

Subject: Hospitality and Catering Year 10 Ability Mixed

Term / Date(s)	Half term 1	Half term 2	Half term 3-4	Half-term 5, 6
Topic	Unit 1: The hospitality and catering industry Unit 2: Hospitality and catering in action Practical and theory in preparation for the controlled assessment	Unit 1: The hospitality and catering industry Unit 2: Hospitality and catering in action Practical and theory in preparation for the controlled assessment	Unit 2 hospitality and catering in action Practical and theory in preparation for the controlled assessment	Unit 1: The hospitality and catering industry Exam theory
Topic overview Pupils will learn...	Unit 1. To understand the environment in which Hospitality and Catering providers operate 1.1 .1 To describe hospitality and Catering providers 1.1.2 To analyse working in the hospitality and catering industry 1.3 To describe working conditions of different job roles across the Hospitality and Catering industry Unit 2: LO1: To understand the importance of nutrition when planning menus. Unit 2 LO3: Be able to cook dishes- Work safely and independently with a range of commodities, techniques, cooking methods and presentation techniques to make a range of dishes with a focus on presentation.	Unit 1 1.3 To describe working conditions of different job roles across the Hospitality and Catering industry 1.1.4To explain factors affecting the success of Hospitality and Catering providers <ul style="list-style-type: none"> Unit 2 LO2: To understand menu planning. Unit 2 LO3: Be able to cook dishes- Work safely and independently with a range of commodities, techniques, cooking methods and presentation techniques to make a range of dishes with a focus on presentation. Unit 2 LO4: Evaluating cooking skills. 	<ul style="list-style-type: none"> LO1: To understand the importance of nutrition when planning menus. LO2: To understand menu planning. LO3: To be able to cook dishes- Work safely and independently with a range of commodities, techniques, cooking methods and presentation techniques to make a 2 course meal. LO4: Evaluating cooking skills. 	<ul style="list-style-type: none"> LO1: Understand the environment in which hospitality and catering providers operate. LO2: Understand how hospitality and catering provision operates. Unit 1: LO4: Know how food can cause ill health.
Components	Unit1 <ul style="list-style-type: none"> 1.1.1 Students will describe the structure of the hospitality and catering industry investigating types of food service, the commercial sector and non commercial so that they can analyse different establishments. AC1.1.2-1.1.3 Students will analyse jobs requirements within hospitality and catering industry so that they can apply their knowledge to different jobs Unit 2 AC 2.3.3 Students develop and apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning so that they can work safely, 	<ul style="list-style-type: none"> AC1.1.2-1.1.3 Students will analyse jobs requirements within hospitality and catering industry so that they can apply their knowledge to different jobs AC1.1.4 Students will explain the factors affecting the success of the hospitality and catering industry so that they can analyse different providers AC1.1.2-1.1.3 Students will analyse jobs requirements within hospitality and catering industry so that they can apply their knowledge to different jobs AC1.1.4 Students will explain the factors affecting the success of the hospitality and catering industry so that they can analyse different providers 	<ul style="list-style-type: none"> Students will complete the mock style controlled assessment within the 12 hours time constraint following the design task using their classwork notes AC2.1.1-2.1.2 students will apply knowledge of functions of nutrients, deficiencies of nutrients, different groups of people, cooking methods, choosing dishes and menu planning, environmental issues and factors. This must be done to complete the elements of the controlled assessment task and within the time constraints 	<ul style="list-style-type: none"> AC1.1.1 Students will describe the structure of the hospitality and catering industry investigating types of food service, the commercial sector and non commercial so that they can analyse different establishments. AC1.1.2-1.1.3 Students will analyse jobs requirements within hospitality and catering industry so that they can apply their knowledge to different jobs AC1.1.4 Students will explain the factors affecting the success of the hospitality and catering industry so that they can analyse different providers AC1.2.1 -1.2.2 Students will investigate the operation of the front and back of house to understand why good organisation is

