

Name: _____

Teacher: _____

Form: _____

Group: _____

Food Year 7 Homework Booklet

My teacher is going to check on all of my homework at the start of each lesson.

My homework day is: _____

For my technical knowledge I need to know:

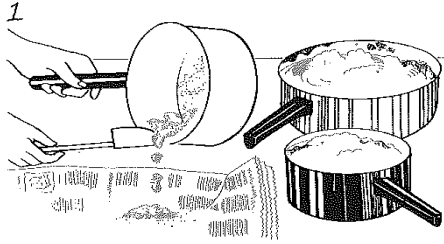
- How to spell the word correctly
- What the meaning is
- How and where it is used.



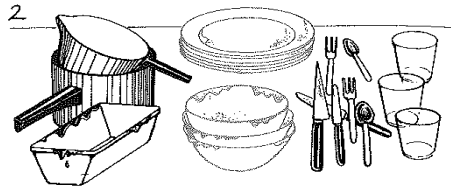
Homework 1: Washing up skills

Read the information provided and answer the questions on the next page

Apart from families who own a dishwasher, most people wash up at least twice a day. Hot water and washing-up liquid help to remove food and grease, but stubborn marks need a little extra help from you. Follow this easy step-by-step guide for success.

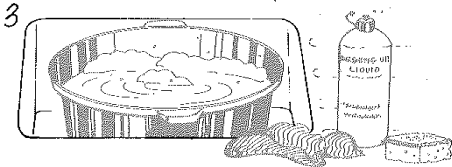


Scrape food scraps on to paper and throw them away. Fill dirty saucepans with soapy water and leave them to soak.

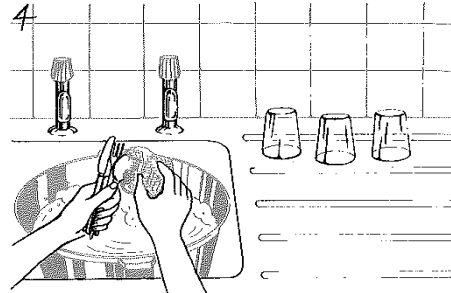


Sort the washing-up into five groups:

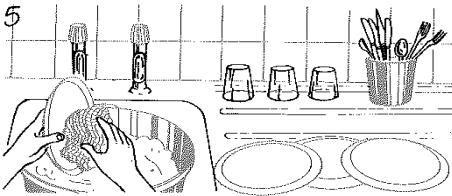
- 1 Glassware
- 2 Cutlery (knives, forks, and spoons)
- 3 Cleanest dishes
- 4 Dirtiest dishes
- 5 Pans and tins.



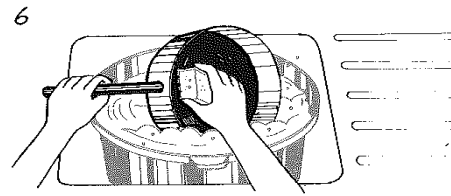
Fill a washing-up bowl with water, hot enough to put your hand in. Add one squeeze of washing-up liquid to the water. Washing-up liquid removes grease and dried-up food. A scourer removes stubborn stains, and a dishcloth wipes off the dirt and grease.



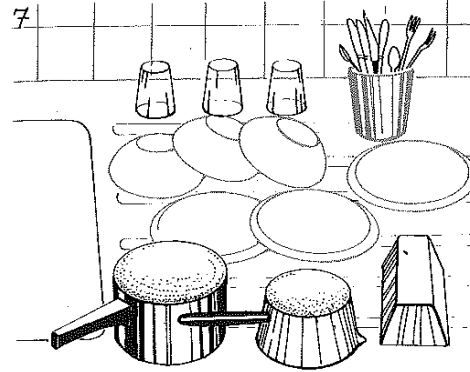
Wash the glasses first, then rinse in hot water and drain. Now wash the cutlery, rinse and drain.



