

## **Subject Curriculum Map: Catering Technical Award**

**Year Groups: 9 -11 – September 2019**

**Exam Board: WJEC**

### **Assessment Method:**

**Unit 1 examination – Year 11 - Externally marked 40% of final grade**

**Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction**

**Unit 2 coursework – Year 10 through to Year 11 – internally marked and externally moderated – 60% of final grade**

**Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction**

### **Curriculum Intent:**

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

### **Curriculum Implementation:**

Students have 5 lessons over a fortnight to complete both Unit 1 - The Hospitality and Catering Industry (Exam unit), Unit 2 - Hospitality and Catering in Action (Coursework unit)

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 - The Hospitality and Catering Industry

Unit 2 - Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect

successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

**Curriculum Impact:**

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work-related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

Unit 1: The Hospitality and Catering Industry Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

<b>Year 9</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes, Concepts &amp; Ideas</b>	<b>Unit 1 The hospitality and catering industry LO1</b> Understand the environment in which hospitality and catering providers operate	<b>Unit 1 The hospitality and catering industry LO1</b> Understand the environment in which hospitality and catering providers operate	<b>Unit 1 The hospitality and catering industry LO1</b> Understand the environment in which hospitality and catering providers operate	<b>Unit 1 The hospitality and catering industry LO2</b> Understand how hospitality and catering provision operates	<b>Unit 1 The hospitality and catering industry LO2</b> Understand how hospitality and catering provision operates	<b>Unit 1 The hospitality and catering industry LO2</b> Understand how hospitality and catering provision operates
<b>Knowledge and understanding</b>	<b>AC1.1 describe the structure of the hospitality and catering industry:</b>  <i>Types of provider.</i> <i>Types of service.</i> <i>Commercial establishments.</i> <i>Non-commercial catering establishments.</i> <i>Services provided.</i> <i>Suppliers.</i> <i>Types of provider.</i> <i>Types of service.</i> <i>Commercial</i> <i>Where hospitality is provided at non-catering venues.</i> <i>Standards and ratings.</i>	<b>AC1.3 describe working conditions of different job roles across the hospitality and catering industry:</b>  <i>Different types of employment contracts.</i> <i>Working hours.</i> <i>Rates of pay.</i> <i>Holiday entitlement.</i> <i>Remuneration (tips, bonus payments, rewards).</i>  <b>AC1.4 explain factors affecting the success of hospitality and catering providers:</b>	<b>AC1.4 explain factors affecting the success of hospitality and catering providers:</b>  <b>Environmental continued</b>  <i>Customer demographics and lifestyle and expectations.</i> <i>Customer service and service provision generally.</i> <i>Competition</i> <i>Trends.</i> <i>Political factors.</i> <i>Media</i> <b>Practical application of skills – Savoury Dishes</b>	<b>AC2.1 describe the operation of the kitchen</b>  <b>Operation</b> <i>Layout</i> <i>Workflow</i> <i>Operational activities</i> <i>Equipment and materials</i> <i>Stock control</i> <i>Documentation and administration</i> <i>Staff allocations</i> <i>Dress code</i> <i>Safety and security</i> <b>Practical application of skills – Savoury Dishes</b>	<b>AC2.2 describe the operation of front of house</b>  <b>Operation</b> <i>Layout</i> <i>Workflow</i> <i>Operational activities</i> <i>Equipment and materials</i> <i>Stock control</i> <i>Documentation and administration</i> <i>Staff allocations</i> <i>Dress code</i> <i>Safety and security</i> <b>Practical application of skills – Seasonal Cookery</b>	<b>AC2.3 explain how hospitality and catering provision meet customer requirements</b> <b>Customer</b> <i>Leisure</i> <i>Business/corporate</i> <i>Local residents</i> <b>Requirements</b> <i>Customer needs</i> <i>Customer expectations</i> <i>Customer trends</i> <i>Equality</i> <i>Customer rights</i> <b>Practical application of skills – Seasonal Cookery</b>

