



Vocational Faculty: Hospitality & Catering

Curriculum Long Term Plan (Y10-11)

| | Autumn Term A | Spring Term A | Summer Term A |
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| Y10 | <p>Enquiry Question: What is meant by the Hospitality and Catering industry and what are the responsibilities of the people who work in it?</p> <p>End Point: Students will have awareness of hospitality establishments (e.g. national chain hotels, budget and luxury hotels, B&B's etc) and Catering establishments (e.g. restaurants, fast food outlets, pubs etc).</p> <p>Area of knowledge: Students will be able to differentiate between commercial and non-commercial establishments as well as being able to name, describe and evaluate different types of services offered within the establishments.</p> <p>Builds on: Personal experiences of visiting different establishments via holidays, trips or days out. Basic practical skills will be developed and extended from basic skills acquired in KS3.</p> <p>New Skills: The theme for practical work this term will be pastry making skills and presenting dishes to restaurant standard by applying a range of finishing techniques. Students will make a range of products such as tomato and basil tart, quiche, bakewell tarts, sausage rolls or cheese pasties, chocolate éclairs or profiteroles etc.</p> <p>Recalled Skills: Basic skills from KS3 such as applying hygiene and safety routines, weighing, measuring, slicing, dicing, chopping, mixing etc.</p> <p>Links to: CEIAG - Students learn about the job roles within this sector and research the credentials required such as qualifications, training, salary, personal attributes etc. SMSC Moral - 6 R's of sustainability. Cultural - Diverse range of products made. British Values - British food culture.</p> | <p>Enquiry Question: What are the risks to health and safety of employees when working in the hospitality and catering industry?</p> <p>End Point: Students will understand the responsibilities employers have to protect their employees (within the Hospitality and Catering industry) as well as the personal responsibilities of the employees themselves.</p> <p>Area of knowledge: Students will be able to explain what is meant by various legislation such as HASAWA and Manual Handling Regulations, RIDDOR etc. In addition to this they will be able to distinguish between risks to safety, security and health and explain ways they can be controlled.</p> <p>Builds on: Basic hygiene and safety and awareness of hazards/risks in the classroom or school environment.</p> <p>New Skills: The theme for practical work this term will be desserts where students will demonstrate skills such as piping, decorating, feathering etc and making coulis, purees and chocolate crisps/shards to enhance the presentation of their dishes. Students will make a range of products such as meringues, trifle, lemon meringue pie, Swiss roll, roulade, panna cotta crème brulee and soufflés etc.</p> <p>Recalled Skills: Students will have prepared and cooked meat in KS3 such as stir fry and chicken goujons. They 'should' be aware of the safe cooking temperatures and that core temperature should read above 75°C. Basic skills will be revisited from KS3 such as applying hygiene and safety routines, weighing, measuring, slicing, dicing, chopping and grating etc.</p> <p>Links to: CEIAG - Students learn how employers and employees can keep themselves (and each other) safe and which legislation must be enforced and adhered to in the workplace. SMSC Moral - Reducing the risk of accidents and injuries within the workplace</p> | <p>Enquiry Question: Why is there a range of provision and what makes them (stereotypically) suited to different groups of people?</p> <p>End Point: For students to grasp the concept of customer demographics.</p> <p>Area of knowledge: Students will be able to assess the suitability of various establishments and apply this into context. For example suggest appropriate establishments for young travellers or for families at a theme park etc.</p> <p>Builds on: Knowledge of hospitality establishments from Unit 1 LO1 and meeting the needs of customers. This allows students to consider the needs of others and which facilities/services are provided in different establishments as well as the advantages and disadvantages.</p> <p>New Skills:</p> <p>Recalled Skills: Students should have cooked shop bought pasta as outlined in the Y7 curriculum and therefore should have knowledge of boiling pasta using temperature control.</p> <p>Links to: CEIAG - N/A SMSC Social - considering socioeconomic factors that influence the type of establishments introduced to local communities. Cultural - Making pasta from scratch and using this to make a range of Italian dishes. British Values - N/A</p> <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1 AC1.2 Analyse job requirements in the industry LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house</p> |

