

# Curriculum Journey: Hospitality and Catering

## Year: 10

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<b>Big Question: What does food safety look like in hospitality and catering?</b>  <b>What are the different types of hospitality and catering Provisions?</b>		<b>Big Question: How do hospitality and catering provisions operate?</b>		<b>Big Question: What does health and safety in the hospitality and catering industry look like?</b>	
<b>Powerful knowledge:</b>		<b>Powerful knowledge:</b>		<b>Powerful knowledge:</b>	
Unit 1.1 and 1.4  In this topic learners will gain knowledge and understanding of the following areas:  1.4.1 Food related causes of ill health: <ul style="list-style-type: none"> <li>Learners should know that ill health could be caused by food poisoning</li> <li>Learners should know what causes food poisoning</li> </ul>		Unit 1.2  In this topic learners will gain knowledge and understanding of the following areas:  1.2.1 The operation of the front and back of house <ul style="list-style-type: none"> <li>Learners should be aware of the operational requirements of: workflow of the front of house – reception, seating area, counter service, bar</li> </ul>		Unit 1.3  In this topic learners will gain knowledge and understanding of the following areas:  1.3.1 Health and safety in hospitality and catering provision <ul style="list-style-type: none"> <li>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</li> </ul>	

<ul style="list-style-type: none"> <li>• Learners should know and understand the following food related causes of ill health:</li> <li>• Food allergies</li> <li>• Food intolerances</li> </ul> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <ul style="list-style-type: none"> <li>• Learners should know and understand the following symptoms of food induced ill health:</li> <li>• Visible</li> <li>• Non-visible</li> </ul> <p>1.4.3 Preventative control measures of food-induced ill health</p> <ul style="list-style-type: none"> <li>• Learners should know and understand the control measures to prevent food-induced ill health ]</li> </ul> <p>1.4.4 The Environmental Health Officer (EHO)</p> <ul style="list-style-type: none"> <li>• Learners should know and understand the role of the Environmental Health Officer (EHO) and their responsibilities</li> </ul> <p>Dough based practicals (including bread, pasta, pastry)- students will learn variable skills including how to appropriately handle different types of dough to achieve the desired outcome. These practicals connect with the topic of food related causes of ill health with students demonstrating safe kitchen practices in the practical as well as through discussions held in the lessons. Practical selected will be modified to allow student to create foods for individuals who have food intolerances. Students will be able to complete allergen checklist for the practicals they are completing.</p>	<ul style="list-style-type: none"> <li>• workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area.</li> <li>• Learners should be aware of a range of equipment and materials required, used and managed within catering provision/kitchens</li> <li>• Learners should know and understand the documentation and administration requirements used in a catering kitchen:</li> <li>• Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.</li> </ul> <p>1.2.2 Customer requirements in hospitality and catering</p> <ul style="list-style-type: none"> <li>• Learners should know and understand how hospitality and catering provision meets the requirements of:</li> <li>• customer needs (catering, equipment, accommodation)</li> <li>• customer rights and inclusion (disability)</li> <li>• Equality</li> </ul> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <ul style="list-style-type: none"> <li>• Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate.</li> </ul> <p>Sauces (including tomato based sauce, roux sauce, bechamel, hollandaise, custard (sweet))- (will also accompany dough based elements)- students will use various equipment to create their dishes, students will be demonstrating knowledge of storage, preparation and</p>	<ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> <li>• Learners should know the importance of and be able to complete the following documentation:</li> <li>• accident forms</li> <li>• risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff.</li> </ul> <p>Desserts (profiteroles, crumbles, custard, tarts, panna cotta with a sauce)- during practicals, students will directly be promoting personal safety in the practical room as would be expected in the workplace. Students will be using chemicals and use these correctly and be able to discuss the concerns with incorrect use. Students will wear the PPE available to complete the practicals again promoting health and safety.</p> <p>1.3.2 Food Safety</p> <ul style="list-style-type: none"> <li>• Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</li> <li>• identify any critical control points and ensure that risks are removed or reduced to safe levels</li> </ul>
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<p>Students will complete homework that requires them to identify health and safety points in the practicals they have completed.</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.1.1 Hospitality and catering providers</p> <ul style="list-style-type: none"> <li>• Commercial (residential)</li> <li>• Commercial (non-residential)</li> <li>• Non-commercial (residential)</li> <li>• Non-commercial (non-residential)</li> <li>• Food Services</li> <li>• Residential Services</li> </ul> <p>1.1.2 Working in the hospitality and catering industry</p> <ul style="list-style-type: none"> <li>• Personal attributes</li> <li>• Qualifications and experience</li> </ul> <p>1.1.3 Working conditions in the hospitality and catering industry</p> <ul style="list-style-type: none"> <li>• Learners should know and understand the different types of employment contracts and working hours.</li> <li>• Learners should be aware of the different remuneration and benefits in the industry</li> <li>• The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry.</li> </ul> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p>	<p>cooking areas as similar to an industrial kitchen as possible.</p> <p>Students will be able to consider customer requirements and link this to unit 1.4.1 where students will learn about adapting food to suit individuals with intolerances. Knife skills will be a focus in these lessons to ensure safe knife techniques and also be able to improve their ability to cut various vegetables as required, this links with the use of small equipment which is commonly used in hospitality and catering.</p> <p>Condiments (including mayonnaise, salsa sauce, chutney, jam (sweet) to accompany a dish made, such as potato wedges, tortilla chips). Students will be able to identify required equipment and continue to practice skills.</p>	<ul style="list-style-type: none"> <li>• decide on what actions to take if something goes wrong</li> <li>• complete a HACCP document</li> <li>• complete records to show that procedures are working.</li> </ul> <p>Practicals allow students to apply knowledge of critical control points to their practical, students will be able to complete a HACCP document linked to a practical they have completed.</p>
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<ul style="list-style-type: none"> <li>• Learners should know and understand the basic costs incurred within the hospitality and catering industry</li> <li>• Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry.</li> <li>• Learners should be aware of how the economy can impact business</li> <li>• Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry</li> <li>• Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way</li> <li>• Learners should know and understand the positive and negative impacts that media types can have on the hospitality and catering industry.</li> </ul> <p>Accompaniments to dough based foods (including soup for bread, filling for pasta, filling for a pie). Homework will be provided to students for them to be able to identify the cost of ingredients for a recipe and singular portions of food. Discussions will be held linking to environmental factors for example how to recycle packaging used and also students to consider how to reuse their dish if there are leftovers.</p>		
<p align="center"><b>Practical Skills/Preparation Techniques (Unit 2.3 The skills and techniques of preparation, cooking and presentation of dishes and the preparation and cooking techniques)</b></p> <p>Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities</p>		