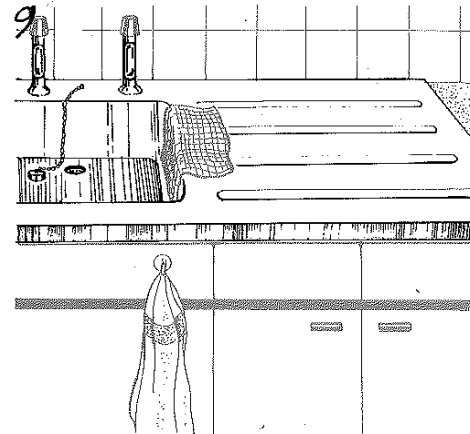
First wash the cleaner dishes, then the dirtier ones. Rinse them in hot water, then stack on the draining-board.



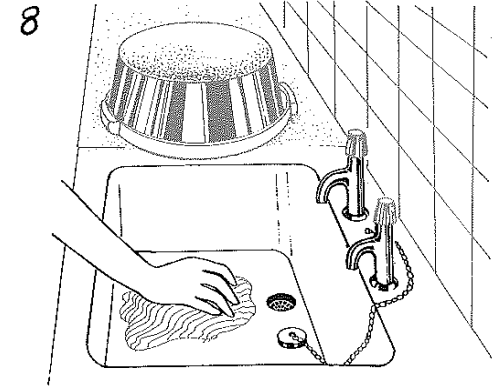
If the water is very dirty, change it now. Then wash the tins, pots, and saucepans. A scourer may be useful for removing difficult marks.



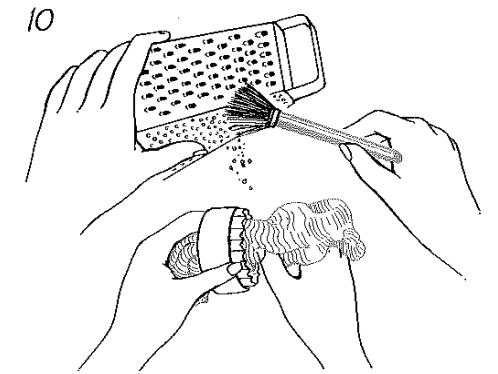
The most hygienic method of drying is to let things dry on their own. If you are in a hurry, dry up with a clean tea-towel, and put the things away.



Dry down the draining-board. Wash the tea-towel and dishcloth and leave them to dry. A damp, dirty dishcloth is a breeding ground for bacteria and smells unpleasant.



Empty out the dirty water. Wipe down the sink and draining-board and clean the washing-up bowl. Remove any food trapped in the plughole.



Handy tips
 Sharp knives should be washed on their own.
 A brush can remove food from graters.
 Pastry cutters can be wiped with kitchen paper.
 Baking tins can be dried in the oven.

Homework 1: Washing up skills

Describe how you would clean the following pieces of equipment. Include any safety considerations.

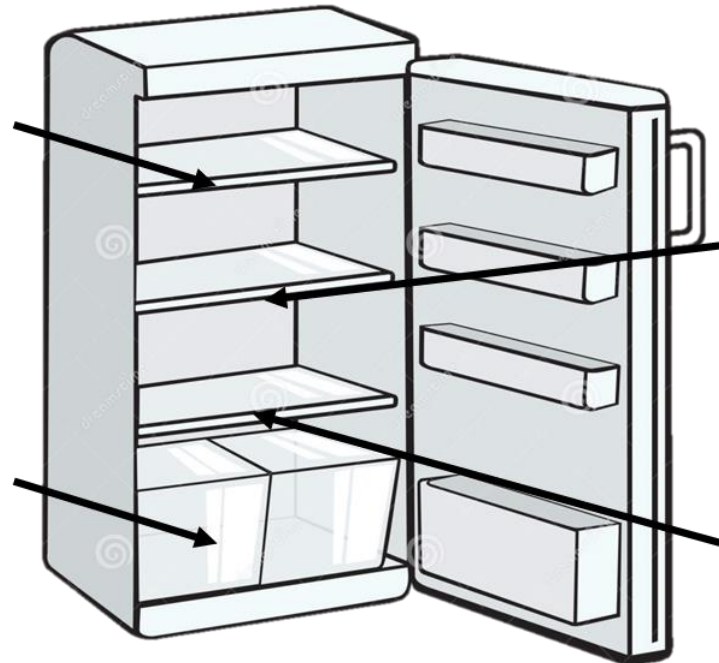
| Item | Answer |
|--------------------------------|--------|
| 1) A burnt pan | |
| 2) Cheese on a grater | |
| 3) Food left on a dinner plate | |
| 4) A greasy sharp knife | |

