



CURRICULUM PLAN 20/21/22 Subject: Hospitality and Catering

Group: KS4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 Unit 1 L.O 4	<p>Know how food can cause ill health</p> <p>4.1 describe food related causes Microbes, cross contamination Conditions microbes need to grow and reproduce. Bacteria Moulds Chemicals, metals, Poisons in plants.</p>	<p>Know how food can cause ill health</p> <p>4.1 Food allergies Visible and non-visible symptoms Allergies or intolerances Specific Symbols on food packaging/label ling 4.4 common types of food poisoning Sources of food poisoning</p>	<p>Know how food can cause ill health</p> <p>4.5 symptoms of food induced ill health What is food poisoning Visible and non-visible symptoms How bacteria make you ill Onset times for symptoms to appear Symptoms of food allergies Symptoms food intolerances.</p>	<p>Know how food can cause ill health</p> <p>4.2 The role and responsibilities of the Environmental Health Officer What is their role What do they do</p>	<p>Know how food can cause ill health.</p> <p>How does legislation protect the consumer and the how does it protect businesses? 4.3 Food safety legislation Food Safety Act 1990 Food Safety (General food hygiene) Regulations 1995</p>	<p>Know how food can cause ill health</p> <p>4.3 Basic hygiene rules Record keeping HACCP – Hazard analysis and critical control point Food premises Responsibilities of food handlers</p>	<p>Know how food can cause ill health</p> <p>Food safety plan Hazards Danger zone</p>	<p>Food labelling regulations</p> <p>4.3 What is the purpose of food labels. Mandatory information. Dates Nutritional labelling Traffic light labelling Storage, cooking instructions.</p>



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Term 1 Unit 2	Basic skills Knife handling preparation skills Vegetable cuts Making soups Safe use of equipment	LO3 Be able to cook dishes Cake making All in one method sponge cake	LO3 Be able to cook dishes Creaming method Sponge cake	LO3 Be able to cook dishes Whisking method Swiss roll	LO3 Be able to cook dishes Melting method Brownies	LO3 Be able to cook dishes Rubbing in method Can be used for cakes, pastry, scones and biscuits	LO3 Be able to cook dishes Short crust pastry Quiche, meat pie	LO3 Be able to cook dishes Cheese pastry
Term 2 Unit 1 L.O3	Health and safety employers and employees for personal safety. 3.1 Personal safety in the workplace. Health and Safety at Work Act (HASAWA) Reporting of injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)	3.1 Control of Substances Hazardous to Health Regulations (COSHH) Manual Handling Operations Regulations (MHOR) lifting Personal Protective Equipment (PPE) at Work Regulations (PPER)	3.2 Risks to personal safety in hospitality and Catering Risks to health Risks to security Levels of risk Calculating risk Risk, Hazard, Control Potential risks to employees, suppliers, and customers.	3.2 Risks to personal safety in hospitality and Catering Risks to health Risks to security Levels of risk Calculating risk Risk, Hazard, Control Potential risks to employees, suppliers, and customers.	3.3 Personal Safety Control measures for hospitality and catering provision Control measures for employees Hazard Control Control measures for customers Hazard control	Revision before attempting On-line Food safety course	Assessment week Mop up students who did not complete online food safety course.	



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	when planning meals. AC1.2 Different life stages	when planning meals. AC1.2 Childhood	when planning meals. AC1.2 Adulthood	when planning meals. AC1.2 Later adulthood (Elderly) Activity levels	when planning meals. AC1.2 Special diets Assessment week	when planning meals. AC1.2 Medical conditions		
Term 4 Unit 2	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices	LO3 Producing dishes using a range of commodities AC3.1- Preparation Techniques AC3.2 – Quality assurance AC3.3 – Cooking techniques AC3.4 – Presentation techniques AC3.5 – Food safety practices		
Term 5 Unit 1	LO2. Understand menu Planning AC2.1 Time of year, skills of staff. Equipment	LO2. Understand menu Planning AC2.2 Dishes Preparation, ingredients, packaging	LO2. Understand menu Planning AC2.2 Environmental issues Water and energy	LO2. Understand menu Planning AC2.3 Needs Nutritional Organoleptic	LO2. Understand menu Planning AC2.4 Sequencing Timing Mis en Place	LO2. Understand menu Planning AC2.4 Cooking Cooling Hot handling Completion	Assessment week	