Whisking (Aeration)*** Skinning** Sieving* Shaping** Dicing** Peeling* Trimming* Chilling* Cooling*	Laminating (pastry)*** Measuring** Mixing** Piping*** Proving* melting using bain-marie*** Rolling** Frying** Sauteing**	Slicing** Mixing** Baking** Deboning*** Deseeding** Mashing* Boiling* Presentation techniques: <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul>
<b>Links to KS3:</b>	<b>Links to KS3:</b>	<b>Links to KS:</b>
<ul style="list-style-type: none"> <li>• Students will build on a range of knife holds and skills.</li> <li>• Students will build on prior knowledge of cooking techniques.</li> <li>• Students will build on their knowledge of food hygiene and apply it to commercial and non-commercial hospitality settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will build on their knowledge of proving, rolling, frying and measuring.</li> <li>• Students will build on their knowledge of different customer requirements.</li> <li>• Students will build on their knowledge of working in a kitchen, how to prepare, cook and serve food as well as clear away efficiently and safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use their knowledge from term 1 and term 2 to be able to independently understand how to adapt a dish for their customer.</li> <li>• Students will build on their knowledge of health and safety in the kitchen and apply it to industry.</li> </ul>
<b>Key end-points assessed:</b>	<b>Key end-points assessed:</b>	<b>Key end-points assessed:</b>
<ul style="list-style-type: none"> <li>• By the end of this unit learners will know and explain the causes of food related causes to ill-health.</li> <li>• By the end of this unit learners will gain a comprehensive knowledge and understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including how it operates, what makes it successful and how they meet customer needs.</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including the laws surrounding it and how they comply with these laws.</li> </ul>

