

Food Technology – YR 8 - TERM 1.1



I LINK

I can link food hygiene to foodborne illnesses.

I can link energy from food to daily activities and exercise.

I can link the importance of carbs to different life stages.

I can link poor hygiene to customer dissatisfaction in hospitality.

I can link kitchen safety with successful practical outcomes.



I ANALYSE

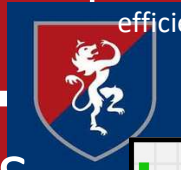
I can identify common food hygiene hazards in the kitchen.

I can examine how bacteria multiply and the conditions they need.

I can explain the role of hygiene in preventing cross-contamination.

I can compare the differences between safe and unsafe kitchen practices.

I can investigate how kitchen layout affects safety and efficiency.



I SOLVE PROBLEMS

I can suggest ways to reduce food hygiene hazards in the classroom.

I can find alternatives to improve kitchen workflow and safety.

I can predict outcomes if hygiene rules are not followed.

I can propose solutions for poor food storage practices.

I can create a strategy for maintaining personal hygiene during cooking.



I EVALUATE

I can judge how effective hygiene posters are in communicating safety.

I can evaluate the success of our group's hygiene efforts during practicals.

I can reflect on my hygiene practice and how to improve it.

I can evaluate the importance of using the right cleaning products.

I can assess the cleanliness of a kitchen environment and suggest improvements.

I READ

- Food Standards Agency (UK) -  Website: <https://www.food.gov.uk/safety-hygiene>
- NHS Live Well – The Eatwell Guide -  Website: <https://www.nhs.uk/live-well/eat-well/food-safety-and-hygiene/>
- BBC Bitesize – Food Preparation and Nutrition (GCSE) -  Website: <https://www.bbc.co.uk/bitesize/subjects/z48jnp3>
- British Nutrition Foundation -  Website: <https://www.nutrition.org.uk>

I LEARN

1. Understanding the basics of food hygiene and kitchen safety.
2. Identifying hazards and developing preventative strategies.
3. Linking nutritional energy sources to personal health.

Food Technology –YR 8 - TERM 1.2



I INTERPRET

I can explain what each section of a sensory chart means.

I can describe how to use a star diagram to show evaluation.

I can express what a good food presentation should look like.

I can communicate my food evaluation clearly in writing.

I can explain what feedback means and how to respond to it.



I PRACTISE

I can use the hob to create a range of recipes.

I can successfully cook a range of ingredients using different methods.

I can practice baking until my products rise properly.

I can repeat skills to improve food consistency.

I can follow a recipe accurately during a timed practical.



I SOLVE PROBLEMS

I can solve how to present ingredients more creatively.

I can fix undercooked or overcooked scones by adjusting method.

I can choose the best method for cooking based on need.

I can modify recipes to make them more nutritious.

I can find a way to bind ingredients using heat and syrup safely.



I EVALUATE

I can assess the quality of my final food product.

I can evaluate my progress in practical cooking techniques.

I can reflect on presentation and suggest how to improve.

I can critique the flavour and texture of my dish.

I can use peer feedback to evaluate my cooking.

I READ

- British Dietetic Association - Website <https://www.bda.uk.com/food-health/food-facts.html>
- Love Food Hate Waste - Website Storage and usage: <https://www.lovefoodhatewaste.com/>
- BBC Good Food - Website Recipes and functions: <https://www.bbcgoodfood.com/>

I LEARN

1. Improving practical cooking skills and heat transfer knowledge.
2. Evaluating sensory qualities and presentation of food.
3. Understanding the impact of nutrients like carbohydrates and protein.