	<p><i>Job roles within the industry</i></p> <p><b>AC1.2 analyse job requirements within the hospitality and catering industry:</b></p> <p><i>Supply and demand (availability of trained staff, seasonality, location).</i></p> <p><i>Jobs for specific needs.</i></p> <p><i>Rates of pay.</i></p> <p><i>Training.</i></p> <p><i>Qualifications and experience.</i></p> <p><i>Personal attributes</i></p> <p><b>Practical application of skills – Baking rotation</b></p>	<p><b>Factors:</b></p> <p><i>Costs.</i></p> <p><i>Profit.</i></p> <p><i>Economy.</i></p> <p><b>Environmental:</b></p> <p><i>Technology.</i></p> <p><i>Emerging and innovative cooking techniques.</i></p> <p><b>Practical application of skills – Baking rotation</b></p>				
<b>Year 9</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>SMSC</b>	<p>Reflecting on issues concerning the Hospitality and Catering industry – Professional roles and standards.</p> <p>Pupils are exposed to and practice the different ways food can be prepared</p>	<p>Reflecting on issues concerning the Hospitality and Catering industry – Employment rights and environmental factors.</p> <p>Pupils are exposed to and practice the different ways food</p>	<p>Reflecting on issues concerning the Hospitality and Catering industry – Professional service standards within the customer service.</p> <p>Studying lifestyle choices and the</p>	<p>Reflecting on issues concerning operational factors within a professional Catering environment.</p> <p>Pupils are exposed to and practice the different ways food</p>	<p>Reflecting on issues concerning operational factors within a professional Catering environment.</p> <p>Pupils are exposed to and practice the different ways food</p>	<p>Reflecting on issues concerning customer needs and requirements within the hospitality and catering industry.</p> <p>Pupils are exposed to and practice the different ways food</p>

	<p>and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>	<p>can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>	<p>impact upon individuals’ preferences and businesses trends. Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>	<p>can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>	<p>can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>	<p>can be prepared and made and develop an understanding of traditions and cultural influences.</p> <p>Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.</p> <p>Fostering team working skills.</p> <p>Acceptance of other individuals’ thoughts and ideas.</p> <p>Fostering independence.</p> <p>Fostering creativity.</p> <p>Fostering personal reflection.</p>
<b>2.Skills For life</b>	<p>Skills required for independent learning and development.</p> <p>A range of generic and transferable skills.</p> <p>The ability to solve problems.</p>					

	<p>The skills of project-based research, development and presentation.  The fundamental ability to work alongside other individuals, in a professional environment.  Self-evaluation – assessment and understanding of own development and progress.  Resilience – being able to work within guided time constraints to set deadlines.</p>					
3.FBV	<p><b><u>Democracy</u></b>  Team working.  Equal opportunities to fully partake in all activities and tasks.  <b><u>The rule of law-</u></b>  Classroom rules. Health and safety within a kitchen environment.  <b><u>Individual Liberty</u></b>  Individual’s right to learn in an educational environment.  Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.  <b><u>Mutual Respect</u></b>  providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.  <b><u>Tolerance</u></b>  Value differences in faith and cultural influences within the catering and hospitality industry and the wider society.  Appreciate and understand social development in food and nutrition.</p>					
<b>Stretch &amp; challenge</b>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>	<p><b>Advanced catering skills</b> - develop competent practical skills in food preparation  <b>Extension questions</b> – these questions are designed to challenge your understanding that develop your learning within catering and hospitality.</p>

	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p>	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p>	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p>	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p> <p><b>Mock preparation 4/6-mark questions</b> –longer answer questions at GCSE that combine skill in both Catering and hospitality knowledge and English writing – SPAG.</p>	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p> <p><b>Completion of mock 4/6-mark questions</b> –longer answer questions at GCSE that combine skill in both Catering and hospitality knowledge and English writing – SPAG.</p>	<p><b>Enhance literacy</b> – develop an extended and descriptive vocabulary through use of technical terms and sensory terminology.</p> <p><b>Independent Learning</b> – homework tasks.</p> <p><b>Analysis of Mock</b> – self assessment and personal targets</p>
<b>Key assessment focus, suggested assessments</b>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Theory books assessed - STAR</p>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Theory books assessed - STAR</p>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Theory books assessed - STAR</p>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Theory books assessed - STAR</p>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Year 9 Mock - STAR</p>	<p>½ term monitoring ATL.</p> <p>Self-assessment of practical work – using sensory analysis.</p> <p>Year 9 report</p> <p>Theory books assessed - STAR</p>
<b>Special events</b>			Catering for fashion show – school event.		School dinner project/competition	

					- a work-related project	
<b>Visits/extra-curricular</b>	Macmillan – charity fund raiser – open evening. Stone food and drink festival				After school - Food Club – support Year 8 students in transition from middle to high school	After school - Food Club – support Year 8 students in transition from middle to high school
<b>Homework/Independent Learning</b>	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks.					

