

# YEAR 10 Hospitality & Catering

## CURRICULUM PROGRESSION OVERVIEW

The award in Hospitality and Catering (H&C) has been designed to support learners who want to learn about this sector and the potential it can offer them for their careers or further study. It enables learners to develop a range of both life skills and work-related which are attractive to employers, colleges and universities including: communication, confidence, learning independently, organisation, problem solving, research, self-discipline, stamina, taking on responsibility and time management. They will also apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Food Safety in Hospitality and Catering.	Food Safety in Hospitality and Catering.	Health and Safety in Hospitality and Catering.	Health and Safety in Hospitality and Catering.	Factors affecting menu development Environmental factors & production planning.	Nutrients & dietary needs.
<b>Core Knowledge/ Threshold Concept</b>	1.4.1: Food related causes of ill health: Microbes, bacteria, allergens, chemicals, intolerances; gluten, lactose, MSG, E951 1.4.2: Symptoms of illness 1.4.3 Preventative measures: Hygiene, Cross-contamination, Food storage  2.3:1-3 Development of practical skills	1.4.3 Preventative measures: Physical contamination 1.3.2 Food Safety - Hazard Analysis Critical Control Point (HACCP) 1.4.4 Environmental Health Officer Food Safety  2.3:1-3 Development of practical skills	1.3.1 Health and Safety in H&C provision – laws relating to the responsibilities of personal safety in workplace of employers and employees 1.3.2 Food Safety  2.3:1-3 Development of practical skills	1.1.1 Hospitality and Catering providers: Commercial, Residential, Food Service, standards, and Ratings. 1.1.2 – Working the H&C industry: Personal attributes, qualifications, and experience  2.3:1-3 Development of practical skills	2.1.1. 2.1.2 Portion control, costing, balanced diets, current nutritional advice, time of day, client base. Reduce Reuse Recycle Sustainability Time planning Dovetailing activities Equipment & ingredients Development of Practical skills.	2.1.1 Knowledge of macro and micro-nutrients, their function in the body & the effect of over and under nutrition. 2.1.2 Nutritional needs of different age groups, special dietary needs for religious & health needs. Development of Practical skills.
<b>Why this learning now?</b>	Learning is sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively draw attention to where keywords and concepts have been seen before building on this through questions to deepen and embed knowledge and understanding.					

	Knowledge is recalled from KS3 and the importance of personal hygiene. Learning about food hygiene is fundamental and learned as early as possible to be implemented in practical lessons, so that it becomes routine.	It is important that learners know how to prepare, cook, and store food safely to prevent food related causes of ill health. Some knowledge recalled from KS3 and new in-depth knowledge learned.	Learners will understand the responsibilities of employers and employees for personal safety, to help prevent accident and injuries. Some recalled knowledge relating to keep themselves safe. New knowledge related to the role of the employer.	They will learn about the structure and the wide range of services, suppliers and job roles and include a focus on personal attributes and qualifications. Some knowledge recalled from life experiences outside of the classroom.	This section is fundamental to businesses and their success including the need for businesses to be environmentally aware in order to reduce human impact on the planet.	Nutrition is the basic level of understanding required for assessment criteria 1.1, 1.2 & 1.3 and are fundamental to achieving in unit 2. Individual dietary needs are an important concept which translate into both this unit, but also AO4 in unit 1.
<b>Assessment Opportunities:</b>	At the end of each learning aim, students will undertake formative and summative assessment in lessons to assess student understanding. Also, development of practical skills will be assessed on a regular basis in order to develop confidence in readiness for the practical exam					
	2.3.1 How to prepare and make dishes. 2.3.2 Presentation Techniques. 2.3.3 Food Safety Practices. Practical skills focus.	1.4 Food Safety in Hospitality & Catering. In class summative assessment.	2.3.1 How to prepare and make dishes. 2.3.2 Presentation Techniques. 2.3.3 Food Safety Practices. Practical Skills Focus.	1.3 Health and Safety in Hospitality Catering. In class summative assessment.	Menu planning & Environmental factors assessment. Formative evaluations of practical tasks.	Nutrition & Dietary needs assessment. Formative evaluations of practical tasks.
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy, which will enable them to recall knowledge from the lesson. This could be exam questions, knowledge tests, revision of material from the previous lesson or to carry out research to prepare them for the next topic. It is also important for students to practice their practical skills in food preparation at every opportunity available to them outside of the classroom environment (under adult supervision), the more practice, the more confident they will become, and this includes the concept of 'clean as you go' and demonstration of kitchen hygiene.					
<b>Key Vocabulary</b>	Allergy Anaphylaxis Bacteria Clean as you go Cross contamination Food Storage Hygiene	Environmental Health Officer (EHO) Evidence Due Diligence Hazard Analysis Critical Control Point (HACCP)	Health and Safety at Work Act (HASAWA) Control of Substances Hazardous to Health (COSHH) Manual	Apprenticeships Catering Commercial Employee Employer Front of House Hospitality Kitchen	Apprenticeships Profit/loss Sustainability Food miles Organic 5 R's Religious needs	Macronutrient Micronutrients Deficiency Excess Religious needs Vegetarian/vegan

