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| **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** |
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|  | **Composites****(Bigger Picture)** | **Components****(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Read Like A... Focus** | **Key Vocabulary** |
| **Term 1** | HACCAPFood Related ill health:* Food labelling laws
* Food safety legislation
* Food hygiene

How to prepare and make dishesFood Safety PracticesUnderstanding the importance of nutritionHow cooking methods can impact on nutritional value | KnowledgeKnow and understand the function of nutrients and have an awareness of the need for a balanced/varied dietAble to apply their knowledge of nutrients to* Different life stages
* People with special dietary needs

Know and understand how cooking methods impact on nutritional valueIdentify types of skills and skill levels when selecting dishes to produce.Know and understand that some dishes require the use of more complex skillsBe able to demonstrate a range of basic, medium and complex food preparation and cooking techniques for the production of dishesKnow, 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.PracticalDiscuss nutrients in each dishRecall and follow food safety practices | Complete a HACCAP form on two dishesComplete a spreadsheet of nutrient requirements/ where they are found and why they are needed in the bodyCreate a leaflet for the NHS to give to patients to educate patients on the importance of nutritionComplete a powerpoint / sheet on each life stage and Special Dietary NeedsClass activity on the impact different cooking methods have on the nutrients in the foods being cookedCreate a newspaper article on food labelling lawsAnalyse food packaging | Read like a food technologist – eat well guide | HACCAPFood PoisoningNutritionLegislationTechniquesPoisoningSymptomsNutrientsPreventative ControlHealth and SafetyCateringProvisionsSymptomsPoisoningEnvironmentalRequirementResponsibilityPreventativeAllergiesBacteriaMolluscsCrustaceansbacillus cereus campylobacter clostridium perfringens  e-coli  listeria  salmonella staphylococcus aureus. Contamination | Healthy EatingRole of an environmental health officerCFL Healthy LivingScience – chemical raising agentsMaths – nutritional analysisSMSC – seasonal foods, reducing food milesLiteracy- following and adapting recipes |
| **Term 2** | Food related causes of ill healthFactors affecting menu planningHow to plan productionPresentation TechniquesKnow and understand how hospitality and catering provisions adapt to satisfy specific requirementsBuild preparation and cooking skills and learn through practice | Know that ill health could be caused by a variety of poisons and their causes Know symptoms and signs of food-induced ill health Identify preventative control measures of food-induced ill health Know and understand the following factors when planning menus: equipment available, skills of chef, time available, type of provision environmental, conservation of energy and waterBe 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/dove-tailing Create a planned production for 2 simple meals to introduce leaners to the sequencing, timing and relevant check pointsPracticalDiscuss nutrients in each dishRecall and follow food safety practices | Knowledge Organisers ready for controlled assessmentResearch different provisions commercial and non-commercial. Identify factors affecting the menu planning of establishmentsPowerpoint on where the 3Rs can be implemented in a chosen provisionCreate a planned production for 2 simple meals involving sequencing, timing and relevant check pointsComplete Tunnock tea cake challenge to experiment with presentation skills and techniquesInvestigate requirements to meet different demographics  |  |  |
| **Term 3** | How to prepare and make dishes identifying different skill levelsPresentation techniquesReviewing of dishesReview specification amplification, specification stems ,command wordsHealth and Safety in hospitality and catering | Understand presentation techniques involveCreativityGarnish and decorationPortion controlAccompanimentsKnow how to produce a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further developmentBe able to identify personal strengths and weaknesses relating to organisation time managementBe aware of the responsibilities for personal safety in the workplace of employers and employeesUnderstand and be able to complete accident forms and risk assessments. PracticalDiscuss nutrients in each dishRecall and follow food safety practices | Peer assessment of practical against AO bands- what went well and even better if assessment techniquesRevision and preparation for practical and theory assessmentsComplete Knowledge Organisers Complete mock accident forms and risk assessments for different scenarios | Read like TBC | EnvironmentalSequencingConservationCommodityPreparationPreventative | Visit to Wigan and Leigh CollegeHospitality and Catering Master Class |

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| **Key Assessments** |
| **When** | **What will be assessed?** | **Why is this being assessed?** | **How will results be stored & students receive feedback?** |
| November  | **Practical:** Using tools and equipment including Hygiene and Safety**Knowledge:**  | Assess ability and skills developed in the Food Room and theoretical understanding of Food Safety and Hygiene in preparation for Unit 1 | Recorded on Tracker and verbally feedback to students.Portfolio |
| March | Controlled assessment on Understanding the importance of nutrition and how cooking methods can impact on nutritional value | Assess knowledge of nutrients in preparation for unit 2 | Recorded on Tracker and verbally feedback to students on banding and areas to progress and developPortfolio |
| May | Mock Practical exam: showcase techniques and skills developed. Practice presentation skills and food safety practices | Assess ability to plan make and evaluate a dish Preparing for the start of physical coursework Y11 and checking understanding of success criterion | Recorded on Tracker and formal feedback to studentsPortfolio |
| June | Mock Theory exam | Assessing all knowledge to date on unit 1 | Recorded on Tracker and verbally feedback to studentsPortfolio |