Name types of foods the coloured chopping boards are used for

| | |
|--------|--|
| Red | |
| Green | |
| Blue | |
| Yellow | |
| Brown | |
| White | |

Top:

Salad Drawer:



Middle:

Bottom:

Homework 2: Safety in the Food Technology room

1) Complete the grid below:

| Question | Answer |
|---|----------------------------|
| Define the term hazard. | |
| List 5 safety rules to prevent hazards happening in the Food technology room. | 1) 2) 3) 4) 5) |

2) What are the pieces of equipment below:

1)



2)



3)



4)



5)



Homework 3: Key technical equipment

Task: What are the names of the equipment below:

| | | | | |
|--|---|--|---|---|
| 1  | 2  | 3  | 4  | 5  |
| | | | | |
| 6  | 7  | 8  | 9  | 10  |
| | | | | |
| 11  | 12  | 13  | 14  | 15  |
| | | | | |

Homework 4: The Eatwell guide

1) Research about the Eatwell guide

List the five sections of the Eatwell guide

1. _____
2. _____
3. _____
4. _____
5. _____

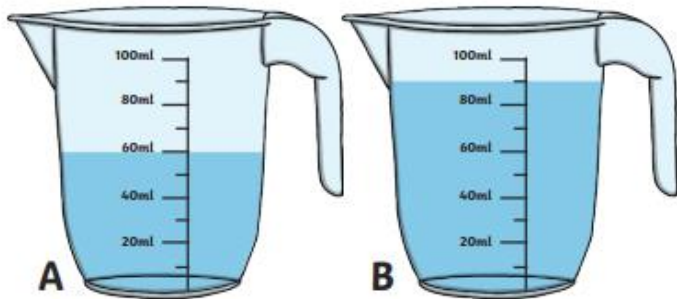
3) What does BMI stand for?

4) The volume of water in **container A**

is _____ ml.

The volume of water in **container B**

is _____ ml.



5) Put these volumes in order from smallest to greatest.

| | | | | |
|-------|-------|----------------|---------|----------------|
| 256ml | 825ml | 1/2 of 1 litre | 1 litre | 1/4 of 1 litre |
| | | | | |

2) Add the ingredients into the Eatwell guide below, where would they go?

- Pasta
- Tomatoes
- Mayonnaise
- Grated cheese
- Carrot
- Tuna



Homework 5: Micro and Macro Nutrients

1) Complete the sentences to give the name of the substance that is used for each role in the body.

The macro nutrient that is the main source of energy in the diet is _____. The nutrient used for growth and repair is _____.

The two types of micro nutrients required for healthy function, growth and development are _____ and _____. _____ is required for insulation, warmth and protection.

Micro nutrients are needed in smaller quantities, unlike _____ that are needed in bigger quantities.

minerals

carbohydrate

protein

vitamins

macro

fat

2) A vitamin deficiency is when a person does not have enough of a certain vitamin in their diet. Research what rickets is and what vitamin is it linked to?

