

## Food Technology - Extended Learning Tasks; Year 7

<p>Create a comic strip to explain how to use knives safely to prepare vegetables such as onions.</p> <p>Remember to include key words such as bridge hold and claw position. Use lots of picture and keywords to explain the processes clearly.</p>	<p>Find a newspaper or magazine article on 'Nutrition' or 'Diet' or 'Health'</p> <p>Write a conclusion on why you have chosen this article and why it interests you.</p>	<p>Do a fruit alphabet.</p> <p>Can you name a fruit for each letter of the alphabet? Repeat for vegetables. Add some colour and draw the fruits</p>
<p>Evaluate a product you have made recently, use the sensory wordbank you have made to help you describe aroma, appearance, taste and texture.</p> <p>Talk to family members and include their opinion, did they like the product? Why? What was good/bad about it? Did you like it? Would you make it again and if so would you change anything?</p>	<p>Watch Masterchef and see if you can name the equipment the chefs are using.</p> <p><a href="http://www.bbc.co.uk/programmes/b006t1k5/episodes/guide">http://www.bbc.co.uk/programmes/b006t1k5/episodes/guide</a></p>	<p>Create a mind map summarising food studies.</p> <p>Include the keywords learnt, making it informative, eye-catching and interesting.</p>
<p>Watch a cookery program and note down all of the hygiene and safety rules that they break.</p> <p>Include the following details; Time and Date of the show: Name of the Chef: An explanation of what they did wrong.</p>	<p>Create a poster about kitchen safety.</p> <p>Focus on safety, include colour and make sure it is eye-catchingly attractive! Can be hand drawn or computer designed.</p>	<p>Make a word bank or dictionary of words used for sensory evaluations.</p> <p>words should include all sensory words used to describe aroma, appearance, taste and texture.</p>
<p>Write 3 tweets (with a character limit of 140) about the practical skills you have learnt.</p>	<p>Go to <a href="http://thatsugarfilm.com/">http://thatsugarfilm.com/</a> and research the effects of sugar in the diet.</p> <p>Discuss how sugar effects children and how diabetes type 2 is on the increase, suggesting ways to lower sugar in the diet to make children's diets healthier.</p>	<p>Write a newspaper article about why it is important that young people learn to cook.</p> <p>Include good English, checking you have included the non-negotiables. Be specific and clear about your points. Include images and colour and make it attractive and interesting.</p>

## Food Technology - Extended Learning Tasks; Year 8

<p><b>Create a factsheet about nutrients.</b></p> <p>Include macro nutrients such as protein, fat and carbohydrates and micro nutrients such as vitamins and minerals. It would be even better if you included fibre and discussed the differences between starchy complex carbohydrates and simple sugar carbs.</p>	<p><b>Watch a cookery program and note down all the hygiene and safety rules that they break.</b></p> <p>Include the following details;          Time and Date of the show:          Name of the Chef:          An explanation of what they did wrong.</p>	<p><b>Design an attention grabbing website summarising why nutrients are needed and what their function is.</b></p> <p>Remember to include fat, protein and carbohydrates, vitamins and minerals</p>
<p><b>Write a poem or song describing a topic we have covered (could you perform it?)</b></p> <p>Use any key terms you have learned, make it memorable to help you remember...</p>	<p><b>Create a poster summarising why nutrients are needed.</b></p> <p>Use any key terms you have learned, make it informative and eye catching...</p>	<p><b>Create a flow diagram, flow chart or comic strip to explain a new process we have learned in practical lessons</b></p> <p>Use pictures and key words to explain the process in a clear way...</p>
<p><b>Write a food diary that shows the foods and drinks you have for one week.</b></p> <p>Compare your diary to the Eatwell guide and discuss whether your diet is healthy and follows the recommended guidelines.</p>	<p><b>Complete a '5 Minute Reflection Plan!' sheet based on the topic covered so far</b></p> <p>Collect a blank plan from your teacher and consider your progress at home...</p>	<p><b>Write a poem or song describing a topic we have covered (could you perform it?)</b></p> <p>Use any key terms you have learned, make it memorable to help you remember...</p>
<p><b>Research a celebrity chef of your choice, include details of their signature dish (you could try making it and test it on family) and what food programmes they star in.</b></p>	<p><b>Download the change4life Be Food Smart app and use it when out shopping to check sugar, fat, and salt levels in food.</b></p>	<p><b>Survey at least 8 people to find out what fruits and veg they have eaten that day. State whether or not they're eating their five-a-day and give suggestions of ways for people to boost their intake with reasons for the suggestions and links to recipes that could help boost peoples vegetable intake</b></p>

