

### KEY STAGE 3 KEY KNOWLEDGE & SKILLS – Food Technology

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>Identify and apply practical key aspects of food, personal hygiene and safety.</li> <li>Identify the parts of a cooker and demonstrate their use.</li> <li>Explain how dry heat effects some basic ingredients and apply this to procedures/results within a practical lesson.</li> <li>Define sensory characteristics and select appropriate sensory descriptors to evaluate a given food.</li> <li>Adapt an existing recipe and apply causes of ‘cross contamination’ to its stages of making.</li> <li>Demonstrate their ability to use scales accurately.</li> <li>Describe the functions of basic ingredients – flour, sugar, margarine and egg and apply this knowledge to practical situations.</li> <li>Identify where food comes from, can categorise given examples and understand some foods are local and some seasonal.</li> <li>Identify the 5 food groups that make up the Eatwell, classify foods accordingly. Relate this to making a teenager’s diet and a recipe healthier.</li> <li>Demonstrate competency in a range of foundation cooking techniques (for example: selecting and preparing ingredients, using utensils and electrical equipment, applying heat in different ways, using awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes) when making bolognese sauce, chicken and vegetable or fruit kebabs, burgers, shortbread and quiche Lorraine.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a high-risk food is with examples and apply the principles of bacterial growth to their need to be reheated and stored safely.</li> <li>Describe and identify macronutrients and micronutrients. Explain the functions and food sources of the five nutrient groups.</li> <li>Explain the importance of energy balance and the effects it has on body size.</li> <li>Describe why people’s food needs differ and what RDA’s are.</li> <li>Apply their knowledge of nutrition to design a nutritious evening meal for a teenager and be able to justify their choices</li> <li>Define the term ‘Special Diet’ and list examples.</li> <li>Apply their knowledge of foods not suitable for a specific diet by identifying them in a days planned meals and then giving replacements.</li> <li>Investigate different animal and plant based protein foods when used in making a blended Ragu sauce. Test their sensory characteristics against a hypothesis and analyse which is the most healthy.</li> <li>Adapt an existing tomato based pasta sauce recipe by selecting complimentary ingredients of their choice and applying the method to include the preparation/cooking instructions of their additional ingredients.</li> <li>Identify the uses of sauces in cookery.</li> <li>Recognise the properties and characteristics of starch based sauces depend on the way they are made and the proportion of ingredients.</li> <li>Explain the stages of gelatinisation.</li> <li>Demonstrate competency in a range of medium skilled cooking techniques when making chicken goujons, egg fried rice, crusty bread pizza or a cheese, onion and tomato slice, a low sugar recipe, chilli con carne using TVP or Quorn, a tomato based pasta sauce and a dish using an all in one white béchamel sauce.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the requirements yeast needs to grow.</li> <li>Recognise the ingredients needed to make bread, their functions and the relationships between them to produce a successful bread product.</li> <li>Identify different multicultural breads and their countries of origin.</li> <li>Identify different types of pastry and a product made using each.</li> <li>Describe shortening and the effect it has on a pastry mixture.</li> <li>Explain how the proportion of flour to fat in a pastries ingredients effects how the fat is incorporated using examples.</li> <li>Investigate the effects of using different sugars in cake making. Test the sensory characteristics using a standard evaluation chart. Assess its suitability arguing for or against a hypothesis.</li> <li>Identify different fruits and vegetables and how they are classified. Explain the nutritional benefits of fruits and vegetables in the diet. Apply knowledge of purchasing and storing fruits and vegetables in everyday use.</li> <li>Identify different cooking/eating equipment from around the world. Compare cooking in a wok to a saucepan and eating with chopsticks to using a fork.</li> <li>Demonstrate competency in a range of high skilled cooking techniques when making bread, a flavoured bread product, sausage rolls made from their own rough puff pastry, an individual pie made from their own shortcrust pastry, Victoria sandwich cake using the all in one method, a fruit flavoured cheesecake, stir fried vegetables with noodles.</li> </ul>