<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes, Concepts &amp; Ideas</b>	<b>Unit 2 Hospitality and Catering in Action – Practical Exam and Coursework</b> LO1 understand the importance of nutrition when planning menus	<b>Unit 2 Hospitality and Catering in Action – Practical Exam and Coursework</b> LO1 understand the importance of nutrition when planning menus	<b>Unit 1 The hospitality and catering industry</b> LO3 Understand how hospitality and catering provision meets health and safety requirements	<b>Unit 1 The hospitality and catering industry</b> LO4 Know how food can cause ill health	<b>Unit 1 The hospitality and catering industry</b> LO5 Be able to propose a hospitality and catering provision to meet specific requirements	<b>Unit 2 Hospitality and Catering in Action – Practical Exam and Coursework</b> LO2 understand menu planning
<b>Knowledge and understanding</b>	<b>AC1.1 describe functions of nutrients in the human body.</b> <b>Nutrients</b> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fat</li> <li>• Carbohydrate</li> </ul>	<b>AC1.1 describe functions of nutrients in the human body.</b> <b>Nutrients</b> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fat</li> <li>• Carbohydrate</li> </ul>	<b>AC3.1 describe personal safety responsibilities in the workplace</b>  Responsibilities Of employees Of employers In relation to	<b>AC4.1 describe food related causes of ill health</b>  <b>Causes</b> <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Microbes</li> <li>• Chemicals</li> <li>• Metals</li> </ul>	<b>AC5.1 review options for hospitality and catering provision</b>  <b>Review</b> <ul style="list-style-type: none"> <li>• Summarise different options</li> </ul>	<b>AC2.1 explain factors to consider when proposing dishes for menus</b> <b>Factors</b> Time of year e.g. seasonality of commodities, seasonal events.

