

Subject: Hospitality and Catering Year 11 Ability Mixed

Term / Date(s)	Unit 2 (half term 1)	Unit 2 (half term 2)	Unit 2 (Half term 3)	Unit 1 (Half-term 4, 5)
Topic	Unit 2: Hospitality and catering in action Practical and theory in recap and recall for the controlled assessment. <u>Controlled assessment</u> Unit 1- exam unit- the hospitality and Catering industry	Unit 2 hospitality and catering in action <u>Controlled assessment</u> Unit 1- exam unit- the hospitality and Catering industry	Unit 2 hospitality and catering in action <u>Controlled assessment</u> Unit 1- exam unit- the hospitality and Catering industry	Unit 1: The hospitality and catering industry – revision programme of study
Topic overview Pupils will learn...	Unit 1 Understand the environment in which hospitality and catering providers operate <ul style="list-style-type: none"> Understand how hospitality and catering provision operates Unit 2 <ul style="list-style-type: none"> To understand the importance of nutrition when planning menus. To understand menu planning 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 Understand how hospitality and catering provision operates <ul style="list-style-type: none"> To understand the importance of nutrition when planning menus. To understand menu planning Unit 2 <ul style="list-style-type: none"> Work safely and independently with a range of commodities, techniques, cooking methods and presentation techniques to make a 2 course meal Assess the production of the presented dishes. Review of their own performance identifying strengths and weaknesses 	Unit 1 Understand how hospitality and catering provision makes health and safety requirements Unit 2 <ul style="list-style-type: none"> Assess the production of the presented dishes. Review of their own performance identifying strengths and weaknesses 	<ul style="list-style-type: none"> Understand the environment in which hospitality and catering providers operate Understand how hospitality and catering provision operates Understand how hospitality and catering provision makes health and safety requirements Know how food can cause ill health How to apply knowledge to suitable options for hospitality and catering provision for specific needs, locations and situations
Components	<ul style="list-style-type: none"> Students will investigate personal safety responsibilities in the work place identifying risk to personal safety to be able to recommend personal safety control measures Students continue to develop 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 recap and recall the functions of nutrients in the body to help understand 	<ul style="list-style-type: none"> Students will investigate the operation of the kitchen to understand why good organisation of a kitchen is essential for making sure 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 Students will investigate the operation of the front of house to understand why good organisation of the front of house is essential for making sure the customers are processed efficiently and to a high 	<ul style="list-style-type: none"> Students will develop understanding of the responsibilities of hospitality and catering employers and employees for personal safety in the work place to help prevent accidents and injuries 2.4. Review dishes and performance 2.4.1 Review dishes highlighting areas of success and potential further development 2.4.2 Review own performance identifying strengths and weaknesses	<ul style="list-style-type: none"> Students will investigate personal safety responsibilities in the work place identifying risk to personal safety to be able to recommend personal safety control measures Students will investigate the operation of the kitchen to understand why good organisation of a kitchen is essential for making sure 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>how useful different foods are when planning menus for groups of people with specific needs</p> <ul style="list-style-type: none"> Students will recap and recall the 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 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 nutritional, dietary requirements and organoleptic qualities so the customers needs are met and that the food is appetising Students continue to develop knowledge of practical techniques 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 	<p>standard to meet the needs, requirements and expectations of the customer</p> <ul style="list-style-type: none"> Students will complete the controlled assessment within the 12 hours time constraint following the context set by WJEC. 2.1: Students will Understand the importance of nutrition in planning menus <ul style="list-style-type: none"> 2.1.1 Understand the importance of nutrition 2.1.2 Explain how cooking methods impact on nutritional intake 2.2: Understand menu planning <ul style="list-style-type: none"> 2.2.1 Explain factors affecting menu planning 2.2.2 Plan production of dishes for a menu 2.3: Be able to cook dishes <ul style="list-style-type: none"> 2.3.1 Demonstrate skills in the preparation and production of dishes 2.3.2 Complete dishes using presentation techniques 2.3.3 Use food safety practices 		<ul style="list-style-type: none"> Students will investigate the operation of the front of house to understand why good organisation of the front of house is essential for making sure the customers are processed efficiently and to a high standard to meet the needs, requirements and expectations of the customer Students will develop understanding of the responsibilities of hospitality and catering employers and employees for personal safety in the work place to help prevent accidents and injuries 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 Students will investigate how some people can become ill after eating food because they react badly to something it contains and will understand the responsibilities of the food handler to make sure the food is safe to eat Students will investigate the role of the environmental health officer in relation to food safety and hygiene and legislation that is in place to protect the consumer <p>Develop understanding of exam terminology and exam style questions to develop high quality of answers in the exam</p>
Golden Knowledge	<p>1. Understand the environment in which Hospitality and Catering providers operate</p> <p>1.1 .1 Describe hospitality and Catering providers</p> <p>1.1.2 Analyse working in the hospitality and catering industry</p> <p>2.1.1 Understand the importance of nutrition Students must show an understanding of the importance of the following:</p> <ul style="list-style-type: none"> macro nutrients micronutrients. <p>2.1.2 Explain how cooking methods impact on nutritional intake</p> <p>2.2: Understand menu planning</p> <p>2.2.1 Explain factors affecting menu planning students will discuss a range of factors that affect their choice of dishes</p>	<p>1.1.3 Describe working conditions of different job roles across the Hospitality and Catering industry</p> <p>1.1.4 Explain factors affecting the success of Hospitality and Catering providers</p> <ul style="list-style-type: none"> Within task 1 (a) students will analyse the assignment brief and recommend one dish for each customer. Assessing how the dish meets the nutritional needs of the customer. <p>Students must show an understanding of the importance of the following:</p> <ul style="list-style-type: none"> macro nutrients micronutrients. <ul style="list-style-type: none"> Within task 1 (b) Explain the impact of cooking methods on the nutritional value of the chosen dishes 	<ul style="list-style-type: none"> Within task 4 (a) students assess the production of the presented dishes. Students should provide a review of their planning, preparation and cooking, highlighting areas of success and of potential further development. <p>(Total time for 4 (a) – 1 and ¾ hours)</p> <p>Within task 4(b) students review their own performance.</p> <p>Students should provide a review of their own performance. They should identify strengths and weaknesses and answers (Total time for task 4 (b) 1 and ¾ hours)</p>	<p>1. Understand the environment in which Hospitality and Catering providers operate</p> <p>1.1 .1 Describe hospitality and Catering providers</p> <p>1.1.2 Analyse working in the hospitality and catering industry</p> <p>1.1.3 Describe working conditions of different job roles across the Hospitality and Catering industry</p> <p>1.1.4 Explain factors affecting the success of Hospitality and Catering providers</p> <p>2. Understand how hospitality and catering provision operates</p> <p>1.2.1 Describe the operation of the front and back of house</p> <p>1.2.2 Describe customer requirements in hospitality and catering</p> <p>1.2.3 Explain how hospitality and catering provision meets customer requirements</p>