	<p>hygienically and use equipment safely to produce a range of sweet and savoury dishes</p> <ul style="list-style-type: none"> • Unit 2 AC2.1.1: Students will investigate the functions of nutrients in the body to help understand how useful different foods are when planning menus for groups of people with specific dietary needs • Unit 2 AC2.1.2: Students will understand how cooking methods affect the nutritional value of foods and to use the method that conserve nutrients and enhance how they are absorbed into the body, this will be put into practice when preparing and cooking meals for people • Unit 2 AC2.2.3.1, 2.3.3, 3.4: Students develop knowledge of practical techniques building on skills learnt in KS3 so that they can use them to prepare, cook and present dishes demonstrating a range of skills (basic, medium, complex), by practicing these techniques students will increase in confidence and the ability to successfully carry out a range of practical skills • Unit 2 2.4.1, 2.4.2 Students should be able to provide a brief review of their planning, preparation and cooking, highlighting areas of success and potential for further development. They should be able to identify personal strengths and weakness in order to review decision making, organisation, planning and time management 	<ul style="list-style-type: none"> • Unit 2 AC 2.3.3 Students develop and apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning so that they can work safely, hygienically and use equipment safely to produce a range of sweet and savoury dishes • Unit 2 AC 2.2.1: Students will investigate factors affecting menu planning so that they can be considered when they are planning menus • Unit 2 AC2.2.2: Students will investigate why it is necessary and important to plan how the dishes for a catering menu are produced so that they are of a high standard and meet the customer needs and are served in good time • Unit 2 AC2.2.3.1, 2.3.3, 3.4: Students develop knowledge of practical techniques building on skills learnt in KS3 so that they can use them to prepare, cook and present dishes demonstrating a range of skills (basic, medium, complex), by practicing these techniques students will increase in confidence and the ability to successfully carry out a range of practical skills • Unit 2 2.4.1, 2.4.2 Students should be able to provide a brief review of their planning, preparation and cooking, highlighting areas of success and potential for further development. They should be able to identify personal strengths and weakness in order to review decision making, organisation, planning and time management 	<ul style="list-style-type: none"> • AC 2.2.1 Learners will need to include factors to their menu plans to include portion control, time of day, skills of chef, how to present both dishes at the same time. Students will need to understand environmental factors reduce, re use and recycle. This must be done to complete the elements of the controlled assessment task and within the time constraints- There is crossover with unit 1 AC 1.1.4, AC1.2.2 and AC1.2.3 • AC2.2.2) students will apply knowledge to create a dovetail time plan of two dishes including commodities, quality control, health and safety and contingencies. This must be done to complete this element of the assessment task and within the time constraints • AC2.3.1-2.3.3) students will cook the 2 dishes hygienically and safely, demonstrating a range of preparation, cooking and presentation skills. This must be done to complete this element of the assessment task and within the time constraints • AC2.4.1-4.2 Students will review their dishes and their own performance celebrating their successes and areas for improvement 	<p>essential for making sure customers are processed efficiently to a high standard, that food is produced in good time for customers and the use of ingredients, equipment and employees is as efficiently as possible to meet the needs, requirements and expectations of the customer</p> <ul style="list-style-type: none"> • AC1.2.2 Students will investigate customer requirements in hospitality and catering to identify customer needs, catering equipment, accommodation, customer rights and inclusion (disability) • AC1.2.3 Students will investigate how hospitality and catering provisions meet customer requirements to identify customer requirement and needs, customer expectations and customer demographics • Unit 1, Unit 2 LO3: Be able to cook dishes- Work safely and independently with a range of commodities, techniques, cooking methods and presentation techniques to make a range of dishes with a focus on presentation- make dishes linking to unit 1 criteria for example 1.1.1 a dish for a pop up restaurant this will put the theory into context for students • Unit 1 AC1.4.1-1.4.4. Unit 2 AC 2.3.3 Students will understand that people who work in the hospitality and catering industry must be trained to keep food safe so that it does not make people ill and understand the control measures to prevent food induced ill health <p>Develop understanding of exam terminology and exam style questions to develop high quality of answers in the exam</p>
Golden Knowledge	<ul style="list-style-type: none"> • To understand food hygiene and safety: personal hygiene, risk assessments and cross contamination • To understand the risks food poisoning so that they can work safely, hygienically and use equipment safely • To understand that people who work in the hospitality and catering industry must be trained to keep food safe so that it does 	<ul style="list-style-type: none"> • Develop and apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning working safely, hygienically and use equipment safely • Understand factors affecting menu planning so that they can be considered when they are planning menus 	<ul style="list-style-type: none"> • apply knowledge of functions of nutrients, deficiencies of nutrients, different groups of people, cooking methods, choosing dishes and menu planning, environmental issues and factors. • include factors to their menu plans to include portion control, time of day, skills of chef, how to present both 	<ul style="list-style-type: none"> • Understand the structure of the hospitality and catering industry investigating types of food service, the commercial sector and non commercial • Be able to analyse different establishments. • analyse jobs requirements within hospitality and catering industry so that