	<ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> <li>• Dietary fibre (NSP)</li> </ul> <p>AC1.2 compare nutritional needs of specific groups</p> <p><b>Specific groups</b></p> <p>Different life stages</p> <p>Childhood</p> <p>Adulthood</p> <p>Later adulthood</p> <p>Special diets</p> <p>Medical conditions</p> <p>Activity levels</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p><b>Characteristics</b></p> <p>Visible</p> <p>Non-visible</p> <p><b>Unsatisfactory</b></p> <p>Nutritional deficiencies</p> <p>Nutritional excesses</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• Boiling</li> </ul>	<ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> <li>• Dietary fibre (NSP)</li> </ul> <p>AC1.2 compare nutritional needs of specific groups</p> <p><b>Specific groups</b></p> <p>Different life stages</p> <p>Childhood</p> <p>Adulthood</p> <p>Later adulthood</p> <p>Special diets</p> <p>Medical conditions</p> <p>Activity levels</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p><b>Characteristics</b></p> <p>Visible</p> <p>Non-visible</p> <p><b>Unsatisfactory</b></p> <p>Nutritional deficiencies</p> <p>Nutritional excesses</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• Boiling</li> </ul>	<p>Health and Safety at Work Act</p> <p>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</p> <p>Control of Substances Hazardous to Health Regulations (COSHH)</p> <p>Manual Handling Operations Regulations</p> <p>Personal Protective Equipment at Work Regulations (PPER)</p> <p>AC3.2 identify risks to personal safety in hospitality and catering</p> <p><b>Risks</b></p> <p>To health</p> <p>To security</p> <p>Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers</p>	<ul style="list-style-type: none"> <li>• Poisonous plants</li> <li>• Allergies</li> </ul> <p>Intolerances</p> <p>AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p>Role</p> <p>Enforcing environmental health laws</p> <p>Responsibilities</p> <p>Inspecting business for food safety standards</p> <p>Follow up complaints</p> <p>Follow up outbreaks of food poisoning</p> <p>Collecting samples for testing</p> <p>Giving evidence in prosecutions</p> <p>Maintaining evidence</p> <p>Submitting reports</p>	<ul style="list-style-type: none"> <li>• Advantages/disadvantages of different options</li> </ul> <p>Use of supporting information which justify how this meets specified needs</p> <p>AC5.2 recommend options for hospitality provision</p> <p><b>Recommend</b></p> <p>Propose ideas</p> <p>Justify decisions in relation to specified needs</p> <p>Use of supporting information e.g. structured proposal</p> <p><b>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods</b></p>	<p>Skills of staff.</p> <p>Equipment available.</p> <p>Time available.</p> <p>Type of provision e.g. service, location, size, standards.</p> <p>Finance e.g. costs, customer needs.</p> <p>Client base.</p> <p>AC2.2 explain how dishes on a menu address environmental issues:</p> <p><b>Dishes</b></p> <p>Preparation and cooking methods.</p> <p>Ingredients used.</p> <p>Packaging.</p> <p>Environmental issues.</p> <p>Conservation of energy and water.</p> <p>Reduce, reuse, and recycle.</p> <p>Sustainability e.g. food miles, provenance.</p>
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	<ul style="list-style-type: none"> <li>• Steaming</li> <li>• Baking</li> <li>• Grilling</li> <li>• Stir-fry</li> <li>• Roasting</li> <li>• Poaching</li> </ul> <p><i>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods.</i></p>	<ul style="list-style-type: none"> <li>• Steaming</li> <li>• Baking</li> <li>• Grilling</li> <li>• Stir-fry</li> <li>• Roasting</li> <li>• Poaching</li> </ul> <p><i>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods</i></p>	<p>AC3.3 recommend personal safety control measures for hospitality and catering provision</p> <p><b>Control measures</b> For employees For customers</p> <p><i>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods</i></p>	<p>AC4.3 describe food safety Legislation</p> <p><b>Legislation</b> Food Safety Act Food Safety (General Food Hygiene Regulations) Food Labelling Regulations</p> <p>AC4.4 describe common types of food poisoning</p> <p><b>Common types</b> Campylobacter Salmonella E-coli Listeria Bacillus cereus Staphylococcus aureus</p> <p>AC4.5 describe the symptoms of food induced ill health</p> <p><b>Symptoms</b> Visible symptoms Signs Non-visible symptoms</p>		<p>AC2.3 explain how menu dishes meet customer needs:</p> <p><b>Needs</b> Nutritional. Organoleptic. Cost e.g. premium priced dishes, value for money.</p> <p>AC2.4 plan production of dishes for a Menu:</p> <p><b>Plan</b> Sequencing. Timing. Mise en place. Cooking. Cooling. Hot holding. Completion. Serving (presented as if to be served). Waste. Equipment. Commodity quantities. Tools. Contingencies. Health, safety and hygiene.</p>
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				Length of time until symptoms appear Duration of symptoms <b>Food induced ill health</b> Intolerances Allergies Food poisoning <i>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods</i>		Quality points. Storage. <i>Practical application of skills – Advanced cooking skills including multicultural cookery and traditional cookery methods</i>
<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1.SMSC</b>	Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health. Promoting healthy lifestyles with an understanding of correct nutritional intake. Pupils are exposed to and practice the different ways food can be prepared	Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health. Promoting healthy lifestyles with an understanding of correct nutritional intake. Pupils are exposed to and practice the different ways food can be prepared	Reflecting on issues concerning the Hospitality and Catering industry in relation to Health and Safety and food Hygiene. Promoting safe practices within an industry based environment. Pupils are exposed to and practice the different ways food can be prepared	Reflecting on issues concerning the Hospitality and Catering industry in relation to Health and Safety and food Hygiene. Promoting safe practices within an industry based environment. Pupils are exposed to and practice the different ways food can be prepared	Reflecting on issues concerning the Hospitality and Catering industry in relation to customer needs and requirements. Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service.	Reflecting on issues concerning the Hospitality and Catering industry in relation to customer needs and requirements. Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service.