	<p>2.2.2 Plan production of dishes for a menu students will apply knowledge to create a dovetail time plan of two dishes including quality control, health and safety and contingencies.</p> <p>2.3: Be able to cook dishes</p> <p>Cook a range of dishes that demonstrate a range of medium and complex skill</p> <p>2.3.1 Demonstrate skills in the preparation and production of dishes</p> <p>2.3.2 Complete dishes using presentation techniques</p> <p>2.3.3 Use food safety practices</p> <p>2.4. Review dishes and performance</p> <p>2.4.1 Review dishes highlighting areas of success and potential further development</p> <ul style="list-style-type: none"> 2.4.2 Review own performance identifying strengths and weaknesses 	<ul style="list-style-type: none"> This must be done to complete the elements of the controlled assessment task and within the time constraints (total 2 hours for task 1) Within task 2 (a) students will discuss the factors that affect their choice of dishes Within task 2 (b) students will apply knowledge to create a dovetail time plan of two dishes including quality control, health and safety and contingencies. This must be done to complete this element of the assessment task and within the time constraints (2 hours for task 2 (b)) Within task 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 (3.5 hours) 		<p>3. Understand how hospitality and catering provision meets health and safety requirements</p> <p>1.3.1 Describe health and safety in the hospitality and catering industry</p> <p>1.3.2 Describe food safety and understand the principals of HACCP</p> <p>4 Know how food can cause ill health</p> <p>1.4.1 Describe food related causes of ill health</p> <p>14.2 Describe symptoms and signs of food induced ill health</p> <p>AC4.3 Describe preventative control measures of food induced ill health</p> <p>AC4.4 Describe the role and responsibility of the Environmental Health Officer (EHO)</p>
<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 The function of nutrients Use commodities and adapt them to different recipes. Produced a range of products that could be used as starters mains and deserts 	<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 The function of nutrients Use commodities and adapt them to different recipes. Produced a range of products and accompnimentes that could be developed into final dishes Evaluate the success of dishes and discuss improvements 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students studied this unit in Y10 and this unit is now recapped to strengthen exam knowledge 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 They have learnt about what a chef wears and why The structure of the kitchen brigade 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>Transferrable knowledge (skills)</p>	<ul style="list-style-type: none"> 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 Many of the factors to consider when proposing a menu can be applied to other situations 	<ul style="list-style-type: none"> 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 Many of the factors to consider when proposing a menu can be applied to other situations 	<ul style="list-style-type: none"> 	<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

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 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"> portion control balanced diets time of day clients/customers equipment available techniques of the chef time available <p>environmental issues: Climate change, Greenhouse effect, Carbon footprint, Food provenance, Fossil fuels, Non- renewable energy, Sustainability</p> <ul style="list-style-type: none"> time of year organoleptic. <p>Balance, organoleptic, senses, appetising, cost Flexibility within a menu</p>	<p>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>Evaluating</p> <ul style="list-style-type: none"> dish production and selection organoleptic including qualities. improvements presentation health, safety, and hygiene food waste. decision making organisation planning – including the advantages and disadvantages of your chosen dishes and how they meet the specific needs of the customers identified in the brief. time management 		<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>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 (1.1-2.4)</p>			<p>Verbal feedback Student are assessed against each assessment criteria Exam practice questions Mock exams Actual exam- June</p>

	Practical performance photographs, Verbal general feedback during the controlled assessment.			
Resources available	PowerPoints for teaching PowerPoints for students Booklet on teams Text book Recipe book on student shared area Recipes on student shared area	PowerPoints for teaching PowerPoints for students Booklet on teams Text book Recipe book on student shared area Recipes on student shared area		PowerPoints for teaching PowerPoints for students Resources and recipes on teams Revision booklets Past papers and mark schemes Text book
Notes Why this topic is important...	Teaching assessment criteria for the controlled assessment Developing practical skills to achieve high level outcomes Being able to use the practical skills learnt adapting them and applying them to context of the controlled assessment ensuring appropriate level of skill	Students will work to each assessment criteria through the controlled assessment . Only general feedback can be given to the whole class		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