	Intolerance Microbes Mise en place Mould Pathogenic Preparation Preservation Toxic	Food Safety Act Inspection Labelling Legislation Risk Assessment Regulations	Handling Operations Regulations (MHOR) Reporting of Disease, Dangerous occurrences Regulations (RIDDOR) Personal Protective Equipment Regulations (PPER)	Brigade Residential Worker	Vegetarian/vegan Food poisoning Symptoms Allergies Intolerances HACCP Environmental Health Officer	Hospitality Establishment Residential Commercial Corporate Hygiene
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<ul style="list-style-type: none"> <li>• The Hospitality and Catering curriculum contributes to the social, moral, spiritual, and cultural development of students by ensuring they know what is expected of them and offering a range of opportunities within their food studies.</li> <li>• Providing opportunities to explore cultural differences in food and diet, making and evaluating food from other countries</li> <li>• Developing partnerships with outside agencies and individuals to extend cultural awareness i.e., colleges/parents/ chefs.</li> <li>• By developing individual skills, confidence, independence, and creativity through practical cooking lessons.</li> <li>• Promoting participation and teamwork in practical cooking lessons – encouraging pupils to work co-operatively</li> <li>• Recognise and respect cultural and social differences of other pupils within lessons.</li> <li>• Reflecting on the social issues around food such as price, income, fair trade, food miles and sustainability.</li> <li>• Reflecting on moral issues concerning food production in other countries of the world.</li> <li>• Acknowledging and exploring government guidelines for healthy eating and dietary requirements.</li> <li>• By offering feedback and assessment that values student’s effort and achievements.</li> <li>• Both classroom theory and practical based lessons in Food offer students the opportunity to reflect on their experiences.</li> </ul>					
<b>Links to careers and the world of work</b>	<p>This course has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or 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. Job roles and employment opportunities in hospitality and catering are covered in unit 1 and can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All these roles require further education and training either through apprenticeships or further and higher education.</p>					

# YEAR 11 Hospitality & Catering

## CURRICULUM PROGRESSION OVERVIEW

The award in Hospitality and Catering has been designed to support learners who want to learn about this sector and the potential it can offer them for their careers or further study. It enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Unit 2 Portfolio.	Unit 2 practical exam & completion of portfolio / Hospitality and Catering Provision.	Hospitality and Catering Provision.	Hospitality and Catering Provision Operations	Revision of Unit 1 content in readiness for exam resits	
<b>Core Knowledge/ Threshold Concept</b>	Writing up work in exam conditions in order to produce the portfolio of evidence relating to production of a menu for a successful business. Development of Practical skills.	Writing up work in exam conditions in order to produce the portfolio of evidence relating to production of a menu for a successful business.  1.1.1. Hospitality and Catering providers: Commercial, Residential, Food Service, standards, and Ratings	1.1.2 – Working the H&C industry: Personal attributes, qualifications, and experience 1.1.3 – Working conditions in the H&C industry: types of employment and contracts and working hours, supply & demand 1.1.4 Contributing factors to the success of H&C provision – Labour, material & overhead costs. VAT, Environmental needs	1.2.1 Operation of front and back of house: workflow, equipment and materials required. Documentation and administration requirements e.g., invoice 1.2.2 Customer needs – rights and inclusion 1.2.3 Requirements in demographic	Structure of the industry. Operations of the industry. Health and safety. How food can cause ill health.	