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	available, time available.		Reduce, reuse, recycle Food miles Provenance	Costs – premium priced, value for money.		servicing		
Term 5 Unit 2	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Vegetarian or Vegan dishes.	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Dairy free	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Gluten free	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Low fat dishes	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Low sugar dishes	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Healthy school meals	LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments Healthy school meals	
Term 6 Unit 1	LO1 Understand the environment in which hospitality and catering providers operate. AC1.1 The structure of the hospitality and catering industry Provider Service	LO1 Understand the environment in which hospitality and catering providers operate. AC1.1 Suppliers Non-catering venues Standards and ratings Job roles	LO1 Understand the environment in which hospitality and catering providers operate. AC1.2 Job requirements Supply and demand Jobs for specific needs	LO1 Understand the environment in which hospitality and catering providers operate. AC1.2 requirements Rates of pay Qualifications and experience Training	LO1 Understand the environment in which hospitality and catering providers operate. AC1.3 Working conditions Different types of contract Working hours, Rates of pay	LO1 Understand the environment in which hospitality and catering providers operate. AC1.4 Factors Costs profit Environment Customer demographics	LO1 Understand the environment in which hospitality and catering providers operate. AC1.4 Factors Customer service Competition Trends media political	



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	Commercial/non commercial Services provided			Personal attributes Assessment week	Holiday entitlement Remuneration	lifestyle expectations		
Term 6 Unit 2	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Vegetarian/Vegan Prepare and cook a dish which would be suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Dairy free Prepare and cook a dish which would be suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Gluten free Prepare and cook a dish which would be suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Low fat dishes Prepare and cook a dish which would be suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Low sugar dishes Prepare and cook a dish which would be suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Prepare and cook a dish with accompaniments suitable for a specific age group/ target group.</p>	<p>LO3 Produce dishes to be served on a range of different menus Presentation techniques and accompaniments</p> <p>Prepare and cook a dish with accompaniments suitable for a specific age group/ target group.</p>	



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Term 7 Unit 1	<p>LO5 Propose a hospitality and catering provision to meet specific requirements AC 5.1 Review different options Advantages/disadvantages</p>	<p>LO5 Propose a hospitality and catering provision to meet specific requirements AC 5.2 Propose ideas Justify decisions to specific needs</p>	<p>LO1 Understand the environment in which providers operate A.C1.1 The structure of the hospitality and catering industry</p>	<p>LO1 Understand the environment in which providers operate A.C1.2 Job requirements within the catering industry</p>	<p>LO1 Understand the environment in which providers operate A.C1.3 Working conditions of different job roles across the industry</p>	<p>LO1 Understand the environment in which providers operate A.C1.4 Factors affecting the success or failure of a business</p>	<p>LO1 Understand the environment in which providers operate Recap</p>	<p>LO1 Understand the environment in which providers operate Recap</p>
Term 7 Unit 2	<p>Students begin working on a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional or dietary needs.</p> <p>Students plan, trial, prepare, cook and serve either a three course meal or a range of dishes for a target group, or catering outlet. Students should consider the nutritional meal content or dietary needs of the target/ specific group. Students must include environmental issues and food safety. The meal selection of dishes should include accompaniments and demonstrate excellent presentation skills. A range of commodities must be used. Meat/poultry/fish/vegetarian alternatives. Eggs/dairy produce. Cereals/rice/pasta flour. Fruit and vegetables.</p>							
Term 8 Unit 1	<p>Students begin working on a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional or dietary needs.</p> <p>Students must include environmental issues and food safety. (Refer to controlled assessment brief)</p>							
Term 8 Unit 2	<p>Students plan, trial, prepare, cook and serve either a three course meal or a range of dishes for a target group, or catering outlet. Students should consider the nutritional meal content or dietary needs of the target/ specific group.</p> <p>Students begin working on a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional or dietary needs.</p> <p>Students must include environmental issues and food safety. The meal selection of dishes should include accompaniments and demonstrate excellent presentation skills.</p>							