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| Y10 | <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1 AC1.2 Analyse job requirements in the industry LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> <p>Assessed by: LO1 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: commercial, establishments, provision, sous chef, chef de partie, commis chef, concierge, chambermaid, attributes, vending, silver service, contract caterers, remuneration, contract, employment, holiday entitlement, Michelin star, mise en place, contingency, accompaniment, coagulation.</p> | <p>British Values - Following the rule of the law (HASAWA, PPER etc)</p> <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1 AC1.2 Analyse job requirements in the industry LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> <p>Assessed by: LO3 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: PPER, HASAWA, RIDDOR, COSHH, manual handling, employer, employee, hazard, risk assessment, COSHH, evacuation procedures, enrobing.</p> | <p>LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> <p>Assessed by: LO5 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: demographics, affluent, deprived, establishment, provision, roux, béchamel.</p> |
| | Autumn Term B | Spring Term B | Summer Term B |
| | <p>Enquiry Question: How does the hospitality and catering industry operate and meet the needs of all potential customers?</p> <p>End Point: Students will understand how the facilities and services provided by establishments can affect the success of providers. For example to meet the needs of families with young children the hotel may introduce kids clubs on site. Spa facilities, free wifi and conference rooms to meet the needs of business workers etc.</p> | <p>Enquiry Question: How does food cause illness and how can this risk to customers be reduced?</p> <p>End Point: Students will have awareness of allergies, intolerance and food-borne illnesses.</p> <p>Area of knowledge: Students will be able to identify sources, symptoms and causes of specific types of food poisoning as well as allergens etc. Students will also be able to list visible and non-visible symptoms of allergies/intolerance.</p> | <p>Enquiry Question: Where are the gaps in your learning/knowledge and what do you need to revise?</p> <p>End Point: Students will feel confident, prepared and a sense of readiness for their exam.</p> <p>Area of knowledge: Personalised to students as the cohort will have gaps in their learning/knowledge in various locations throughout the unit 1 specification.</p> <p>Builds on: All prior learning - all previous lesson content will be revisited.</p> |

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| <p>Y10</p> | <p>Area of knowledge: Students will be able to structure the job roles within front of house and back of house into a hierarchy to show the level of responsibility assigned to respective job roles. Students will be able to explain work flow in terms of quality checks when restaurant kitchen staff receive deliveries and the workflow of a restaurant kitchen i.e. why fridges/freezers are located near delivery unloading bays and hot holding area is located near the doors to the restaurant etc.</p> <p>Builds on: This will consist mainly of new information to students but will draw upon some knowledge from Unit 1 LO1 (job roles and responsibilities)</p> <p>New Skills: The theme for practical work this term will be bread making where students will develop their skills by applying their underpinning knowledge of developing gluten, kneading and proving. They will divide and shape the dough to make a range of products such as basic bread and extending this to make mozzarella and basil pizza whirls, flat breads, tortilla wraps, foccacia and naan bread etc.</p> | <p>Builds on: In year 8 students learn about high risk foods, how temperature affects bacterial growth, the danger zone and food poisoning. This will provide a basic understanding and the focus of retrieval strategies.</p> <p>New Skills: The theme for practical work this term will be safe storage, handling, preparation, cooking and serving of 'meat and fish'. Students will develop their skills by processes such as enrobing, cooking rice and using food probes to check core temperature. Students will make a range of products such as fishcakes, fish and chips and BBQ chicken wings etc.</p> <p>Recalled Skills: Students may have experience of cake decorating from baking at home and will utilise basic skills established previously such as separating egg yolk from egg whites, blending (Y9 lesson making soup) and whisking (Y8 lesson making cheesecake). In addition to this, other skills revisited include aspects such as reading and following a recipe independently, apply H&S routines and basic practical skills.</p> | <p>New Skills: Exam technique and approach, analysis of questions, planning answers and its structure to meet the requirements of the question and the mark allocation. The theme for practical work this term will be making pasta from scratch using the pasta machine. Within the pasta practical lessons sauce making will be developed such as roux and béchamel etc. Students will make a range of products such as lasagne, carbonara and macaroni cheese etc.</p> <p>Recalled Skills: Exam techniques from the assessment points where students were tested against their knowledge of each learning objective within the specification for Unit 1. Students will also develop their essay writing technique when attempting long answer questions.</p> |
| | <p>Recalled Skills: At KS3 students cover the science of bread-making in Y9 which leads to making garlic bread. Basic skills from KS3 such as applying hygiene and safety routines, weighing, measuring, slicing, dicing, chopping, mixing etc.</p> <p>Links to: CEIAG - Students learn how the hospitality and catering industry operates, how front and back of house jobs work and promoting equality. SMSC Moral - Identifying and combating discrimination (meeting needs of customers e.g. lifts and ramp access, gluten free menu etc). Social - How recession affects employment rates, disposable expenditure and consequently the local economy. Cultural - Making breads from around the world. British Values - Promoting dignity and self-confidence to all by not discriminating.</p> <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1. AC1.2 Analyse job requirements in the industry</p> | <p>Links to: CEIAG - Students investigate the role and responsibilities of Environmental Health Officers. SMSC Moral - Preparing food safely so that it does not cause harm to others. British Values - Following the rule of the law (Food Safety Act etc)</p> <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1. AC1.2 Analyse job requirements in the industry LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning</p> | <p>Links to: CEIAG - N/A SMSC N/A British Values - N/A</p> <p>Exam Specification (Unit 1) LO1 AC1.1 Describe the structure of the industry LO1. AC1.2 Analyse job requirements in the industry LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> |

