



Curriculum Overview: Hospitality and Catering

Exam Board: WJEC

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | |
|----|--|---|--|--|---|--|---|
| 7 | Health and Safety <ul style="list-style-type: none"> Basic health & safety/food safety Practical- knife skills Kitchen expectations – what is expected of you as a chef- personal hygiene Using a cooker safely Practical- Use of the grill Evaluation | Healthy Eating <ul style="list-style-type: none"> What is the Eatwell Guide and why is it important?. What is nutrition and how does it link to food groups Practical- Use of the hob Understanding of the function of ingredients Practical- Rubbing in skills | Basic Skills <ul style="list-style-type: none"> What is seasonality. How does it impact our food choices. Practical- Seasonal recipe Understanding of cake making methods. Practical- Creaming skill What makes a balanced diet? | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | |
| 8 | Nutrition <ul style="list-style-type: none"> Introduction to cultural foods including Irish, Indian, Moroccan, Italian, Chinese, Thai and American. Practical- Recall rubbing in and hob skills Understanding of food handling, storage and preparation | Cultural Food <ul style="list-style-type: none"> Practical- Rice/Grains Preparation to prevent food borne illnesses – what happens when food isn't cooked correctly? Understanding of Macro Nutrients (Protein/Carbohydrates/Fats) Practical- Handling raw meat | Macro & Micro Nutrients <ul style="list-style-type: none"> Understanding of Micro Nutrients (vitamins and minerals) Practical- Safe cooking and storage of meat What does it mean to have a balanced diet? | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. |
| 9 | Advanced Skills <ul style="list-style-type: none"> What are special diets? How are they catered for in industry? Practical- kneading and shaping Understanding of the functions of ingredients used to make pastry Evaluation techniques Practical- Lamination | Menu Planning <ul style="list-style-type: none"> Understanding of menu planning for specific dietary requirements Advanced knife skills used for presentation Practical- Presentation for garnish How to present a dish for the Hospitality and Catering industry | Presentation <ul style="list-style-type: none"> What Hospitality and Careers are out there? Practical- Presentation Challenge Understanding of the nutritional value of a dish. Knowledge of food labelling Practical- Building complex skills | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. | Rotation Swaps <ul style="list-style-type: none"> KS3 Food works on rotation with Textiles. All learners experience 18 weeks a year of each subject, broken down into four rotations to allow sufficient time for a sequenced curriculum. |
| 10 | GCSE course introduction <ul style="list-style-type: none"> Introduction to the course Understanding the importance of nutrition & how cooking can impact nutritional value. Practical- Knife skills Methods of bread making and understanding of functions of ingredients Practical- Bread making | Skills <ul style="list-style-type: none"> What skills are considered as "complex" at GCSE level Food safety practices Understanding of the functions of ingredients when making pastry Practical- Puff and filled pastry Preparing high risk foods Practical- Emulsion | Responding to a brief <ul style="list-style-type: none"> Menu planning – what is important and why? Factors affecting menu planning – customer needs, costs Knowledge of special diets Practical- Complex skills x 2 Introduction to exam brief- analysing a case study | Practical Exam <ul style="list-style-type: none"> Factors affecting menu planning – food availability, seasons, customer base and cost Why is it important to carry out a nutritional analysis? Practical exam Understanding of the plan of making | Evaluation <ul style="list-style-type: none"> Understanding of dovetailing in the plan of making Reviewing own performance/peer evaluation extended writing The Environmental Health Officer, who is this and what do they do? Who are the Hospitality and Catering providers? | H + C Industry <ul style="list-style-type: none"> Structure of hospitality and catering businesses Understanding of Job roles and responsibilities within the industry Knowledge of equipment used and their function Health and Safety / HACCP Risk assessment | |
| 11 | Menu Planning <ul style="list-style-type: none"> Cooking methods – how do you know if its the right one for the right food? Practical- Boil/fry/bake Understanding of nutritional analysis tools Factors affecting menu planning – customer needs, costs | Complex Skills <ul style="list-style-type: none"> Working with the seasons – seasonal produce (winter vegetables) Honing in on skills – pastry, butcher, fishmonger, pasta, Practical- Complex skills Plan of making- including dovetailing and special points | Practical Exam <ul style="list-style-type: none"> Practical exam Evaluation- Does the dish meet the brief? Food related causes of ill health. Signs and symptoms of food induced ill health. Preventative control measures of food induced ill health. | Industry structure <ul style="list-style-type: none"> The Environmental Health Officer, who is this and what do they do? Preparing and storing food safely and hygienically Hospitality and Catering industry structure Long mark question practise | Health and Safety <ul style="list-style-type: none"> Understanding of star ratings HACCP and risk assessments Understanding of rules, regulations and legislation governing the industry Exam WTM & mock revision | Final Exam <ul style="list-style-type: none"> Exam preparation | |