Homework 6: Micro and Macro Nutrients

1) Complete the table below by ticking the correct column

| Nutrient | Macro nutrient | Micro nutrient |
|--------------|----------------|----------------|
| Calcium | | |
| Vitamin C | | |
| Protein | | |
| Vitamin A | | |
| Carbohydrate | | |
| Iron | | |
| Fat | | |

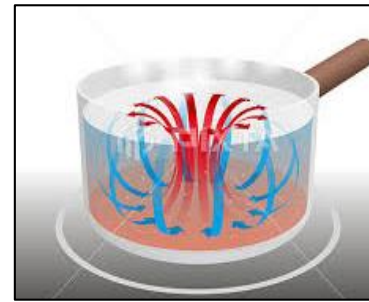
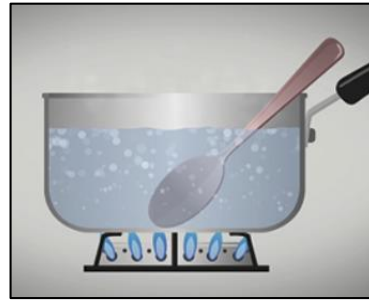
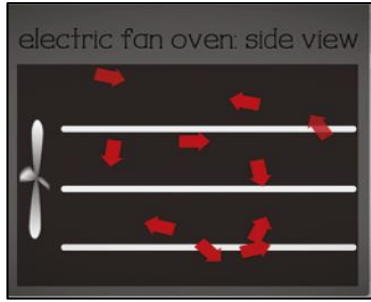
2) Complete the job and source for the following nutrients:

| Nutrient | Job/ Function | Source |
|--------------|---------------|--------|
| Carbohydrate | | |
| Protein | | |
| Fat | | |

Homework 7: Cooking methods

1) Looking at the examples below, identify the different types of cooking methods.

- Conduction
- Convection
- Radiation



2) Match the definitions of the key words

Transferring heat by infra-red waves that heat up what they come into contact with.

Transferring heat through a liquid or air into food.

Transferring heat through a solid object into food.

Convection

Conduction

Radiation

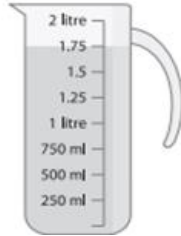
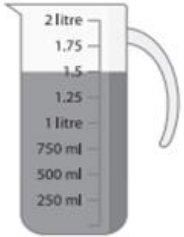
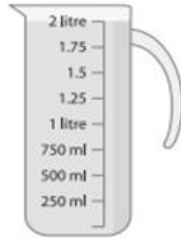
3) Identify the examples:

Tick the examples:

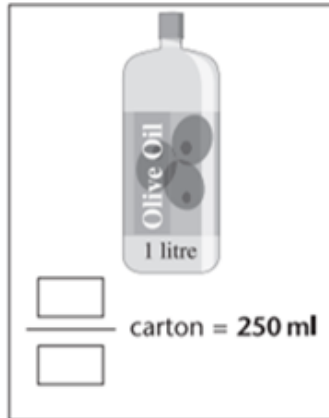
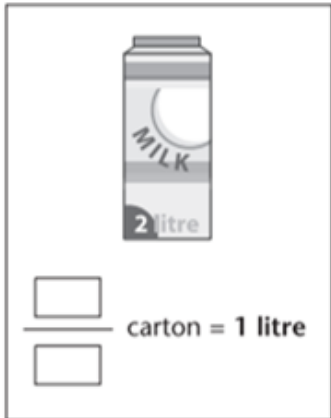
| | Conduction | Convection | Radiation |
|----------------|------------|------------|-----------|
| Baking a cake | | | |
| Boiling pasta | | | |
| Grilling bacon | | | |
| Frying onions | | | |

Homework 8: Measurements

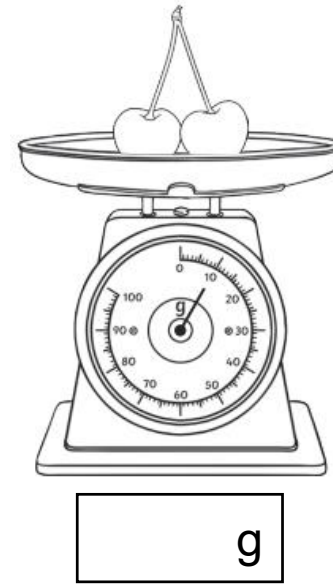
1) Match the measurements



3) Work out the fractions below



3) How many grams are on each scale?