	<p>and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>	<p>and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>	<p>and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>	<p>and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>	<p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>	<p>Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences. Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products. Fostering team working skills. Acceptance of other individuals’ thoughts and ideas. Fostering independence. Fostering creativity. Fostering personal reflection.</p>
<p><b>2.Skills For life</b></p>	<p>Skills required for independent learning and development.  A range of generic and transferable skills.  The ability to solve problems.  The skills of project-based research, development and presentation.  The fundamental ability to work alongside other individuals, in a professional environment.  Self-evaluation – assessment and understanding of own development and progress.  Resilience – being able to work within guided time constraints to set deadlines.</p>					

<p><b>3.FBV</b></p>	<p>Independent Learner – coursework tasks</p> <p><b><u>Democracy</u></b> Team working. Equal opportunities to fully partake in all activities and tasks.</p> <p><b><u>The rule of law-</u></b> Classroom rules. Health and safety within a kitchen environment.</p> <p><b><u>Individual Liberty</u></b> Individual’s right to learn in an educational environment. Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.</p> <p><b><u>Mutual Respect</u></b> providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><b><u>Tolerance</u></b> Value differences in faith and cultural influences within the catering and hospitality industry and the wider society. Appreciate and understand social development in food and nutrition.</p>					
<p><b>Stretch &amp; challenge</b></p>	<p><b><u>Coursework –</u></b> <b>AC1.1</b> – Higher level grade awarded - Describe clearly functions of a range of nutrients in the human body. <b>AC1.2</b> – Higher level grades awarded - Compares nutritional needs of two specific groups giving clear and in-depth reasons for similarity and differences.</p>	<p><b><u>Coursework</u></b> <b>AC1.1</b> – Higher level grade awarded - Describe clearly functions of a range of nutrients in the human body. <b>AC1.2</b> – Higher level grades awarded - Compares nutritional needs of two specific groups giving clear and in-depth reasons for similarity and differences.</p>	<p><b><u>Examination Theory/Revision</u></b> <b>Extended writing questions</b> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <b>Evaluation and analysis techniques</b> - Use analysis and evaluation when, reviewing and adapting practical</p>	<p><b><u>Examination Theory/Revision</u></b> <b>Extended writing questions</b> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <b>Evaluation and analysis techniques</b> - Use analysis and evaluation when, reviewing and adapting practical</p>	<p><b><u>Examination Theory/Revision</u></b> <b>Extended writing questions</b> - select and communicate detailed knowledge and thorough understanding of the hospitality sector. <b>Evaluation and analysis techniques</b> - Use analysis and evaluation when, reviewing and adapting practical</p>	<p><b><u>Coursework</u></b> <b>AC2.1</b> – Higher level grade awarded - Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned. <b>AC2.2</b> – Higher level grade awarded - Explains how dishes on a menu address environmental issues. Explanation includes reasoning</p>

	<p><b>AC1.3</b> – Higher level grade awarded - Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.</p> <p><b>AC1.4</b> – Higher level grade awarded - Explains how a range of cooking methods impact on nutritional value. Reasoned statements are presented.</p>	<p><b>AC1.3</b> – Higher level grade awarded - Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.</p> <p><b>AC1.4</b> – Higher level grade awarded - Explains how a range of cooking methods impact on nutritional value. Reasoned statements are presented.</p>	<p>knowledge into theory responses.</p> <p><b>Theory work within lessons</b> - present information clearly and accurately, making reasoned judgements.</p> <p><b>Knowledge and Understanding</b> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b>Application of theory</b> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p>	<p>knowledge into theory responses.</p> <p><b>Theory work within lessons</b> - present information clearly and accurately, making reasoned judgements.</p> <p><b>Knowledge and Understanding</b> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b>Application of theory</b> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p>	<p>knowledge into theory responses.</p> <p><b>Theory work within lessons</b> - present information clearly and accurately, making reasoned judgements.</p> <p><b>Knowledge and Understanding</b> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b>Application of theory</b> - To demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p>	<p><b>AC2.3</b> – Higher level grade awarded - Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.</p> <p><b>AC2.4</b> – Higher level grade awarded - Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.</p>
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<b>Key assessment focus, suggested assessments</b>	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed – STAR Year 10 Mock - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Self -assessment Mock results – STAR. Setting personal target for summer exam.	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed – STAR. Summer exam
<b>Special events</b>			Catering for fashion show – school event -Prep work		Working environment visit	
<b>Visits/extra-curricular</b>	Stone food and Drink Festival – local event.		Catering for fashion show – school event – function. Revision Club Monday 3.15pm to 4.15 pm room F8	Revision Club Monday 3.15pm to 4.15 pm room F8	Revision Club Monday 3.15pm to 4.15 pm room F8	Revision and Coursework club Monday 3.15pm to 4.15 pm room F8
<b>Homework/Independent Learning</b>	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks.					