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Term 11	Mock exams/practice papers							
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Unit Name: Unit 1 The Hospitality and Catering Industry Unit Name: Unit 2 Hospitality and Catering in Action	Recommended Teaching Time: 11 x Half Terms
<p>Unit 1 - Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.</p> <ul style="list-style-type: none"> • Students will gain knowledge of all parts of the Hospitality and Catering industry. • Students will use the knowledge gained over the course to determine how the hospitality and catering industry can operate efficiently, legally and financially and be viable whilst meeting the needs of their potential customers. • These applications will include drawing, painting and photography, digital manipulation of imagery, collage, printing techniques, textiles and sculpture. • Students select their strongest experiments and ideas and use these to help them develop a final personal response. • Students are supported to select and present their strongest work as a portfolio appropriate to their artwork. 	
I can statements (star the “essentials”)	Critical Content, Key Words and Additional Notes.
<ul style="list-style-type: none"> ✓ *I can constantly demonstrate good hygiene practices ✓ *I can produce both photographic and written evidence which is a mandatory requirement for my Hospitality and Catering Award. ✓ *I can demonstrate wide range of knife and preparation skills and can work safely and effectively in the kitchen. ✓ *I can produce a range of appetising and appealing products. ✓ *I can stretch and challenge myself by including accompaniments and using a range of effective presentation methods. 	<p>Critical Content: Theory and external written paper.</p> <p>(L01) Understand the environment in which hospitality and catering providers operate.</p> <p>(L02) Understand how hospitality and catering provision operates.</p> <p>(L03) Understand how hospitality and catering provision meets health and safety requirements.</p> <p>(L04) Know how food can cause ill health.</p> <p>(L05) Be able to propose a hospitality and catering provision to meet specific requirements.</p>



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- ✓ I can evidence my work using expanded sentences, and key words.
- ✓ I can evaluate and reflect on the success of my work using some key words, and relevant terminology.
- ✓ *I can complete a range of mini projects to strengthen and develop my skills in preparation for my graded practical exam.
- ✓ I can create a portfolio of coursework as specified by WJEC in line with a given brief, and assessment criteria.
- ✓ *I can understand the nutritional needs of a healthy balanced diet and the needs of specific groups through my choice of recipes.
- ✓ *I can develop my evaluation skills in a more critical manner for both my own work and giving constructive feedback to my peers.
- ✓ *I can make decisions about my choice of recipe and the ingredients I am using.
- ✓ *I can weigh and measure ingredients accurately and independently.
- ✓ *I can name the 7 main nutrients, and state how they support the body to function effectively.
- ✓ *I can use electrical equipment safely and independently.
- ✓ *I can understand and respond to feedback from my teacher and respond
- ✓ I can identify areas of my cooking which require further development or improvement.
- ✓ I always follow the rules of the 4C's and what they stand for
- ✓ I can follow my recipe independently and select the correct equipment and ingredients to prepare the dish/product.
- ✓ I help and support my peers with their work, and give constructive feedback where appropriate.
- ✓ *I do not waste ingredients, and only use the amount stated.

2018/19 (prior years) – Strengths and Weaknesses

**Strengths: Participating in a practical subject - Staff trust
Being given the opportunity to flourish and be individuals in their own ideas and thinking when selecting ingredients and recipes.**

All of these 5 LO's combined, will cover the theoretical knowledge and understanding which students will be required to know to enable them to undertake the written external exam at the end of Year 11.

Critical Content: Nutritional knowledge, dietary requirements and meal planning.

(LO1) Understand the importance of nutrition when planning menus.

(LO2) Understand menu planning.

(LO3) To be able to cook dishes.

These 3 LO's form the basis for the coursework and practical elements of the course.

