graffiti or doodle on my work.

Signed.....

Marking Code

	Correct/good point/well written
✓	Incorrect/wrong point
S	Spelling
P	Paragraphs
A	Apostrophe
C	Capital Letter
E	Edit for meaning-this sentence doesn't make sense