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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** | HACCAP  Food Related ill health:   * Food labelling laws * Food safety legislation * Food hygiene   How to prepare and make dishes  Food Safety Practices  Understanding the importance of nutrition  How cooking methods can impact on nutritional value | Knowledge  Know and understand the function of nutrients and have an awareness of the need for a balanced/varied diet  Able to apply their knowledge of nutrients to   * Different life stages * People with special dietary needs   Know and understand how cooking methods impact on nutritional value  Identify types of skills and skill levels when selecting dishes to produce.  Know and understand that some dishes require the use of more complex skills  Be able to demonstrate a range of basic, medium and complex food preparation and cooking techniques for the production of dishes  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.  Practical  Discuss nutrients in each dish  Recall and follow food safety practices | Complete a HACCAP form on two dishes  Complete a spreadsheet of nutrient requirements/ where they are found and why they are needed in the body  Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition  Complete a powerpoint / sheet on each life stage and Special Dietary Needs  Class activity on the impact different cooking methods have on the nutrients in the foods being cooked  Create a newspaper article on food labelling laws  Analyse food packaging | Read like a food technologist – eat well guide | HACCAP  Food Poisoning  Nutrition  Legislation  Techniques  Poisoning  Symptoms  Nutrients  Preventative Control  Health and Safety  Catering  Provisions  Symptoms  Poisoning  Environmental  Requirement  Responsibility  Preventative  Allergies  Bacteria  Molluscs  Crustaceans  bacillus cereus  campylobacter clostridium perfringens  e-coli  listeria  salmonella  staphylococcus aureus.  Contamination | Healthy Eating  Role of an environmental health officer  CFL Healthy Living  Science – chemical raising agents  Maths – nutritional analysis  SMSC – seasonal foods, reducing food miles  Literacy- following and adapting recipes |
| **Term 2** | Food related causes of ill health  Factors affecting menu planning  How to plan production  Presentation Techniques  Know and understand how hospitality and catering provisions adapt to satisfy specific requirements  Build 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 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/dove-tailing  Create a planned production for 2 simple meals to introduce leaners to the sequencing, timing and relevant check points  Practical  Discuss nutrients in each dish  Recall and follow food safety practices | Knowledge Organisers ready for controlled assessment  Research different provisions commercial and non-commercial. Identify factors affecting the menu planning of establishments  Powerpoint on where the 3Rs can be implemented in a chosen provision  Create a planned production for 2 simple meals involving sequencing, timing and relevant check points  Complete Tunnock tea cake challenge to experiment with presentation skills and techniques  Investigate requirements to meet different demographics |  |  |
| **Term 3** | How to prepare and make dishes identifying different skill levels  Presentation techniques  Reviewing of dishes  Review specification amplification, specification stems ,command words  Health and Safety in hospitality and catering | Understand presentation techniques involve  Creativity  Garnish and decoration  Portion control  Accompaniments  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 aware of the responsibilities for personal safety in the workplace of employers and employees  Understand and be able to complete accident forms and risk assessments  .  Practical  Discuss nutrients in each dish  Recall and follow food safety practices | Peer assessment of practical against AO bands- what went well and even better if assessment techniques  Revision and preparation for practical and theory assessments  Complete Knowledge Organisers  Complete mock accident forms and risk assessments for different scenarios | Read like TBC | Environmental  Sequencing  Conservation  Commodity  Preparation  Preventative | Visit to Wigan and Leigh College  Hospitality 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 develop  Portfolio |
| 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 students  Portfolio |
| June | Mock Theory exam | Assessing all knowledge to date on unit 1 | Recorded on Tracker and verbally feedback to students  Portfolio |