Terminology & Key Words:

Ambient temperature	Components of dishes	Commercial establishment	Carbon footprint	Core temperature
Danger zone	Demographics	HACCP Hazard analysis and critical control point	EHO Environmental Health officer	Food safety plan
Due diligence	Kitchen brigade	Lactose	Mise en place	Portion control
Sommelier	Sustainable	Variable costs	Food provenance	Food miles
Seasonal foods	proportion	High-risk foods	Hot holding	Jus
Best before date	Captive market	Contract caterer	Control	Decorating
Dress code	Farm to fork	Food intolerance	Garnishes	Gross profit
Puree	Sautee	roux	compote	coulis
Pest control	Reference intake (RI)	Sequencing	Risk assessment	Sensory vocabulary

Misconceptions

- Students find the idea of including pieces of work which are not to their satisfaction difficult. It is important to highlight throughout the importance of all the practical cooking tasks including those which they feel were unsuccessful as this demonstrates the exploration and refinement of their skills which is essential for the assessment criteria and their attainment.



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Weaknesses

- **3 Months absence from school due to COVID 19**
- **Limited prior knowledge of the subject, due to lack of participation in previous school. This can be attributed to either attendance issues, or student being considered to be too high risk to attend practical subjects due to their needs or behavioural issues.**
- **Accepting that it is not failure if things go wrong. This is a developmental learning curve. Learning through making works.**
- **Limited understanding of evaluating and giving constructive feedback to peers.**
- **Not fully understanding the amount of work required to achieve the qualification, as the course requires practical assessment, coursework and written external examination.**
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- Students do not always understand the value of looking at the work of others particularly if visually they do not respond positively to the visual appearance of the work. This can again be combated by stressing the requirements of the assessment criteria.
- It is important to have writing frames, scaffolds and literacy mats available to support students in completing their written/practical work so that they are able to work independently as they complete outcomes.
- Students find the concept of written work unacceptable. Students thinking and concepts of the subject is that it is a practical subject and that cooking/practical tasks are all that is expected of them.
- Students must be supported and guided to the importance of completing both written and practical tasks if they are to succeed and gain accreditation in the subject.
- Students should be encouraged to be specific and use descriptive language. You will also need to check for plagiarism and ensure that students are using their own words and not copying from text books or using information from the internet. (Cutting and pasting)
- It is crucial to highlight throughout the subject the importance of learning and developing skills, including those which students may feel were unsuccessful or failures. This will demonstrate the exploration and refinement of their ideas which is essential for the assessment criteria and their attainment.
- Students constantly do not accept that things can go wrong. They see this as failure, and often do not see the importance of improving their work, or evaluating how they could make improvements, or prevent mistakes/errors being made in the future. All too often if there is not an instant result, students can give up far too easily.

Assessment details



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Practical work is assessed holistically throughout the academic year with constant verbal praise and feedback. Coursework elements are marked using the STAR response system, which give students feedback and allows for them to respond and make any necessary improvements to their work, or to support the student's idea development. This is done on a regular basis. Detailed written feedback is issued to students, Individual pieces of work are marked and feedback given for their improvement. This is done through a separate STAR document which is put into their folder, as written feedback is not permitted on the work when submitted to the exam board. Verbal feedback during lessons forms a significant portion of student assessment.

Unit 1 – The Hospitality and Catering Industry			
Assessment Criteria	Question	Answer	Probable misconceptions (if applicable)
LO1	<ul style="list-style-type: none"> What is the structure of the Hospitality and Catering industry? 	<ul style="list-style-type: none"> Types of provider, services, establishments. Hospitality and catering ratings and standards. Jobs roles, Kitchen brigade, Management front of house, housekeeping 	Ensure that students understand the principle of commercial non-commercial establishments. The concept of profit and loss.
LO1	<ul style="list-style-type: none"> What are the job requirements within the Hospitality and Catering industry? 	<ul style="list-style-type: none"> Jobs for specific needs Supply and demand. Rates of pay Qualifications, training and experience. Personal attributes. 	Ensure that students understand the concept of supply and demand seasonal work, location, trained staff. Rates of pay subject to experience and qualifications, experience.
LO1	<ul style="list-style-type: none"> What are the working conditions of different job roles in the industry? 	<ul style="list-style-type: none"> Different types of employment contracts Working hours. Rates of pay Holiday entitlement. Remuneration(tips, bonus payments, rewards) 	Ensure that students understand the difference between contracts, zero hours, flexible, permanent, part-time.
LO1	<ul style="list-style-type: none"> What factors might affect the success of a provider? 	<ul style="list-style-type: none"> Costs, profit, economy Environmental or technological issues Customer demographics Competition, trends, Media or political factors. 	Ensure that students understand factors which are out of their control for example COVID 19 Hospitality and Catering closures, social distancing, their impact.