<p>hospitality and catering industry including provisions they offer, what it is like to work in the industry and how people in the hospitality and catering industry can be successful.</p> <ul style="list-style-type: none"> <li>Students will also have an understanding of the causes of ill health in the hospitality and catering industry and how to prevent it as well as the role of the EHO and how this is linked to food hygiene.</li> <li>Students will have learnt a range of different preparation, knife and cooking techniques that will enable them to create a range of dishes for their examined brief in year 11.</li> <li>They will be able to verbalise knowledge and understanding as well as be able to answer exam style questions on the topic content.</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to verbalise knowledge and understanding as well as be able to answer exam style questions on the topic content.</li> <li>Students will have learnt a range of different preparation, knife and cooking techniques that will enable them to create a range of dishes for their examined brief in year 11.</li> <li>They will be able to verbalise knowledge and understanding as well as be able to answer exam style questions on the topic content.</li> </ul>	<ul style="list-style-type: none"> <li>They will be able to verbalise knowledge and understanding as well as be able to answer exam style questions on the topic content.</li> <li>Students will have learnt a range of different preparation, knife and cooking techniques that will enable them to create a range of dishes for their examined brief in year 11.</li> <li>They will be able to verbalise knowledge and understanding as well as be able to answer exam style questions on the topic content.</li> </ul>
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# Curriculum Journey: Hospitality and Catering Year: 11

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<b>Big Question(s):</b> Why is nutrition important? How do cooking methods impact nutritional value? How do we plan a menu?			<b>Big Question(s):</b> How do I show a full range of skills and techniques of preparation, cooking and presentation of dishes? How do I evaluate my cooking skills?		
<b>Powerful knowledge:</b>			<b>Powerful knowledge:</b>		
Unit 2.1 and 2.2  In this topic learners will gain knowledge and understanding of the following areas:  2.1 The importance of nutrition Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: <ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Different life stages</li> <li>• Different dietary requirements</li> <li>• Learners should know and understand how the following cooking methods impact on nutritional value:               <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying</li> </ul> </li> </ul>			Unit 2.3 and 2.4  In this topic learners will gain knowledge and understanding of the following areas:  2.3.1 How to prepare and make dishes Learners will continue to practise a range of preparation and cooking skills to enable them to produce their final piece as part of their Unit 2 coursework  2.3.2 Presentation techniques Learners will continue to practise a range of presentation techniques to enable them to produce their final piece as part of their Unit 2 coursework  2.3.3 Food safety practices Learners will continue to practise a high standard of food safety practice in practicals to enable them to produce their final piece as part of their Unit 2 coursework  In this topic learners will gain skills knowledge and understanding of:  2.4.1 Reviewing of dishes Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.		

<p>2.2 Menu planning</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>2.2.1 Factors affecting menu planning:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> <li>• Equipment available</li> <li>• Skills of the chef</li> <li>• Time of year</li> <li>• Environmental issues</li> </ul> <p>2.2.2 How to plan production</p> <p>Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"> <li>• commodity list with quantities</li> <li>• contingencies</li> <li>• equipment list</li> <li>• health, safety and hygiene</li> <li>• quality points</li> <li>• sequencing/dove-tailing</li> <li>• timing</li> <li>• mise en place</li> <li>• cooking</li> <li>• cooling</li> </ul>	<p>2.4.2 Reviewing own performance</p> <p>Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul>
<p><b>End Points</b></p>	<p><b>End Points</b></p>
<ul style="list-style-type: none"> <li>• Students will be able to answer multiple choice questions on job roles and operations within hospitality and catering.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.</li> </ul>



<ul style="list-style-type: none"> <li>• Students will complete an extended writing using sensory analysis to adapt their dishes to meet their customers needs.</li> <li>• Students will be able to plan menu dishes (starters, mains and desserts) that are suitable to the design brief provided by WJEC.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify personal strengths and weaknesses relating to: <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Organisation</li> <li>• Planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• Time management.</li> </ul> </li> <li>• GCSE examination papers.</li> </ul>
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### **Practical Skills/Preparation Techniques (Unit 2.3 The skills and techniques of preparation, cooking and presentation of dishes and the preparation and cooking techniques)**

Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities

Term 1: Students recap high level skills including-

- Deboning- Protein practical
- Skinning- Protein practical
- Slicing- Tagine/vitamins practical
- Dicing- Tagine/vitamins practical
- Brunoise- Tagine/vitamins practical
- Juicing- Tagine/vitamins practical
- Zesting- Tagine/vitamins practical
- Measuring- Tagine/vitamins Practical
- Kneading- Noodles/carbohydrates
- Shaping- Noodles/carbohydrates
- Rolling- Noodles/carbohydrates
- Crimping- Dietary requirements
- Kneading- Dietary requirements
- Griddling- Dietary requirements

Term 2- Students practice their chosen dish using the skills learnt in previous models

Term 3- Exam practice. No practicals required.

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