<b>Year 11</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes, Concepts &amp; Ideas</b>	<b>Unit 2 Hospitality and Catering in Action – Practical Exam and Coursework LO3 be able to cook dishes</b>	<b>Unit 2 Hospitality and Catering in Action – Practical Exam and Coursework LO3 be able to cook dishes</b>	<b>Unit 1 The hospitality and catering industry  Examination Theory/Revision</b>	<b>Unit 1 The hospitality and catering industry  Examination Theory/Revision</b>	<b><u>Exams</u></b>	<b><u>Exams</u></b>

<p><b>Knowledge and understanding</b></p>	<p>AC3.1 use techniques in preparation of commodities</p> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Chopping</li> <li>• Shaping</li> <li>• Peeling</li> <li>• Whisking</li> <li>• Melting</li> <li>• Rub-in</li> <li>• Sieving</li> <li>• Segmenting</li> <li>• Slicing</li> <li>• Hydrating</li> <li>• Blending</li> </ul> <p><b>Commodities</b></p> <ul style="list-style-type: none"> <li>• Poultry</li> <li>• Meat</li> <li>• Fish</li> <li>• Eggs</li> <li>• Dairy products</li> <li>• Cereals, flour, rice, pasta</li> <li>• Vegetables</li> <li>• Fruit</li> </ul> <p>Soya products</p>	<p>AC3.1 use techniques in preparation of commodities</p> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Chopping</li> <li>• Shaping</li> <li>• Peeling</li> <li>• Whisking</li> <li>• Melting</li> <li>• Rub-in</li> <li>• Sieving</li> <li>• Segmenting</li> <li>• Slicing</li> <li>• Hydrating</li> <li>• Blending</li> </ul> <p><b>Commodities</b></p> <ul style="list-style-type: none"> <li>• Poultry</li> <li>• Meat</li> <li>• Fish</li> <li>• Eggs</li> <li>• Dairy products</li> <li>• Cereals, flour, rice, pasta</li> <li>• Vegetables</li> <li>• Fruit</li> </ul> <p>Soya products</p>	<p>Revision</p> <p>LO1 Understand the environment in which hospitality and catering providers operate</p> <p>LO2 Understand how hospitality and catering provision operates</p> <p>LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>LO4 Know how food can cause ill health</p> <p>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p>	<p>Revision</p> <p>LO1 Understand the environment in which hospitality and catering providers operate</p> <p>LO2 Understand how hospitality and catering provision operates</p> <p>LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>LO4 Know how food can cause ill health</p> <p>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p>	<p><u>Exams</u></p>	<p><u>Exams</u></p>
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	<p>AC3.2 assure quality of commodities to be used in food preparation</p> <p><b>Quality</b></p> <ul style="list-style-type: none"> <li>• Smell/Aroma</li> <li>• Touch</li> <li>• Sight</li> <li>• Storage</li> </ul> <p>Packaging</p> <p>AC3.3 use techniques in cooking of Commodities</p> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Boiling</li> <li>• Blanching</li> <li>• Poaching</li> <li>• Braising</li> <li>• Steaming</li> <li>• Baking</li> <li>• Roasting</li> <li>• Grilling (griddling)</li> <li>• Frying</li> <li>• Chilling</li> <li>• Cooling</li> <li>• Hot holding</li> </ul>	<p>AC3.2 assure quality of commodities to be used in food preparation</p> <p><b>Quality</b></p> <ul style="list-style-type: none"> <li>• Smell/Aroma</li> <li>• Touch</li> <li>• Sight</li> <li>• Storage</li> </ul> <p>Packaging</p> <p>AC3.3 use techniques in cooking of Commodities</p> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Boiling</li> <li>• Blanching</li> <li>• Poaching</li> <li>• Braising</li> <li>• Steaming</li> <li>• Baking</li> <li>• Roasting</li> <li>• Grilling (griddling)</li> <li>• Frying</li> <li>• Chilling</li> <li>• Cooling</li> <li>• Hot holding</li> </ul>				
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	<p>AC3.4 complete dishes using presentation techniques</p> <p><b>Presentation techniques</b></p> <ul style="list-style-type: none"> <li>• Portion control</li> <li>• Position on serving dish</li> <li>• Garnish</li> <li>• Creativity</li> </ul> <p>AC3.5 use food safety practices</p> <p>This should be in relation to preparation and cooking of commodities and in relation to use of equipment</p>	<p>AC3.4 complete dishes using presentation techniques</p> <p><b>Presentation techniques</b></p> <ul style="list-style-type: none"> <li>• Portion control</li> <li>• Position on serving dish</li> <li>• Garnish</li> <li>• Creativity</li> </ul> <p>AC3.5 use food safety practices</p> <p>This should be in relation to preparation and cooking of commodities and in relation to use of equipment</p>				
<b>Year11</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1.SMSC</b>	Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health. Promoting healthy lifestyles with an understanding of correct nutritional	Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health. Promoting healthy lifestyles with an understanding of correct nutritional	Fostering independence - Independent learner – revision activities. Self-motivation – identifying key areas of study for revision.	Fostering independence - Independent learner – revision activities. Self-motivation – identifying key areas of study for revision.	<u>Exams</u>	<u>Exams</u>

	<p>intake. (Assignment criteria)  Self-motivation – extended coursework project regarding exam preparation. (final Practical and theory Mock)  Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.  Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.  Fostering team working skills.  Acceptance of other individuals’ thoughts and ideas.  Fostering independence.  Fostering creativity – through extended</p>	<p>intake. (Assignment criteria)  Self-motivation – extended coursework project regarding exam preparation. (final Practical and theory Mock)  Pupils are exposed to and practice the different ways food can be prepared and made and develop an understanding of traditions and cultural influences.  Pupils partake in sensory analysis sessions – reflecting on their practical experiences and completed food products.  Fostering team working skills.  Acceptance of other individuals’ thoughts and ideas.  Fostering independence.  Fostering creativity – through extended</p>	<p>Acceptance of other individuals’ thoughts and ideas.  Fostering creativity.  Fostering personal reflection-responding to feedback.  Group work.  Self-assessment.  Peer assessment.</p>	<p>Acceptance of other individuals’ thoughts and ideas.  Fostering creativity.  Fostering personal reflection-responding to feedback.  Group work.  Self-assessment.  Peer assessment.</p>		
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	coursework project – responding to assignment criteria. Fostering personal reflection.	coursework project – responding to assignment criteria. Fostering personal reflection.				
<b>2.Skills For life</b>	<p>Skills required for independent learning and development.  A range of generic and transferable skills.  The ability to solve problems.  The skills of project-based research, development and presentation  The fundamental ability to work alongside other professionals, in a professional environment.</p>				<b><u>Exams</u></b>	<b><u>Exams</u></b>
<b>3.FBV</b>	<p><b><u>Democracy</u></b>  Team working.  Equal opportunities to fully partake in all activities and tasks.  <b><u>The rule of law-</u></b>  Classroom rules. Health and safety within a kitchen environment.  <b><u>Individual Liberty</u></b>  Individual’s right to learn in an educational environment.  Freedom to explore individual ideas both academic and creative – demonstration of practical and academic skills through a range of classroom activities.  <b><u>Mutual Respect</u></b>  providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.  <b><u>Tolerance</u></b>  Value differences in faith and cultural influences within the catering and hospitality industry and the wider society.  Appreciate and understand social development in food and nutrition.</p>				<b><u>Exams</u></b>	<b><u>Exams</u></b>
<b>Stretch &amp; challenge</b>	<p><b><u>Coursework</u></b>  <b>AC3.1</b> Use techniques in preparation of commodities - Higher level grades awarded - A</p>	<p><b><u>Coursework</u></b>  <b>AC3.1</b> Use techniques in preparation of commodities - Higher level grades awarded - A</p>	<p><b><u>Examination Theory/Revision</u></b>  <b><i>Extended writing questions</i></b> - select and communicate detailed knowledge and thorough</p>	<p><b><u>Examination Theory/Revision</u></b>  <b><i>Extended writing questions</i></b> - select and communicate detailed knowledge and thorough</p>	<b><u>Exams</u></b>	<b><u>Exams</u></b>

	<p>comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.</p> <p><b>AC3.2</b> Assure quality of commodities to be used in food preparation – Higher level grades awarded - All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance</p> <p><b>AC3.3</b> Use techniques in cooking of commodities Higher level grades awarded - A range of techniques are used independently</p>	<p>comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.</p> <p><b>AC3.2</b> Assure quality of commodities to be used in food preparation – Higher level grades awarded - All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance</p> <p><b>AC3.3</b> Use techniques in cooking of commodities Higher level grades awarded - A range of techniques are used independently</p>	<p>understanding of the hospitality sector.</p> <p><b>Evaluation and analysis techniques</b> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses.</p> <p><b>Theory work within lessons</b> - present information clearly and accurately, making reasoned judgements.</p> <p><b>Knowledge and Understanding</b> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b>Application of theory</b> - To</p>	<p>understanding of the hospitality sector.</p> <p><b>Evaluation and analysis techniques</b> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses.</p> <p><b>Theory work within lessons</b> - present information clearly and accurately, making reasoned judgements.</p> <p><b>Knowledge and Understanding</b> – Application of relevant knowledge and understanding in a range of theory questions. To give appropriate responses demonstrating an understanding of the factors affecting the hospitality and catering industry.</p> <p><b>Application of theory</b> - To</p>		
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	<p>with speed and precision.          Consideration to food safety given throughout.  <b>AC3.4</b> Complete dishes using presentation techniques - Higher level grades awarded - Dishes presented independently using a range of techniques with precision.          Quality of dishes exceeds minimum standards for appearance, smell and taste.          Consideration to food safety given throughout.  <b>AC3.5</b> Use food safety practices - Higher level grades awarded - Effectively uses food safety practices in preparation, cooking and completion. No</p>	<p>with speed and precision.          Consideration to food safety given throughout.  <b>AC3.4</b> Complete dishes using presentation techniques - Higher level grades awarded - Dishes presented independently using a range of techniques with precision.          Quality of dishes exceeds minimum standards for appearance, smell and taste.          Consideration to food safety given throughout.  <b>AC3.5</b> Use food safety practices - Higher level grades awarded - Effectively uses food safety practices in preparation, cooking and completion. No</p>	<p>demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p>	<p>demonstrate high levels of skills in effectively processing information on the hospitality and catering sector</p>		
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	intervention required	intervention required				
<b>Key assessment focus, suggested assessments</b>	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed – STAR Final Practical Catering exam – assessment towards Unit 2 final grade – 4-hour practical exam. Year 11 Mock - STAR	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed - STAR Analysis of Year 11 mock – STAR. Setting of personal targets – focus exam revision.	½ term monitoring ATL. Self-assessment of practical work – using sensory analysis. Theory books assessed – STAR. Exam preparation – extended writing questions 6 marks - SPAG	<b><u>Exams</u></b>	<b><u>Exams</u></b>
<b>Special events</b>	Stone food and Drink Festival – Local event		Catering for fashion show – school event – Preparation.		<b><u>Exams</u></b>	<b><u>Exams</u></b>
<b>Visits/extra-curricular</b>	Coursework and Revision Club – Monday 3.15pm to 4.15pm – Room F8	Coursework and Revision Club – Monday 3.15pm to 4.15pm – Room F8	Coursework and Revision Club – Monday 3.15pm to 4.15pm – Room F8. Catering for fashion show – school event – Function	Coursework and Revision Club – Monday 3.15pm to 4.15pm – Room F8	<b><u>Exams</u></b>	<b><u>Exams</u></b>
<b>Homework/Independent Learning</b>	Weekly homework set to enhance and consolidate learning in lessons – homework topics will follow scheme of work. Homework tasks/ independent study: Set tasks will vary in format – work sheets, research tasks, organisation of resources, exam questions and revision tasks.				<b><u>Exams</u></b>	<b><u>Exams</u></b>