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<p>LO2</p>	<ul style="list-style-type: none"> • What is the operation of the kitchen and the front of house? 	<ul style="list-style-type: none"> • Layout, work flow • Equipment and materials • Stock control, documentation and administration tasks. • Staff allocation • Dress code • Safety and security • Code of conduct 	<p>Students to understand the specific roles and responsibilities of the kitchen and the front of house which are separate areas. Front of house means areas of a restaurant where customers are located</p>
<p>LO2</p>	<ul style="list-style-type: none"> • How does the industry meet customer requirements? 	<p>Customer</p> <ul style="list-style-type: none"> • Leisure • Business/corporate • Local residents <p>Requirements</p> <ul style="list-style-type: none"> • Customer needs and expectations • Customer trends • Customer rights, equality 	<p>Customer needs forms the start of a relationship between the customer and the hospitality and catering provider. Customer requirements and expectations are factors that decide whether or not the customer is satisfied with the service they received from the provider.</p>
<p>LO3</p>	<ul style="list-style-type: none"> • How does the industry meet health and safety requirements? 	<ul style="list-style-type: none"> • Responsibilities of employers/employees • Health and Safety at Work Act • Report injuries, disease and dangerous occurrences regulations (RIDDOR) • Control of substances hazardous to health regulations (COSHH) • Manual handling regulations. • Personal Protective Equipment at Work regulations (PPER) 	<p>Students to understand the risks to themselves and others. The responsibilities of employers. The regulations Law/Acts and why they are important</p>
<p>LO3</p>	<ul style="list-style-type: none"> • What are personal safety responsibilities? • What are risks to personal safety? 	<p>Risks</p> <ul style="list-style-type: none"> • Risks to health • Security 	<p>Students to understand that safety and security relates to all areas of the establishment Kitchen, front of house, house-keeping.</p>



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		<ul style="list-style-type: none"> • Level of risk in relation to employers, employees, suppliers, customers, contractors. 	
LO3	<ul style="list-style-type: none"> • What are recommended personal safety control measures? 	<ul style="list-style-type: none"> • Control measures for employees • Control measures for customers 	Personal safety is not just related to things that can be seen, stress, fatigue, inadequate clothing can all be contributing factors.
LO4	<ul style="list-style-type: none"> • What are food related causes of ill health? • What are common types of food poisoning? 	<ul style="list-style-type: none"> • Bacteria, microbes, chemicals, metals, poisonous plants. • Allergies, intolerances 	Students should be aware of, and be able to analyse, identify and explain or describe food related causes of ill health.
LO4	<ul style="list-style-type: none"> • What is the role and responsibilities of the EHO (Environmental Health Officer)? 	<ul style="list-style-type: none"> • Enforcing the law • Inspecting businesses for food safety standards. • Following up complaints. • Following up outbreaks of food poisoning. 	Students to understand that EHO's are responsible for carrying out measures to protect public health and to provide support to minimise health and d]safety hazards
LO4	<ul style="list-style-type: none"> • What is food safety legislation? 	<ul style="list-style-type: none"> • Food Safety Act 1990 • Food Safety (General food hygiene regulation) 1995 • Food Labelling Regulations 	Students to understand Due diligence, Farm to fork, pest control.
Probing	How will this information help you in your future career path?		For those wishing to enter the Hospitality and Catering sector for the career path, this will be a recognised qualification.
Probing	Will this qualification lead to a job in Hospitality and Catering?		It will not led directly to a job but will be recognised by colleges for those wishing to advance further and undertake Level 3
Probing	Why is Health and Safety so important in the Hospitality and Catering industry?		Health and Safety is a crucial part of the industry both for employers, employees and customers. It can lead to premises being closed down and legal action through the courts.