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| <p>LO1 AC1.3 Describe working conditions of different job roles LO1 AC1.4 Describe factors affecting success of providers LO2 AC2.1 Describe the operation of the kitchen LO2 AC2.2 Describe the operation of front of house LO2 AC2.3 How provisions meet customer needs LO3 AC3.1 Personal safety responsibilities in the workplace LO3 AC3.2 Identify personal safety risks in the workplace LO3 AC3.3 Recommend personal safety control measures at work LO4 AC4.1 Describe food related causes of ill health LO4 AC4.2 Describe the role and responsibilities of an EHO LO4 AC4.3 Describe food safety legislation LO4 AC4.4 Describe common types of food poisoning LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> <p>Assessed by: LO2 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: profit margins, overheads, gross profit, economy, recession, sustainability, demographics, customer service, EPOS, invoice, receipt, requisition, corporate, workflow, accessibility, documentation, FIFO, corporate identity, kneading, proving, fermentation, dextrinisation.</p> | <p>LO4 AC4.5 Describe the symptoms of food induced ill health LO5 AC5.1 Review options for hospitality and catering provision LO5 AC5.2 Recommend options for hospitality provision</p> <p>Assessed by: LO4 Assessment booklet (End of unit assessment comprised of past exam questions from various papers). Ongoing formative questioning and feedback. Self assessment via implementation of retrieval strategies and whole class feedback.</p> <p>Tier 3 Vocabulary: microbes, intolerance, campylobacter, E-Coli, Salmonella, Listeria, Clostridium Botulinum, Clostridium Perfringens, staphylococcus-aureus, bacillus cereus, food safety act, incubation period, symptoms, anaphylaxis, HACCP, hot holding.</p> | <p>Assessed by: External exam 40% of final grade - first attempt at the unit 1 exam (Typically sat at the end of June)</p> <p>Tier 3 Vocabulary: Commercial, establishments, provision, sous chef, chef de partie, commis chef, concierge, chambermaid, attributes, vending, silver service, contract caterers, profit margins, overheads, gross profit, remuneration, contract, employment, holiday entitlement, economy, recession, sustainability, demographics, customer service, EPOS, Michelin star, mise en place, contingency, accompaniment, coagulation. Invoice, receipt, requisition, corporate, workflow, accessibility, documentation, FIFO, corporate identity, kneading, proving, fermentation, dextrinisation. PPER, HASAWA, RIDDOR, manual handling, employer, employee, hazard, risk assessment, COSHH, evacuation procedures, enrobing. microbes, intolerance, campylobacter, E-Coli, Salmonella, Listeria, Clostridium Botulinum, Clostridium Perfringens, staphylococcus-aureus, bacillus cereus, food safety act, incubation period, symptoms, anaphylaxis, HACCP, hot holding. Demographics, affluent, deprived, establishment, provision, roux, béchamel.</p> |
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* All practical skills embedded across the schemes of work and within each half term link to Unit 2 LO3 (being able to cook a range dishes safely).