	<p>not make people ill and understand the control measures to prevent food induced ill health</p> <ul style="list-style-type: none"> • Understand the functions of nutrients in the body to help understand how useful different foods are when planning menus for groups of people with specific dietary needs • Understanding a range of cooking skills (basic, medium, complex) and using them to produce successful outcomes • To be able to review own strengths and weaknesses for successful future develop • 	<ul style="list-style-type: none"> • Develop knowledge of practical techniques so that they can use them to prepare, cook and present dishes demonstrating a range of skills (basic, medium, complex), by practicing these techniques students will increase in confidence and the ability to successfully carry out a range of practical skills • To highlight areas of success and potential for further development. They should be able to identify personal strengths and weakness in order to review decision making, organisation, planning and time management 	<p>dishes at the same time. Students will need to understand environmental factors reduce, re use and recycle.</p> <ul style="list-style-type: none"> • apply knowledge to create a dovetail time plan of two dishes including commodities, quality control, health and safety and contingencies. • cook the 2 dishes hygienically and safely, demonstrating a range of preparation, cooking and presentation skills. This must be done to complete this element of the assessment task and within the time constraints <p>review their dishes and their own performance celebrating their successes and areas for improvement</p>	<p>they can apply their knowledge to different jobs</p> <ul style="list-style-type: none"> • Explain the factors affecting the success of the hospitality and catering industry so that they can analyse different providers • Understand the operation of the front and back of house to understand why good organisation is essential for making sure customers are processed efficiently to a high standard, that food is produced in good time for customers and the use of ingredients, equipment and employees is as efficiently as possible to meet the needs, requirements and expectations of the customer • Investigate customer requirements in hospitality and catering to identify customer needs, catering equipment, accommodation, customer rights and inclusion (disability) • Investigate how hospitality and catering provisions meet customer requirements to identify customer requirement and needs, customer expectations and customer demographics
<p>What pupils should already know (prior learning components)</p>	<ul style="list-style-type: none"> • Working safely and hygienically developing a range of cooking skills, using processes and equipment within a domestic and commercial environment • How to manage time during a practical lesson • The function of nutrients • Use commodities and adapt them to different recipes. • Produced a range dishes at KS3 • Students should be able to recall the 5 nutrient groups and have a basic understanding how to classify ingredients within these groups KS3 • Students will have some knowledge of the importance of the Eatwell Guide from previous lessons in KS3 • Students should be able to follow a cooking method and identify basic equipment without support (yr6-9). • Students should be able to make dishes safely and with some skill i.e. demonstrate bridge and claw when preparing vegetables (yr6-9). 	<ul style="list-style-type: none"> • Apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning so that they can work safely, hygienically and use equipment safely to produce a range of sweet and savoury dishes • the functions of nutrients in the body and how useful different foods are when planning menus for groups of people with specific needs • Nutritional needs of specific group of people at different life stages and the dietary guidelines, this information will be used to plan menus for different groups of people • Deficiency and excess of nutrients, what happens to the body and how this may affect different groups of people • How cooking methods affect the nutritional value of foods and to use the method that conserve nutrients and enhance how they are absorbed into the body • knowledge of groups of commodities (ingredients) that are used to make menu 	<ul style="list-style-type: none"> • Apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning so that they can work safely, hygienically and use equipment safely to produce a range of sweet and savoury dishes • How catering businesses choose dishes when planning menus so that this can be applied to their own plans • Environmental issues surrounding food production in order to have an understanding of the issues and be able to apply them to the context of the menus that they plan • The needs of customers to be able to modify menus to suit the needs of different nutritional, dietary requirements and organoleptic qualities so the customers needs are met and that the food is appetising • Why it is necessary and important to plan how the dishes for a catering menu are produced so that they are of a high standard and meet the 	<ul style="list-style-type: none"> • Apply knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination and investigate food poisoning so that they can work safely, hygienically and use equipment safely to produce a range of sweet and savoury dishes • Students will have visited a range of establishments such as restaurants, fast food outlets and the canteen, they may have been on holiday and stayed in accommodation • Students will be aware of some of the jobs that are available in the hospitality and catering industry and that some jobs may be on supply and demand basis • Knowledge of factor affecting the success of hospitality and catering establishments crossover with unit 2 AC 2.2.1

