

Our Lady Queen of Peace

Catholic Engineering College

Curriculum Overview

YEAR 10 WJEC Hospitality and Catering

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Reading for meaning	Key Vocabulary	
Half Term 1	<p>Introduction to course content</p> <p>Unit 1 – Theory</p> <p>1.3.2 HACCP Forms</p> <p>1.4.1 Food Related Ill Health, Food labelling laws, Food safety legislation, Food hygiene</p> <p>Unit 2 – Practical</p> <p>2.3.1 How to prepare and make dishes</p> <p>2.3.3 Food Safety Practices</p> <p>2.1.1 Understanding the importance of nutrition</p>	<p>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> <p>Know and understand the function of nutrients and have an awareness of the need for a balanced/varied diet</p> <p>Able to apply their knowledge of nutrients to</p> <ul style="list-style-type: none"> • Different life stages • People with special dietary needs • Identify types of skills and skill levels when selecting dishes to produce. <p>Practical continuous once a week improving skills through practice</p> <p>Be able to demonstrate a range of basic, medium and complex food preparation and cooking techniques for the production of dishes.</p>	<p>A mixture of the following recall tasks</p> <p>Recall key terms</p> <p>Recall key facts</p> <p>Misconceptions</p> <p>Recall key command words</p> <p>Use of white boards</p> <p>Discuss nutrients in each dish</p> <p>Recall and follow food safety practices</p>	<p>Reading for meaning – Role of an environmental health officer</p>	<p>HACCP</p> <p>Legislation</p> <p>Nutrients</p> <p>Cross Contamination</p> <p>Health and Safety</p> <p>Allergy</p> <p>Intolerance</p> <p>Dietary Needs</p>	

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Reading for meaning	Key Vocabulary	
Half Term 2	Unit 1 – Theory 1.4.1 Food Related causes of ill health – Introduction 1.4.4 The Environment Health Officer Unit 2 – Practical 2.1.2 How cooking methods can impact on nutritional value 2.3.1 How to prepare and make dishes 2.3.3 Food Safety Practice	<p>Know that ill health could be caused by a variety of poisons and their causes</p> <p>Know and understand how cooking methods impact on nutritional value</p> <p>Students should know and understand the role of the Environmental Health Officer (EHO) and their responsibilities</p>	<p>A mixture of the following recall tasks</p> <p>Recall key terms Recall key facts Misconceptions Recall key command words</p> <p>Use of white boards Discuss nutrients in each dish</p> <p>Recall and follow food safety practices</p>	<p>Reading for Meaning</p> <p>Natashas Law – food labelling and allergies</p>	<p>Allergy Intolerance Bacteria Gluten Lactose Aspartame Contamination</p>	
Half Term 3	Unit 1 – Theory 1.4.2 Symptoms and signs of food-induced ill health. 1.4.3 Preventative control measures of food induced health. Unit 2 – Practical 2.2.1 Factors affecting menu planning 2.2.2 How to plan Production 2.3.1 How to prepare and make dishes 2.3.3 Food Safety Practices	<p>Know symptoms and signs of food-induced ill health Identify preventative control measures of food-induced ill health.</p> <p>Know and understand the following factors when planning menus: equipment available, skills of chef, time available, type of provision environmental, conservation of energy and water Be able to plan dishes for a menu and know and understand the following: commodity list with quantities, contingencies, equipment list, health, safety and hygiene, Quality points, sequencing/dovetailing .</p>	<p>A mixture of the following recall tasks</p> <p>Recall key terms Recall key facts Misconceptions</p> <p>Recall key command words</p> <p>Use of white boards</p> <p>Discuss nutrients in each dish</p> <p>Recall and follow food safety practices</p> <p>Revision and preparation for practical and theory assessments Use of Knowledge Organisers</p>	<p>Read for meaning Measures of decreasing environmental issues (3 R's) in hospitality</p>	<p>Sustainability Organoleptic Environmental Sequencing Conservation Commodity Preventative</p>	<p>Visit to Wigan and Leigh College (possibly West Lancs College) Hospitality and Catering Master Class</p>

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Reading for meaning	Key Vocabulary	
Half term 4	Unit 1 – Theory 1.2.3 Hospitality and Catering Provision to meet specific requirements 2.3.1 How to prepare and make dishes 2.3.2 Presentation Techniques 2.3.3 Food Safety Practices	Understand presentation techniques involve Creativity Garnish and decoration Portion control Accompaniments Know and understand how hospitality and catering provisions adapt to satisfy the ever changing customer climate. Customer requirements, customer expectations and customer demographics	A mixture of the following recall tasks Recall key terms Recall key facts Misconceptions Recall key command words Use of white boards Discuss nutrients in each dish Recall and follow food safety practices Revision and preparation for practical and theory assessments Use of Knowledge Organisers	Reading for meaning on customers – demographic and expectations	Presentation Accompaniments Garnish	Visit to Moor Hall? Showing presentation of dishes Complete Tunnock Tea cake challenge
Half Term 5	Unit 2 – Practical 2.3.1 How to prepare and make dishes 2.3.2 Presentation Techniques 2.3.3 Food Safety Practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance	Know how to produce a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development Be able to identify personal strengths and weaknesses relating to organisation time management Be able to identify cooking techniques that are basic, medium and complex	A mixture of the following recall tasks Recall key terms Recall key facts Misconceptions Recall key command words Use of white boards Discuss nutrients in each dish Recall and follow food safety practices Revision and preparation for practical and theory assessments Use of Knowledge Organisers	Reading for meaning Food Safety and Hygiene	Waste Organisation Time management	Cooking multicultural dishes

	Knowledge & Understanding			Subject Specific Literacy Development		Cultural Capital / Enrichment Opportunities
	Composites (Bigger Picture)	Components (Key Concepts)	Recall & Retrieval Practice Focus	Reading for meaning	Key Vocabulary	
Half Term 6	Unit 1-Theory 1.3.1 Health and Safety in Hospitality and Catering provision Unit 2 – Practical 2.3.1 How to prepare and make dishes 2.3.3 Food Safety Practices	Understand and be able to complete accident forms and risk assessments Be aware of the responsibilities for personal safety in the workplace of employers and employees Aware of the relevant legislations	A mixture of the following recall tasks Recall key terms Recall key facts Misconceptions Recall key command words Use of white boards Discuss nutrients in each dish Recall and follow food safety practices Revision and preparation for practical and theory assessments Use of Knowledge Organisers	Reading for meaning Health and safety at work	COSSH RIDDOR	

Key Assessments

When	What will be assessed?	Why is this being assessed?	How will results be stored & students receive feedback?
November/December	Key piece using exam questions from topics covered.	To assess knowledge learnt and areas of weakness that can be revisited through recall	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker and Progress
January	Mock Controlled assessment on 2.1.1 and 2.1.2 Midyear exam using past paper questions	To assess knowledge learnt and areas of weakness that can be revisited through recall	Mixture of peer and teacher marked. Written and verbal feedback. Mark stored on Simms tracker and Progress
April/May	Mock Controlled Assessment 2-2.5 hours in kitchen meal chosen for them, coursework over 6 lessons	Assess ability to plan make and evaluate a dish Preparing for coursework Y11 and checking understanding of success criterion	Teacher marked. Written and verbal feedback given. Mark scored on Simms tracker and progress
June	End of year exam	Assessing all knowledge to date on unit 1	Teacher marked. Written and verbal feedback given. Mark scored on Simms tracker and progress