Curriculum Implementation

- Key terms are implemented within **each stage of the curriculum using the Frayer model**. Which allows learners to understand the meaning of a specific word and the context to which the word needs to be implemented within their written work.
- Learners become experts through the consistent use of **recall and retrieval strategies** at the start of each lesson, either through the use of **“Do Now” activities or demonstrate and connect**.
- Do now activities will be highlighted to spot any **misconceptions that learners will have in a specific topic**, to which the following lesson will be scaffolded to focus on eradicating any areas of concern and to further **develop learners’ mastery** of a highlighted area.
- Lessons within Food and Hospitality and Catering have a **clear focus** that connects to prior learning, leading to **sequential lesson planning**.
- Our curriculum aims for all learners to be inspired to build **a love for learning** in Food.
- Learners are offered **clear differentiation strategies** in both theory and practical lessons to allow all to access learning.
- Teachers of Food will promote good progress and outcomes for all learners as well as making **productive use of assessment** to influence teaching strategies.
- Learners are provided **regular feedback** from assessments to identify their own strengths and weaknesses that need to be developed
- Learners will have **self- assessment opportunities** to use their knowledge to analyse their own and others performances to identify strengths and weaknesses.
- Teachers of Food and Hospitality and Catering use assessments to inform teaching and identify gaps in knowledge.
- Teachers use **scaffolding strategies** and **class models** to both support and **stretch and challenge** learners to complete high quality controlled assessment tasks.
- Our learners are supported to **build upon knowledge** in lessons with the use of the **1do, we do, you do** model.
- Our curriculum **makes use of regular data collection points** to ensure common assessments are tracked and monitored effectively.
- Teachers are able to **identify learners who require intervention** to fill any gaps in learning that arise.

Curriculum Intent

- We believe that cooking is a fundamental life skill of which we have the ability to teach each and every Learner. Food is a vital part of our daily lives and is essential for life. Our Learners will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques to prepare themselves for adult life.
- Our **KS3 Food curriculum** offers learners an opportunity to develop competence to excel in a **broad range of cooking activities**, improving their skills through practical lessons.
- Learners will **acquire set skills and develop their ability to perform** these in the kitchen attempting a range of techniques and dishes.
- Learners are encouraged to use all the ingredients to make **healthy nutritious** predominately savoury dishes for their families in line with the principles of The Eatwell Guide.
- Learners will develop an **understanding of food safety**, including the preparation and safe storage of food, and sound microbiological food safety principles when buying, storing, and preparing food and **how to use equipment safely**; health and safety at work
- Learners are encouraged to know how their food is transported, developing an understanding of ‘Food Miles’ and **the impact food transportation** has on our local and global community
- Our **Food curriculum within Key Stage 4** offers opportunities for learners to become more independent and take more control over their learning lessons through participating in a range of activities.
- Learners will tackle **more complex and demanding cooking activities** in key stage 4 and get involved in a range of activities that develops their **knowledge on the concepts of hospitality and catering**.
- The core knowledge at this key stage will include; knowing how **food can cause ill health**, understand how hospitality and catering **provisions meet health and safety** requirements, understand the environment in which hospitality and catering providers operate, understand how hospitality and catering provision operates, be able to propose a hospitality and catering provision to meet specific requirements, **understand the importance of nutrition when planning menus**.
- Each practical module will become gradually **more complex as learners progress** through each year. However, learners who demonstrate areas of misconception may have their practical **projects tailored** or scaffolded which may focus on one specific area of misconception.