	<ul style="list-style-type: none"> Students should be able to review their own work (KS3) saying what worked well and how it could be improved Students will have visited a range of establishments such as restaurants, fast food outlets and the canteen, they may have been on holiday and stayed in accommodation Conditions bacteria need to grow and bacteria that can make people ill Key temperatures that food need to be cooked, cooled and stored correctly 	<p>dishes and to identify quality points and how to store them correctly</p> <ul style="list-style-type: none"> Knowledge of practical techniques building on skills learnt in HT1 so that they can use them to prepare a range of commodities before they are cooked and served, with increased confidence and the ability to successfully carry out a range of practical skills Will have developed evaluation skills in HT1 and understand areas of success and areas for improvement with their dishes and their own performance 	<p>customer needs and are served in good time</p> <ul style="list-style-type: none"> Knowledge of groups of commodities (ingredients) that are used to make menu dishes so that they can identify quality points and how to store them correctly Be able to apply knowledge of practical techniques building on skills learnt in Y10 so that they can use them to prepare a range of commodities before they are cooked and served, by practicing these techniques students will increase in confidence and the ability to successfully carry out a range of practical skills Be able to evaluate their dishes and their own performance 	
Transferrable knowledge (skills)	<ul style="list-style-type: none"> Students knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination will help students work safely when cooking at home or in the work place Knowledge of nutritional needs can be applied to the food that they prepare at home and in the future helping students make healthier choices and able to cook meals from scratch Able to adapt recipes and accommodate for peoples dietary needs when cooking for them such as family and friends Analysng the products they cook to give confidence in the areas they have done well in and how dishes could be improved in the future developing self evaluation skills, resilience and problem solving 	<ul style="list-style-type: none"> Students knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination will help students work safely when cooking at home or in the work place Understand food choices for religious and other reasons and understand why it is different to their own choices and are respectful towards other peoples choices. Knowledge of environmental issues and being aware of their own carbon footprint and ways that it can be reduced personally and in other businesses or organisations Understanding of sustainability and food waste can help inform food choices at home such as menu planning to avoid waste, using local ingredients Understand that cost must be affordable to the right demography of people There is also cross over between unit 1 and 2 here as both explore allergies and intolerances. 	<ul style="list-style-type: none"> Students knowledge of food hygiene and safety: personal hygiene, risk assessments and cross contamination will help students work safely when cooking at home or in the work place Being able to use knowledge gained and applying it to a brief and working within the time constraints How to plan, read and follow a method independently to make other dishes. 	<ul style="list-style-type: none"> Apply knowledge of personal attributes and skills to other working environments and situations such as college applications and interviews Understanding how the costs, profit, economy and environmental factors can affect any business or establishment Working with customers and understanding their demographic and lifestyle expectations, current trends and how media can be used a tool to increase profits Use of documentation as a form of record keeping and importance to the success of the organisation, the safety of the workers and customers Safety and security of employees and customers Customer rights and equality, laws about personal safety in the workplace and risk assessments How food safety legislation protects food businesses and how the legislation protects customers
