

# 1 Year 7 DT Food

Commodity groups and values  
A commodity is a raw material or primary agricultural product

**Major commodity groups**

- Bread, cereals, oats, rice, potatoes, pasta
- Fruit and vegetables (fresh, frozen, canned and juiced)
- Milk, cheese, and yoghurt
- Meat, fish, poultry and eggs
- Soya, tofu, beans, nuts and seeds
- Butter, oils, margarine, sugar and syrup



# 2 Characteristics and origins of each commodity

Bread, cereals, flour, oats, rice, potatoes and pasta are starchy foods and give us **energy**.

- Bread comes in a wide variety of shapes, size, flavours and from all around the world e.g. baguette – France, naan- India, focaccia – Italy. It forms part of our staple diet with potatoes.
- Cereals – are the edible seeds of cultivated grasses, the main ones are wheat, rice, oats, maize and barley and are often used to make breakfast cereals. Some are **fortified** with vitamins & minerals to add nutritional value.
- Potatoes- on of the most important **staple foods** in the UK

# 3 Experimentation to explore Physical and chemical changes of a commodity

- Ingredients have a range of different properties. Sometimes these are called functions.
- The main nutrient provided by an ingredient gives it a range of properties during cooking.
- Carbohydrate, protein and fat all have a range of different properties.

# 4 Complementary actions of a commodity

It's the function of the ingredients which rely on each other for a purpose.(how ingredients work together to make the final outcome)

**For example:** The function of acids such as lemon juice preventing or slowing down Enzymic browning of fruit and vegetables



# 5 Nutrition

**NUTRIENTS** are the substances in food that our bodies process to enable it to function.

There are 5 nutrients



- Protein
- Fats
- Carbohydrates
- Vitamins
- Minerals

# 6 Dietary needs of individuals

**Nutritional needs** change throughout each stage of our lives according to our age, gender, activity levels and overall health.

- Everyone should roughly aim to follow healthy eating guidelines
- The Eatwell Guide is a good indication of what should be in our diet ( it does not apply to young children of 2 years and below)

**Examples of different needs**  
A teenage boy's dietary needs are different from an adult male builder, a middle-aged woman's dietary needs are different from a pregnant woman's an a 'couch potato' has different needs from a long distance runner.

# 7 Planning balanced diets

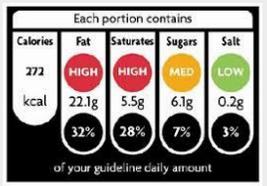
To be healthy we need to eat a variety of foods and in the right amounts. The Eatwell Guide is the Government's way to give a clear idea of what we should be eating more of and what we need to eat less of.



- Increase fruit & vegetables (5 a day)
- Reduce fat
- Reduce sugar
- Reduce salt

# 8 Calculate energy and nutritional values of recipes, meals and diets

**Food labels automatically show the nutritional values of the food product**

# 9 The effects of cooking food

**Food is cooked for many different reasons:**

- Improves the appearance
- Improves the texture
- Can add nutritional value to foods
- Makes it easier to eat and digest
- Improves flavour & smell
- It kills harmful bacteria
- To improve shelf life



# 10 Food spoilage

If people eat food that has been contaminated they could become very ill – so it is important to handle food safely and hygienically

**Personal hygiene**

- Wear clean apron/chef whites
- Wash hands
- Hair tied back/hat/hairnet
- Remove all jewellery
- Cover cuts with a blue plaster



# 11 Food provenance

**Food provenance**  
It's about knowing where your food comes from- where it has been grown, raised or reared i.e. it's point of origin. In many cases the food we eat can come from many different sources. Food provenance tells us what we are eating and where it comes from.



# 12 Food manufacturing

All food goes through stages of processing, so food;

- Is safe to eat
- Is easier to transport
- Does not spoil as quickly
- Looks appealing to the customer

**Primary processing**

- Changes raw foods (straight from being picked, harvested or slaughtered) so they can be eaten or cooked immediately or used as an ingredient.

**Secondary process-** uses primary processed foods  
*E.g. Flour can be made into pasta or bread*

# 13 Factors affecting food choice

There are **10** things which influence people's food choice

- Physical Activity Level (**PAL**)
- Nutritional needs
- Cost of food/income
- Seasonality
- Culinary skills
- Lifestyle/likes & dislikes
- Availability
- Special occasions
- Environment
- Time of the day



# 14 Preparation and cooking techniques and developing recipes and meals

Skills will be learnt and developed through practical lessons – keep a record of what you do, how well it went, other's views and how to improve your products after each practical.



# 15 Key terminology

- Bacteria
- Hazard
- Appearance
- Taste
- Texture
- Preparation
- Equipment
- Hygiene
- Simmering
- boiling
- poaching
- Protein
- Fat
- Carbohydrate
- Vitamins & minerals
- Boiling
- Simmering
- Slicing and dicing
- Hazard
- Tea/dessert/table spoon
- Sieve
- Pallet knife
- Chopping board
- Cooling rack
- Baking tray
- Pastry brush
- Fish slice
- Sauce pan
- Aeration
- 5 a day

# 16 Technical skills

Make use of these techniques as they are a safe way to prepare a whole range of fruits and vegetables.

**Bridge**



Make a bridge over the fruit/vegetable and cut through

**Claw**



Grip the fruit /vegetable with the tops of your fingers

Weigh & measure, shaping, raising agents use of the cooker