Homework 9: Standard Components

1) What is a standard component?

2) Now you know what a standard component is, mind map different products that can be used as a component to a food dish. An example has been done for you.

Standard Component

Curry sauce



3) Reflecting on standard components, using them has its good and bad points, list some below:

| Advantages | Disadvantages |
|------------|---------------|
| | |

Homework 10: Deficiencies in Food

1) Which Vitamin C is related to scurvy, list three symptoms of scurvy _____

2) In the past why did sailors get Scurvy? _____

3) Who was Captain Cook and how did he solve the problem on his voyages? _____

4) If an individual regularly eats *more* calories than the daily requirement, they will gain weight. If they regularly eat *less* than the daily requirement, they will lose weight.

Compare the health problems associated with being underweight with the health problems associated with being overweight.

| Underweight | Overweight |
|-------------|------------|
| | |

Pasta Salad

Ingredients

100g pasta shapes
1 carrot
1 tomato
¼ cucumber
100g cooked chicken or 1 tin of tuna fish
2 x 15ml spoons low fat dressing/mayonnaise



Apple & Sultana Crumble

Ingredients

100g plain flour
50g butter or margarine
50g oats
25g sugar
2 eating apples
50g sultanas
Tsp of cinnamon or mixed spice (optional)



Flapjacks

Ingredients

100g /4oz butter
75g /3oz golden syrup
75g /3oz soft brown sugar (or granulated)
200g /8oz rolled oats
Additional – dried fruit



Healthy muffins

Ingredients

200g Self raising flour
100g Margarine
100g Caster Sugar
2 Eggs
30mls Milk
150g of your chosen healthy flavouring



To prevent any accidents during a practical lesson to yourself or other pupils you **MUST** follow the safety rules.

It is part of your planning & preparation homework to read the method and be organised for your practical lesson.

Your ingredients should be weighed out at home.

If you are absent from lesson, *you* are responsible for keeping up to date with your homework.

Online textbook <http://www.illuminate.digital/aqafood/>

Student Username: STURTON3
Student Password: STUDENT3



My teachers email is:
_____@turton.uk.com

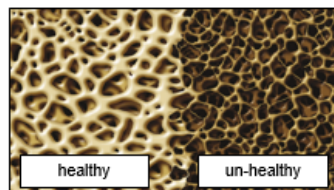
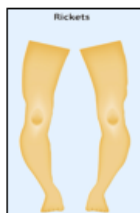
My homework day is: _____

Revise: End of module test Use the Knowledge Organiser and your previous test notes

Year 7 Knowledge Organiser

Diet, Nutrition & Health

Certain diseases or health conditions develop over time due to a poor diet. One or more of the risk factors for developing a disease or health condition are a result of what or how much you consume over a period of time.



| |
|------------------|
| <18.5 |
| UNDERWEIGHT |
| 18.5 - 24.9 |
| NORMAL |
| 25 - 29.9 |
| OVERWEIGHT |
| 30 - 34.9 |
| OBESSE |
| 35+ |
| EXTREMELY OBESSE |

Macro nutrients These are nutrients needed by the body in large amounts. (*Proteins, Fats and Carbohydrates*)