<b>Why this learning now?</b>	Learning is sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively draw attention to where keywords and concepts have been seen before building on this through questions to deepen and embed knowledge and understanding.					
	Exam written portfolio and practice for practical exam to ensure students are fully prepared.	Exam written portfolio and practical exam with evaluation of portfolio development and practical.	Learning about the Hospitality and catering industry as one of the largest employers in the UK. They will learn about the structure and the wide range of services, suppliers and job roles and include a focus on personal attributes and qualifications. Some knowledge recalled from life experiences outside of the classroom.	Understanding how hospitality and catering providers operate to ensure high quality and safe food is produced in good time for customers, and that use of ingredients, equipment and employees is as efficient as possible. Some prior knowledge at KS3 relating to Food Choice.	Students will be sitting the written element of the qualification.	
<b>Assessment Opportunities:</b>	At the end of each learning aim, students will undertake formative and summative assessment in lessons to assess student understanding. Also, development of practical skills will be assessed on a regular basis in order to develop confidence in readiness for the practical exam					
	Summative portfolio tasks: Nutrition & Dietary needs assessment.  Menu planning & Environmental factors assessment.	Practical exam and formative evaluations of practical tasks.	Class formative and summative assessment, includes short and extended answer questions based around applied situations.	Class formative, summative assessment, includes short and extended answer questions based around applied situations.	Exam papers used as revision & assessment opportunities.	
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy, which will enable them to recall knowledge from the lesson. This could be exam questions, knowledge tests, revision of material from the previous lesson or to carry out research to prepare them for the next topic. It is also important for students to practice their practical skills in food preparation at every opportunity available to them outside of the classroom environment (under					

	adult supervision), the more practice, the more confident they will become, and this includes the concept of ‘clean as you go’ and demonstration of kitchen hygiene.					
<b>Key Vocabulary</b>	Macronutrient Micronutrients Deficiency Excess Religious needs Sustainability Food miles Organic 5 R’s Religious needs Vegetarian/vegan Allergies Intolerances	Hazard Analysis Critical Control Point (HACCP) Clean as you go Cross contamination Food Storage Hygiene Mise en place	Apprenticeships Catering Commercial Employee Employer Front of House Hospitality Kitchen Brigade Residential Worker Contract Competition Customer Environment	Gross profit Labour Net profit Overheats Permanent Temporary Trends Value Added Tax (VAT) Administration Business Consumer Corporate Demographic Equality Materials Stock Rights Workflow	Commercial Non-commercial Private Residential/nonresidential Profit & loss Front & back of house brigade Legislation HACCP EHO roles & responsibilities Safety & hygiene Allergies & intolerances	
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<ul style="list-style-type: none"> <li>• The Hospitality and Catering curriculum contributes to the social, moral, spiritual, and cultural development of students by ensuring they know what is expected of them and offering a range of opportunities within their food studies.</li> <li>• Providing opportunities to explore cultural differences in food and diet, making and evaluating food from other countries</li> <li>• Developing partnerships with outside agencies and individuals to extend cultural awareness i.e., colleges/parents/ chefs.</li> <li>• By developing individual skills, confidence, independence, and creativity through practical cooking lessons.</li> <li>• Promoting participation and teamwork in practical cooking lessons – encouraging pupils to work co-operatively</li> <li>• Recognise and respect cultural and social differences of other pupils within lessons.</li> <li>• Reflecting on the social issues around food such as price, income, fair trade, food miles and sustainability.</li> <li>• Reflecting on moral issues concerning food production in other countries of the world.</li> <li>• Acknowledging and exploring government guidelines for healthy eating and dietary requirements.</li> <li>• By offering feedback and assessment that values student’s effort and achievements.</li> <li>• Both classroom theory and practical based lessons in Food offer students the opportunity to reflect on their experiences.</li> </ul>					
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