Carmel College Curriculum Implementation – KS 4 Long term plan **Subject: Hospitality & Catering 2023- 24**

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|  | Year 10 Hospitality & Catering | Year 11 Hospitality & Catering |
| Autumn half term 1  Sequential knowledge and skills | **Course introduction & food safety**  Assignment overview & introduction to the course. Structure, bands & grade boundaries covered.  Unit 1:1.3.2: HACCAP, 1.4.1: Food related ill health, food labelling laws, food safety legislation and food hygiene.  Unit2:2.3.3 Food safety practices.  **Unit 1: 1.4.1 Food related causes of ill health**  Allergies, bacteria, chemicals, intolerances.  Food poisoning causes (Bacillus cereus, campylobacter, clostridium perfringens, e-coli, listeria, salmonella, staphylococcus aureus.)  Food allergies: Cereals (gluten) crustaceans, dairy products, eggs, fish, fruit and vegetables, lupin, molluscs, nuts, peanuts, sesame seeds, soya, wheat.  Food intolerance: Gluten, lactose, aspartame, MSG.  **Unit 1: 1.4.2 Symptoms and signs of food-induced ill health & Preventative control measures (1.4.3)**  Symptoms of food-induced ill health: Visible and Non-visible  Control measures to prevent food-induced ill health: Cross contamination, correct temperature in delivery, storage, preparation and service, physical contamination. | **Unit 2**  The aim of this unit is to teach pupils about the theory and practical elements of the course. What food is composed of, why we need it and how it affects our long-term health. How food can be prepared and cooked skillfully and safely to produce delicious and nutritious meals for different people and situations.  **Unit 2: 2.3.1 How to prepare and make dishes**  Presentation techniques  **Develop practical skills through a range of medium/ high level dishes**  **Unit 2: 2.4.1Reviewing of dishes and own performance 2.4.2**  Review of planning, preparation, and cooking. Areas to consider: Dish production, dish selection, health and safety, hygiene, improvements, organoleptic, presentation, waste.  Personal strengths and weaknesses identified relating to: Decision making, organisation, planning –including the advantages and disadvantages of chosen options and how they meet specific needs, time management.  **Unit 2: Understand menu planning**  Explain factors to consider when proposing dishes for menus:  Factors   * Time of year (seasonality) * Skills of staff * Equipment available * Time available * Type of provision * Costs, customer needs * Client base   Dishes   * Preparation and cooking methods * Ingredients used * Packaging   Environmental issues   * Conservation of energy and water * Reduce, reuse, recycle * Sustainability (food miles, provenance)   Needs   * Nutritional * Organoleptic * Cost   Plan   * Sequencing * Timing * Mise en place * Cooking * Cooling * Hot holding * Completion   **Unit 2: Introduction of controlled assessment**   * Read and annotate the brief set by the exam board * Nutrition * Cooking methods * Selection of dishes |
| Assessment Content and methods used to judge learning | Subject Knowledge written test | *Written assessment*  Nutrition  Evaluation of practice dishes |
| Autumn half term 2  Sequential knowledge and skills | **Unit 2: 2.1.1Understanding the importance of nutrition**  Why is nutrition important? The function of macronutrients & micronutrients.  Different life-stages:  •adults; early, middle, late (elderly)  •children; babies, toddlers, teenagers.  Special dietary needs (SDN) for individuals who:  •require different energy requirements based on lifestyle, occupation, age or activity level  •require special diets  •have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency  •have dietary requirements, such as religious beliefs  •are pescatarians, vegetarians, vegans.  **Develop practical skills through a range of savoury dishes**  **Unit 2: 2.1.2 How cooking methods can impact on nutritional value**  Impact of cooking methods on nutritional value (Boiling, frying, grilling, poaching, roasting, steaming, baking, stir-frying) | **Unit 2: Introduction of controlled assessment**   * Read and annotate the brief set by the exam board * Nutrition * Cooking methods * Selection of dishes   Making of trial dishes and evaluation of dishes |
| Assessment Content and methods used to judge learning | Assessment of subject knowledge work & practical assessment (chicken parmo) | Unit 2 submission |
