

Subject – Food Technology

Core skill focus

Year group: 8		Module title: Bread/Biscuits		Length of module: 12 weeks	
Module intent / knowledge to be gained <ul style="list-style-type: none"> • For students to understand the different skills in making food products • Two projects – Bread and Biscuits • Presentation of food to make it look appetising. • What the design process is. • Nutrients and why they are needed in the body • Healthy eating guidelines • 2 Star Chef - Design task used to start students thinking about research around a specific topic. Start thinking about the needs of other people rather than just themselves. This is expanded to include collecting data via questionnaires 		Sequence – where does this module fit? Links to past and future learning Second in the sequence of Key stage 3. Students will build on the work from year 7, weighing and measuring, use of equipment and processes. Use of the oven and hob. Students will develop skills in health and safety. Student will further develop the need for following a design brief and the writing of time plans as this is a requirement for the examination element for KS4 Students will deepen their understanding of nutrition and healthy eating guidelines as again this forms part of the requirements for the examination in KS4			
Key words: Kneading Proving Knife skills Presentation of food Recipe adaptation Nutrients Sensory analysis					
Week number	Learning activity / intention of knowledge	Stretch & Support activities		Homework	
1	<ul style="list-style-type: none"> • DEM: Basic bread – Kneading, rules of bread making discuss process. • THEORY: Recap Health and Safety rules. Ensure a safe working environment for all. Recap use of the oven and hob. 	Students to work in pairs to show and support each other to use the cooker. More able students to help others		Find out about bread from around the world	

	<ul style="list-style-type: none"> Discuss the functions of ingredients used in bread making. – Role in making the perfect bread. Understand why proportion is important and consequences of incorrect weighing and measuring 		
2	<ul style="list-style-type: none"> PRACTICAL: Basic bread, students make their own products, care in kneading and shaping. Attempt at portion control DEM: Flavoured bread – recipe adaptation. How to alter colour, taste and texture of a product to meet different consumer needs. THEORY: Understand how to avoid food poisoning and food contamination, use of different coloured chopping boards, changing equipment and temperature controls. Understand why fibre is needed in the body, identify foods high in fibre. Theoretical understanding as to the functions in the body 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Find out how yeast is manufactured
3	<ul style="list-style-type: none"> PRACTICAL: Flavoured bread – combinations to make a quality product, again attention to portion control and shaping for the final product. DEM: Chelsea buns – rolling out and adding additional ingredients. Shaping for a different product. Students will experiment with different variations. THEORY: Eatwell guide – looking at the starchy foods section. What are the key nutrients and why they are needed in the body. Will be needed for KS4 Consequences of having too much carbohydrate in your diet – excesses and deficiencies 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	How is white flour made?
4	<ul style="list-style-type: none"> PRACTICAL: Chelsea buns DEM: Pizza – use of ingredients for a healthier option, refer to the Eatwell guide. Also include variations of pizza to develop skills, stuffed crust, calzone, different shapes. THEORY: How to encourage people to eat 5 portions of fruit and vegetables a day. Replacing fatty food for healthier options and the impact on diet 2 Star Chef: Perfect pizza. Introduce topic. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Find out about how Chelsea Buns were first made.

	<ul style="list-style-type: none"> Analysis of the task – break down task into key elements for development for the brief. Expanded on for Examination element in KS4 		
5	<ul style="list-style-type: none"> PRACTICAL: Pizza THEORY: Design a range of products – must need the brief, refer to the analysis of the task. Show research into products, produce a questionnaire to collect information. Produce results to show how ideas will develop. Time plan, ingredients, and equipment list – planning for the practical, this is a vital part for the examination in KS4. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Produce a poster to advertise your perfect pizza
6	<ul style="list-style-type: none"> PRACTICAL: Toppings Experiment – group work to trial and taste test different topping, this will form part of the design brief. DEM: Shortbread – rubbing in method, more able will roll out and make individual while rest will make in a round tin. THEORY: New design brief: Biscuits, investigate different toppings and flavourings that can be added to biscuits to make them more appetising and saleable. Incorporate a healthy option, use of brown flour, fruit, nuts and seeds etc. as specified in the Eatwell Guide Analyse the task 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Investigation into different types of biscuits available in the supermarket
7	<ul style="list-style-type: none"> PRACTICAL: Toppings Experiment DEM: Shortbread THEORY: New design brief: Biscuits, investigate different toppings and flavourings that can be added to biscuits to make them more appetising and saleable. Incorporate a healthy option, use of brown flour, fruit, nuts and seeds etc. Analyse the task 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Produce a questionnaire to find out about people's preferences for biscuits within the target market
8	<ul style="list-style-type: none"> PRACTICAL: Cookies – creaming method and shaping. Additional ingredients can be used to alter colour, taste and texture of the biscuits. DEM: Flapjack – melting method 	<p>Students to work in pairs to show and support each other to use the cooker.</p>	Investigate the different types of icing products that are available to purchase in the supermarket

	<ul style="list-style-type: none"> THEORY: research types of biscuits along with toppings and fillings. Identify a target market to aim design range. Produce a questionnaire to gather research to complete the brief. 	More able students to help others	
9	<ul style="list-style-type: none"> PRACTICAL: Flapjacks – melting method, may wish to add topping or flavourings. DEM: Oat crunch Cookies, increased fibre, and nuts for a healthier option, could be a breakfast bar THEORY: use explore food, food a fact of life to investigate the nutritional values of their chosen biscuit and compare to a healthy option. Discuss the impact on health 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Look at the nutritional values of 5 different types of biscuit. Which is the healthiest one? Discuss why.
10	<ul style="list-style-type: none"> PRACTICAL: Oat crunch Cookies THEORY: Plan practical – time plan, must include health and safety and special points, ingredients, and equipment list 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Design a suitable packaging for your biscuits. Include a logo and a slogan. How will you make sure your biscuits are not broken?
11	<ul style="list-style-type: none"> THEORY: Plan practical – time plan, must include health and safety and special points, ingredients and equipment list and timing in the lesson. This is an essential part for key stage 4. Students need to be able to complete in detail. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	
12	<ul style="list-style-type: none"> PRACTICAL: Own Biscuit design – final practical, students will use a range of additional ingredients, topping and shapes to produce items to meet the brief THEORY: Evaluation of final product 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	None set