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Probing	How has Covid 19 affected the industry? What if any has been the impact on businesses?	Hospitality and Catering sector closed by Government. Strict rules on re-opening. Loss of earnings.
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Unit 2 – The Hospitality and Catering Industry in action			
Assessment Criteria	Question	Answer	Probable misconceptions (if applicable)
LO1	<ul style="list-style-type: none"> What are the functions of nutrients in the human body? 	<ul style="list-style-type: none"> What re the 5 main nutrients? How does each nutrient support the body? Are all nutrients important? 	Students to understand that food provides nutrients and energy for the body to grow repair and maintain to stay healthy and work properly.
LO1	<ul style="list-style-type: none"> Compare the different needs of specific groups. 	<ul style="list-style-type: none"> Different life stages. Special diets/ medical conditions. Activity levels. 	How does our body change at different stages of our lives? How does this affect what our daily nutritional needs are?
LO1	<ul style="list-style-type: none"> How do different cooking methods impact on nutritional value? 	Steaming, boiling, baking, grilling, frying, stir frying, roasting, poaching.	Students to compare and analyse a variety of cooking methods and to evaluate how they lower nutrients value during the cooking process.
LO2	<ul style="list-style-type: none"> What factors should be considered when proposing dishes for menus? 	<ul style="list-style-type: none"> Seasonal commodities Skills of staff Equipment available Time available Type of provision Finance 	Students should be encouraged to choose dishes that are suitable for the customer and base, and not to select dishes that they like. Students should give a clear reason for their choice of dish.
LO2	<ul style="list-style-type: none"> Explain how your choice of dish meets customer needs? 	<ul style="list-style-type: none"> Nutritional Organoleptic Costs 	Students should be encouraged to choose dishes that are suitable for the customer and base, and not to select dishes that they like. Students should give a clear reason for their choice of dish.



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LO2	<ul style="list-style-type: none"> • Explain how dishes on a menu address environmental issues? 	<ul style="list-style-type: none"> • Preparation and cooking methods • Ingredients used. • Packaging • Conservation of energy and water • Reduce, reuse, recycle. • Sustainability. 	Students will require support and guidance to consider environmental issues in a broader manner. Basic outlining in a general manner will reduce the number of marks awarded.
LO3	<ul style="list-style-type: none"> • How do I use techniques in the preparation of commodities? 	<ul style="list-style-type: none"> • Use skills gained throughout lesson ie weighing chopping, peeling. • Methods such as rubbing in, melting, sieving. 	Students may often select an incorrect piece of equipment when preparing commodities. The use of correct equipment will ensure the preparation time is effective and safe, and with precision.
LO3	<ul style="list-style-type: none"> • How will you assure the quality of the products? 	<ul style="list-style-type: none"> • Using sensory analysis. Taste, touch, aroma, texture, appearance, storage, packaging 	Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.
LO3	<ul style="list-style-type: none"> • What techniques do I need to consider when cooking commodities? 	<ul style="list-style-type: none"> • Waste. • Equipment. • Commodity quantities. • Health, Safety, Hygiene. 	Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.
LO3	<ul style="list-style-type: none"> • Produce quality dishes using presentation techniques. 	<ul style="list-style-type: none"> • Portion control. • Use of garnishes. • Creative decorations. • Positioning of food on serving dish/plate. 	Considerable verbal feedback and dialogue with teaching staff should inform and support this process as well as technical support with practical work.
Probing	How will you select the type of decoration, garnish and accompaniments for your chosen dishes?		Students will have previously researched and practiced a range of techniques for the decoration/presentational purposes of the dish.
Probing	How will you use health and safety practices during your practical tasks?		Students will use correct storage procedures.



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		<p>Handwashing and personal hygiene rules. Students will also use equipment correctly and safely. Students will use procedures to avoid cross contamination of food.</p>
Probing	How will you manage your time during your 3 hour practical exam?	<p>Students will have previously cooked the dishes and will have noted any health and safety risks, storage and handling issues. Students will also produce a time plan before hand to use during their exam for time management purposes.</p>
Probing	What will happen if something goes wrong in my practical exam?	<p>Students will have previously cooked the dishes and will have noted any contingencies which they would need to put in place in the event of something not going to plan.</p>