Key vocabulary pupil will know and learn	<p>Nutritional deficiency, Nutritional excess, Vulnerable groups of people, Adults, Older adults, Pregnant women, Nutritional needs/specific diets: Allergies Vegetarian Vegan Religious reasons Health reasons Macro nutrients: Fats, carbohydrates, protein</p>	<p>À la carte, Cyclic menu, Du jour menu, Entrée, Menu, Table d'hôte Climate change, Greenhouse effect, Carbon footprint, Food provenance, Fossil fuels, Non-renewable energy, Sustainability Balance, organoleptic, senses, appetising, cost Flexibility within a menu Planning:</p> <ul style="list-style-type: none"> Mise en place: preparation i.e. greasing and lining tins, weighing ingredients out 	<p>Nutritional deficiency, Nutritional excess, Vulnerable groups of people, Adults, Older adults, Pregnant women, Nutritional needs/specific diets: Allergies Vegetarian Vegan Religious reasons Health reasons Macro nutrients: Fats, carbohydrates, protein</p>	<p>Dress code in a kitchen, Kitchen work flow, Kitchen equipment Kitchen materials, Risk assessment, Dress code at the front of house, Work flow, Equipment and materials, Health and safety Customer needs, requirement and expectations, The benefits of customer service, Customer trends, Dietary requirements Customer rights and equality, Leisure requirements, Business/ corporate requirement</p>

	<p>Micro nutrients: vitamins and minerals: vitamins- A, B, C, D, K, E Minerals: iron, calcium, zinc, potassium Fibre Water</p>	<ul style="list-style-type: none"> • Dovetailing: Sequencing of the 2 dishes within the 2 hours • Cooling: i.e. a base for cheesecake, filling for a pie • Serving and presentation of the dishes • Removal of waste and cleaning time • Health, safety and hygiene points • Quality points: i.e. making sure no lumps in sauces 	<p>Micro nutrients: vitamins and minerals: vitamins- A, B, C, D, K, E Minerals: iron, calcium, zinc, potassium Fibre Water À la carte, Cyclic menu, Du jour menu, Entrée, Menu, Table d'hôte Climate change, Greenhouse effect, Carbon footprint, Food provenance, Fossil fuels, Non-renewable energy, Sustainability Balance, organoleptic, senses, appetising, cost Flexibility within a menu Planning:</p> <ul style="list-style-type: none"> • Mise en place: preparation i.e. greasing and lining tins, weighing ingredients out • Dovetailing: Sequencing of the 2 dishes within the 2 hours • Cooling: i.e. a base for cheesecake, filling for a pie • Serving and presentation of the dishes • Removal of waste and cleaning time • Health, safety and hygiene points • Quality points: i.e. making sure no lumps in sauces 	<p>Command words: Name, state, list, recommend, suggest, identify, review, describe, explain, justify, analyse</p>
Assessment activities	<p>Students to produce: A range of products demonstrating a variety of preparation, cooking and presentation skill (main course, starters and desserts) A document for each written assessment criteria (1.1-1.4)</p> <p>Practical performance photographs, Verbal and written feedback Assessed against each assessment criteria in a mock style document that will be used as their notes in the 9 hour controlled assessment</p>	<p>Students to produce: A range of products demonstrating a variety of preparation, cooking and presentation skill (main course, starters and desserts) A document for each written assessment criteria (2.1- 2.4) Practical performance photographs, Verbal and written feedback Assessed against each assessment criteria in a mock style document that will be used as their notes in the 9 hour controlled assessment</p>	<p>Practical performance photographs, Written feedback and witness statements Assessed against each assessment criteria within the written feedback Note: At this stage no feedback can be given to students.</p>	<p>Verbal feedback Student are assessed against each assessment criteria Exam practice questions Mock exams Actual exam (resit)- June 2023</p>
Resources available	<p>PowerPoints for teaching PowerPoints for students Booklet on teams</p> <p>Text book Recipe book on student shared area Recipes on student shared area</p>	<p>PowerPoints for teaching PowerPoints for students Booklet on teams</p> <p>Text book Recipe book on student shared area Recipes on student shared area</p>	<p>Pro-forma for students to use if they wish Their own class notes and teacher feedback For recipe research only: Internet, recipe book on the shared area, recipes on shared area, recipe books and cards Note: the internet and other sources cannot be used apart from the recipe development stage</p>	<p>PowerPoints for teaching PowerPoints for students Resources and recipes on teams Revision booklets Past papers and mark schemes Text book</p>

<p>Notes</p> <p>Why this topic is important...</p>	<p>Teaching assessment criteria for the Unit 2 controlled assessment</p> <p>Developing practical skills to achieve high level outcomes</p> <p>Being able to use the practical skills learnt adapting them and applying them to context of the controlled assessment ensuring appropriate level of skill</p>	<p>Teaching assessment criteria for the Unit 2 controlled assessment</p> <p>Developing practical skills to achieve high level outcomes</p> <p>Being able to use the practical skills learnt adapting them and applying them to context of the controlled assessment ensuring appropriate level of skill</p>	<p>Unit 2 Controlled assessment – 60% of the students overall grade</p>	<p>This unit explores the hospitality and catering industry and students understand the context of the exam. The assessment criteria for this unit is used to develop exam skills and apply to the exam (unit 1) which is 40% of the students overall grade</p>
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