## Food Technology - Extended Learning Tasks; Year 9

<p>Create a movie explaining a concept/ process/-feature/ anything you have learned about reasons we choose food.</p> <p>Use Windows Moviemaker (or a program of your choice) to create a short film explaining a particular element of the topic, to act as a revision film for yourself and the class.....</p>	<p>Imagine you are going to teach the class part of the topic, come up with a starter activity for a lesson on that topic</p> <p>Create a recap task, game or warm up for the class that could start a lesson...</p>	<p>Research genetically modified foods and produce an information booklet/PowerPoint or leaflet aimed at teenagers explaining what it is and why it is used</p>
<p>What is a meal and why is planning a meal important?</p> <p>What issues affect menu and meal planning?</p>	<p>Write 15-20 challenging quiz questions about GM foods, sustainability issues, farm assured foods, fairtrade, vegetarians, or organic produce and test them on friends and family.</p>	<p>Design an attention grabbing webpage that summarises the food choices topic we are studying</p> <p>Be creative; use any computer program, include factual info and links to other useful websites that may help with revision....</p>
<p>Complete a '5 Minute Reflection Plan!' sheet based on the topic covered so far</p> <p>Collect a blank plan from your teacher and consider your progress at home...</p>	<p>Download the change4life Be Food Smart app and use it when out shopping to check sugar, fat, and salt levels in food.</p> <p>Consider how you can use this app to make your diet healthier.</p>	<p>Create a flow diagram, flow chart or comic strip to explain how to produce a recipe of your choice.</p> <p>Use pictures and key words to explain the process in a clear way...</p>
<p>Create a recipe book of healthy recipes that would appeal to teenagers.</p>	<p>Watch any cookery programme and see if you can recreate the dishes demonstrated.</p>	<p>Write a speech about the benefits of organic foods, include advantages and disadvantages to make it a balanced speech.</p> <p>Include good English, checking you have included the non-negotiables. Be specific and clear about your points.</p>

## Food Technology - Extended Learning Tasks; Year 10

<p>Go to <a href="http://www.wjec.co.uk/question-bank/question-search.html">http://www.wjec.co.uk/question-bank/question-search.html</a> and build your own exam paper, answer the questions and then check your answers.</p>	<p><a href="http://www.bbc.co.uk/programmes/p011mkr9">www.bbc.co.uk/programmes/p011mkr9</a> Visit the link and watch the BBC clip from Jimmy's Food Factory 'How frozen oven chips get their crunch'. Explain the function of starch</p>	<p>Explain why an Iron rich breakfast would help a student during their school day.</p>
<p>Discuss the effect of Vitamin A deficiency on Children.</p> <p>Is Vitamin A destroyed by the cooking process?</p>	<p>Discuss the four main functions of Carbohydrates and analyse the effect in the body. Your answer should include both deficiency and excess.</p>	<p>Explain how NSP (Fibre) helps the digestive system to work more efficiently, and prevents constipation.</p>
<p>Imagine you are going to teach a revision lesson, complete a 'Student Lesson Plan' sheet to consider how you could do this</p> <p>Collect a blank plan from your teacher and complete this at home.</p>	<p>Explain why a builder who does heavy manual work will need more carbohydrate than an office worker and why will someone running a marathon need a different diet to a 100m sprinter?</p>	<p>Research the local area looking at the catering outlets available, take photos of the menus on offer and compare them. Does a pattern emerge when you compare the menus?</p>
<p>Watch the video using the link below and answer questions found on the question bank above about the EHO</p> <p><a href="https://www.youtube.com/watch?v=QMOjR7NgXzQ">https://www.youtube.com/watch?v=QMOjR7NgXzQ</a></p>	<p>Collect images of well-presented food, starters, main courses, desserts and use them to practice your own garnishing and presentation techniques.</p>	<p>Mind map the types of establishments in the catering industry and the job roles available within them.</p>

Sign up to Kahoot and <https://www.memrise.com/> to help with revision.