Micro nutrients These are nutrients needed by the body in smaller amounts. These are Vitamins and Minerals

| Nutrients | Function | Source |
|---------------|--|--|
| Carbohydrates | Gives the body energy | Sugar, honey, jam Potatoes, pasta, rice |
| Protein | Growth and repair of the body Secondary source of energy | Meat, fish, milk, eggs cheese, lentils, soya, nuts, wheat, beans and peas |
| Fat | Protection and insulation (warmth) of the body. Gives the body some energy | Butter, Cheese, Oily fish, meat |
| Vitamin A | Help eyes see in dim light Healthy skin and tissue | Liver, eggs, butter, soft spreads, carrots and apricots |
| Vitamin B | Transfer and release of energy Formation of red blood cells | Cereals, meat, fish, eggs, dairy products, pulses, yeast products |
| Vitamin C | Healthy skin. Helps the body heal faster and helps resist infection. | Fruit and vegetables e.g. oranges, lemons, blackcurrants |
| Vitamin D | Growth and maintenance of strong bones. Aids the absorption of calcium | Made by the body with skin exposed to sunlight, oily fish and eggs |
| Iron | Formation of red blood cells which carry oxygen around the body | Red meat, dark vegetables, eggs, chocolate, dried fruit, cereals |
| Calcium | Keeps bones and teeth strong Healthy muscles and nerves | Dairy foods, white bread, canned fish, green leafy vegetables |
| Water | For all body actions Removes waste products | Drinking water, fruits and milk |

Sustainability & Environment

- Air & water pollution effecting health in animals, humans and plants
- Use of fertilisers, damaging land, polluting water supplies, effecting human health
- Transporting food and creating food miles, carbon footprint, food waste
- Sustainable fishing and farming



Heat Transfer

The way in which heat energy is passed into food

Conduction - Transferring heat through a solid object into food

e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

Convection - Transferring heat through a liquid or air into food

e.g. Baking a cake, boiling water, cooking in an oven

Radiation - Transferring heat by infra-red waves that heat up what they come into contact with

e.g. grilling sausages or bacon, making toast



Standard Components

A pre-prepared ingredient that is used during the production of a product.

- ✓ ensures consistency
- ✓ saves time and effort
- ✗ can be more expensive
- ✗ may not be as good as fresh
- ✗ need storage space



Key Terms to know and use!

| | |
|------------------------------|---|
| Hygiene | To prepare food in a clean way to stop food spoilage or poisoning occurring |
| Cross contamination | The transfer of food spoilage/poisoning from one food to another |
| Body Mass Index (BMI) | Weight (kg) divided by height (m). A high BMI can be an indicator of high/low body fat. |
| Gluten Intolerant Coeliac | Cannot digest gluten in the small intestine. Avoid foods such as bread and cakes. These can be made with gluten-free flour |
| Lactose Intolerant | Cannot digest the sugar lactose, it is found in milk and dairy products. Lacto-free products have be eaten. |

Chopping Board Coding

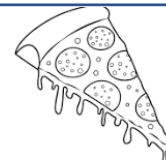
| |
|--------------------------|
| Red - Raw meat |
| Blue - Raw fish |
| Yellow - Cooked meat |
| Green - Salad and fruit |
| Brown - Vegetables |
| White - Bakery and dairy |

Online textbook <http://www.illuminate.digital/aqafood/>



Student Username: STURTON3
Student Password: STUDENT3



Macro and Micro nutrients



Standard Components

| Good  | Bad  |
|--|---|
| | |

BMI = _____

The Eatwell Guide

1. _____
2. _____
3. _____
4. _____
5. _____

Macro = _____

Micro = _____

Heat Transfer

The way in which heat energy is passed into food

Conduction = _____

Chopping boards

- Red = _____
- Green = _____
- Yellow = _____
- Blue = _____
- Brown = _____
- White = _____

| | |
|---------------------------|--|
| Cross contamination | |
| Gluten Intolerant Coeliac | |
| Lactose Intolerant | |

Conduction example:

Convection = _____

Convection example:

Radiation = _____

Radiation example: