

Subject Curriculum Map: Catering

Year Group: 9 – September 2024

Exam Board: WJEC

Assessment Method:

Emerging	Food/Catering Pupils can demonstrate some relevant knowledge and understanding of the concepts, principles and properties of food in cooking and nutrition. Pupils can safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes. Pupils can make straightforward and obvious comments on: <ol style="list-style-type: none">1. issues relating to food choices, provenance and production2. food made by themselves and others
Developing	Food/catering Pupils demonstrate mostly correct and appropriate knowledge and understanding of the concepts, principles and properties of food in cooking and nutrition. Pupils safely apply technical skills to a limited range of equipment and ingredients to plan, prepare and present dishes with a consistent good standard of finishing. Pupils analyse and evaluate, to draw understandable conclusions: <ol style="list-style-type: none">1. issues relating to food choices, provenance and production2. food made by themselves and other
Secure	Food/Catering Pupils demonstrate mostly accurate and appropriate knowledge and understanding of the concepts, principles and properties of food in cooking and nutrition. Pupils safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity. Pupils analyse and evaluate, to draw coherent conclusions: <ol style="list-style-type: none">1. issues relating to food choices, provenance and production2. food made by themselves and other
Mastery	Food/ Catering Pupils demonstrate applicable and thorough knowledge and understanding of the concepts, principles and properties of food in cooking and nutrition.

	<p>Pupils safely and effectively apply accurate and complex technical skills when using a wide range of equipment and ingredients to plan, prepare and present challenging dishes.</p> <p>Pupils analyse and evaluate, to draw detailed conclusions:</p> <ol style="list-style-type: none"> 1. issues relating to food choices, provenance and production 2. food made by themselves and others
<p>Exceptional Performance</p>	<p>Food/Catering</p> <p>Pupils demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food in cooking and nutrition.</p> <p>Pupils safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes.</p> <p>Pupils critically analyse and evaluate, to draw well-evidenced conclusions:</p> <ol style="list-style-type: none"> 1. issues relating to food choices, provenance and production 2. food made by themselves and others

Curriculum Intent:

Key stage 3 - Cooking and nutrition

Pupils should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients
- food safety and how they affect successful hospitality and catering operations.
- opportunity to develop transferable skills of problem solving, organisation and time management, planning and communication.

Curriculum Implementation:

Year 9 Catering 1 Term Rotation to complete practical and theoretical learning

Curriculum Impact:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Year 9 Catering 1 Term Rotation

1. Themes, Concepts & Ideas	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>Food Safety</p> <p>Development of practical cookery skills - They will learn the skills needed to prepare, cook and present dishes</p> <p>They will also learn how to review their work effectively.</p>
Knowledge and understanding	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>Learners should know and understand the control measures to prevent food-induced ill health:</p> <ul style="list-style-type: none">• Food hygiene• cross contamination• Food related causes of ill health <p><i>Practical application of skills - practical cooking lessons</i></p>
2. Themes, Concepts & Ideas	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>Importance of good nutrition</p> <p>Development of practical cookery skills - They will learn the skills needed to prepare, cook and present dishes</p> <p>They will also learn how to review their work effectively.</p>
Knowledge and understanding	<p>In this topic learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus.</p> <p>Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none">• carbohydrate• fat• protein. <p>Micro-nutrients:</p>

	<ul style="list-style-type: none"> • Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. • Minerals: • calcium • iron • sodium • potassium • magnesium • dietary fibre (NSP) • water. <p><i>Practical application of skills - practical cooking lessons</i></p>
3. Themes, Concepts & Ideas	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>Environmental impact of the Hospitality and Catering Industry</p> <p>Development of practical cookery skills - They will learn the skills needed to prepare, cook and present dishes</p> <p>They will also learn how to review their work effectively.</p>
Knowledge and understanding	<p>In this unit learners will gain knowledge and understanding of the impact environmental issues within the Hospitality and Catering Industry</p> <ul style="list-style-type: none"> • reduce • reuse • recycle • rethink • sustainability - time of year – seasonality of commodities. <p><i>Practical application of skills - practical cooking lessons</i></p>
4. Themes, Concepts & Ideas	<p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>The role of the Environmental Health Officer (EHO)</p>
Knowledge and understanding	<p>In this unit learners gain knowledge and understanding of the role of the Environmental Health Officer (EHO) and the responsibilities within this job role:</p>

	<ul style="list-style-type: none"> • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports. <p>Practical application of skills - practical cooking lessons</p>					
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.SMSC	<p>Reflecting on issues concerning the Hospitality and Catering industry in relation to individuals' health. Promoting healthy lifestyles with an understanding of correct nutritional intake. Promoting safe practices within an industry-based environment. Responding to customer needs and requirements. Industry standards – ensuring provision of correct services for all customers within the hospitality and catering service. 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>					
2.Skills For life	<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. Independent Learner – coursework tasks</p>					
3.FBV	<p><u>Democracy</u> Team working. Equal opportunities to fully partake in all activities and tasks. <u>The rule of law-</u></p>					

	<p>Classroom rules. Health and safety within a kitchen environment.</p> <p><u>Individual Liberty</u> 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><u>Mutual Respect</u> providing the opportunity for students to express their views in a safe environment, within the context of written responses and class discussions.</p> <p><u>Tolerance</u> 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>
Stretch & challenge Literacy	<p><u>Examination Theory/Revision</u> <i>Evaluation and analysis techniques</i> - Use analysis and evaluation when, reviewing and adapting practical knowledge into theory responses. <i>Theory work within lessons</i> - present information clearly and accurately, making reasoned judgements. <i>Knowledge and understanding</i> – Application of relevant knowledge and understanding in a range of theory activities.</p>
Key assessment focus, suggested assessments	<ul style="list-style-type: none"> • Half Termly ATL • Self-assessment of practical work. • Theory tasks assessed – STAR. • <i>Year 9 Mocks – Within Summer Term – Mock will cover all Technologies studied throughout Year 9</i>
Visits/extra-curricular/ Special events	<p>Stone food and Drink Festival – local event Cookery club</p>
Homework/Independent Learning	<p>Weekly homework – Organisation of ingredients for practical lessons. Tasks related to lesson content.</p>