| Spring half term 3  Sequential knowledge and skills | **Unit 2: 2.2.1 Factors affecting menu planning**  Learners should be aware of the following factors when planning menus: Cost, portion control, balanced diets/current nutritional advice, time of day, clients/customers.  Constraints: Equipment available, specialist equipment, skills of chef, time available –and type of provision e.g., service, location, size, standards –the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time, environmental issues. (Reduce, reuse, recycle) Sustainability, seasonality, organoleptic qualities.  **Develop practical skills through main meal with side (medium/ high level skill)**  **Unit 2:2.2.2 How to plan production**  Planning dishes for a menu and know and understand the following: Commodity list with quantities, contingencies, equipment list, health, safety and hygiene, quality points, sequencing/dove-tailing, timing, mise en place, cooking, cooling, hot holding, serving, storage.  **Develop practical skills through main meal with side (high level skill)**  **Unit 2: 2.3.2 Presentation techniques**  **Develop practical skills through main meal with side (high level skill)** | **Revision and preparation for summer exam**  Review of unit 1 theory in preparation for summer exam  Understand the environment in which hospitality and catering providers operate.  Understand how hospitality and catering provisions operate.  Understand how hospitality and catering provision meets health and safety requirements.  Know how food can cause ill health.  Be able to propose hospitality and catering provision to meet specific requirements.  Completion of practice exam papers and questions. |
| Assessment Content and methods used to judge learning | Subject knowledge written test | Subject knowledge written test |
| Spring half term 4 Sequential knowledge and skills | **Unit 1: 1.1.1 Hospitality and catering providers**  Types of hospitality and catering provision: Commercial and non-commercial.  Types of service in commercial and non-commercial provision:  Food service**:** Table (plate, family-style, silver, Gueridon, banquet) counter (cafeteria, buffet, fast food) Personal (tray or trolley, vending, home delivery, takeaway)  The importance of the following standards and ratings:  Hotel and guest house standards (star ratings) restaurant standards, AA Rosette Award, Good Food Guide, Michelin stars.  **Unit 1:1.2 Working in the Hospitality and catering industry**  Personal attributes, qualifications & experience  **Develop practical skills through a range dishes**  **Unit 1: 1.2.3 Hospitality and catering provision to meet specific requirements**  How hospitality and catering provision adapts to satisfy the following ever-changing customer climate (customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available) Customer expectations (service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality) Customer demographics (age, location, accessibility, money available, access to establishments/provision) | **Revision and preparation for summer exam**  Review of unit 1 theory in preparation for summer exam  Understand the environment in which hospitality and catering providers operate.  Understand how hospitality and catering provisions operate.  Understand how hospitality and catering provision meets health and safety requirements.  Know how food can cause ill health.  Be able to propose hospitality and catering provision to meet specific requirements.  Completion of practice exam papers and questions. |
| Assessment Content and methods used to judge learning | Practical assessment: Enriched bread dough | Assessment of homework task and past papers |
| Summer half term 5 Sequential knowledge and skills | **Unit 1: 1.3.1Health and safety in hospitality and catering provision**  Responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: Control of Substances Hazardous to Health Regulations (COSHH) 2002, Health and Safety at Work Act 1974, Manual Handling Operations Regulations 1992, Personal Protective Equipment at Work Regulations (PPER) 1992, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.  Documentation: Accident forms, risk assessments.  **Develop practical skills through a selection of sweet dishes** | *Continue revision and exam preparation.* |
| Assessment Content and methods used to judge learning | Subject knowledge written test | **Written exam: June** |
| Summer half term 5  Sequential knowledge and skills | **Mock controlled assessment** |  |
| Assessment Content and methods used to judge learning  Assessment | Assessment of mock |  |