## Food Technology - Extended Learning Tasks; Year 11

<p>Go to <a href="http://www.wjec.co.uk/question-bank/question-search.html">http://www.wjec.co.uk/question-bank/question-search.html</a> and build your own exam paper, answer the questions and then check your answers.</p>	<p>Practice writing timeplans for each of the recipes you cook, use the headings <b><u>time, method, and special points</u></b>. Remember to include equipment, ingredients (quantities too) and detail.</p>	<p>Investigate seasonality, discuss why it affects the price of food and how it is environmentally friendly to buy foods that are in season.</p>
<p>Research environmental issues that are relevant to catering. How can you address these issues when in a busy kitchen?</p>	<p>Collect images of well-presented food, starters, main courses, desserts and use them to practice your own garnishing and presentation techniques.</p>	<p>Take photographs of meals that you eat out and write notes about them e.g. what culture, main ingredients, suitability, good and bad points, how much it cost.</p>
<p>Research the following topics:</p> <ul style="list-style-type: none"> <li>• Fairtrade food</li> <li>• Organic food</li> <li>• Farmers markets</li> <li>• Food miles</li> <li>• Genetically modified food</li> </ul> <p>Produce an information booklet/PowerPoint or leaflet aimed at teenagers to help encourage the Think Global Eat local campaign.</p>	<p>Search through websites such as <a href="https://www.bbcgoodfood.com/">https://www.bbcgoodfood.com/</a> and <a href="http://www.bbc.co.uk/food/">http://www.bbc.co.uk/food/</a> to create a bank of useful recipes.</p>	<p>Evaluate your practical work with the help of friends and family, discuss the sensory qualities, dish suitability (for their age/gender/job etc) cost and nutritional value. What changes would you make to improve quality, skill level and flavour?</p>

The following websites can be used for research and might be useful in your revision;

British Nutrition Foundations – [www.nutrion.org.uk](http://www.nutrion.org.uk)  
 Epicurious - [www.epicurious.com](http://www.epicurious.com)  
 Focus on Food - [www.focusonfood.org](http://www.focusonfood.org)  
 Grainchain - [www.grainchain.com](http://www.grainchain.com)  
 Kids Health - [www.kidshealth.org](http://www.kidshealth.org)  
 Potato Council - [www.cyop.potato.org.uk](http://www.cyop.potato.org.uk)  
 The Daily Meal - [www.thedailymeal.com](http://www.thedailymeal.com)  
 World Health Organisation – [www.who.int](http://www.who.int)

Change for Life - [www.nhs.uk/Change4Life/Pages/healthy-eating.aspx](http://www.nhs.uk/Change4Life/Pages/healthy-eating.aspx)  
 NHS Healthy Eating – [www.eatwell.gov.uk](http://www.eatwell.gov.uk)  
 Food a fact of life - [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)  
 Jamie Oliver - [www.jamieoliver.com](http://www.jamieoliver.com)  
 Meat and Education – [www.meatandeducation.com](http://www.meatandeducation.com)  
 Seafish - [www.fishisthedish.co.uk](http://www.fishisthedish.co.uk)  
 World Food Day - [www.fao.org](http://www.fao.org)

Cook 5 with Leon - [www.cook5.co.uk](http://www.cook5.co.uk)  
 Food Forum - [www.foodforum.org.uk](http://www.foodforum.org.uk)  
 Food Standards Agency – [www.food.gov.uk](http://www.food.gov.uk)  
 Healthy Eating Week - [www.healthyeatingweek.org.uk](http://www.healthyeatingweek.org.uk)  
 NHS Healthy Eating – [www.eatwell.gov.uk](http://www.eatwell.gov.uk)  
 Soil Association – [www.soilassociation.org](http://www.soilassociation.org)  
 World Food Programme - [www.wfp.org](http://www.wfp.org)

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