| Autumn Term A | Spring Term A | Summer Term A |
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| <p>Enquiry Question: How can you make a nutritious menu suitable for a wide range of customers?</p> <p>End Point: Students will have AC1.1 - 1.4 complete. They will appreciate that different people have different</p> | <p>Enquiry Question: What do you need to consider when planning a sustainable menu for a wide range of customers?</p> | <p>Enquiry Question: Where are the gaps in your learning/knowledge and what do you need to revise?</p> <p>End Point: Students will have identified areas of the spec of which to focus their revision. This will be achieved by a 'Speed Revision' lesson</p> |

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| <p>Y11</p> <p>Y11</p> <p>Y11</p> | <p>nutritional requirements whether this is due to life stage or dietary requirement. They will understand the relationship between diet and health.</p> <p>Area of knowledge: Students will learn the functions, sources and deficiencies of macro and micronutrients and what the specific nutritional needs are throughout the main life stages (toddlers, young children, teens, young adults, pregnant women and older adults). They will investigate how different cooking methods affect the nutritional value of foods and which are healthier (desirable) methods to use.</p> <p>Builds on: The principles of healthy eating is embedded across KS3. Students learned the function of Carbohydrates in Y7 (Simple and complex carbs), Protein in Y8 (complete and incomplete proteins), fats as well as vitamins and minerals in Y9. Therefore students should have basic knowledge in which to recap and consolidate by developing further.</p> <p>New Skills: N/A Students may choose to trial dishes they have not made before, however they will most likely utilise skills established from prior learning.</p> <p>Recalled Skills: Students will practice skills acquired previously in line with their choice of dishes to meet the requirements of the learner assignment brief.</p> <p>Links to: CEIAG - The Learner Assessment Brief is contextual. Students are asked to think and act as if they are an apprentice in a restaurant. SMSC Spiritual - Considering dietary restrictions due to religious beliefs. Moral - considering dietary needs of vegetarians/vegans etc. Social - different dietary requirements and considering how disposable income can affect food choice. Cultural - some deficiencies such as Kwashiorkor are more prominent in LEDC's and areas of famine. British Values - Respecting the choices and beliefs of others</p> <p>NEA Specification (Unit 2)</p> | <p>End Point: Students will have AC2.1 - 2.4 complete. They will have an understanding of specific dietary needs and how recipes can be adapted to meet them (which ingredients need substituting and what they can be replaced with). They will also be able to outline how establishments can run sustainably. Students will feel ready for their practical exam.</p> <p>Area of knowledge: Students will be able to describe how restaurants and hotels etc can run sustainably. For example, chefs could compost the peelings instead of disposing of them to reduce food waste and pubs can provide paper straws to reduce plastic waste etc. Students will discuss a range of factors that they have to consider when planning menus such as time of year, dietary requirements, age range etc and how the dishes on the menu can be adapted to meet the needs of customers e.g. customers with a gluten or lactose intolerance etc.</p> <p>Builds on: Students have used a time plan template since Y7 but starting with a basic structure which increased in complexity. For the practical exam, students must include a contingency plan as well as quality assurance points and times etc.</p> <p>New Skills: N/A - Students will utilise and practice existing skills in readiness for their practical exam.</p> <p>Recalled Skills: Students will practice skills acquired previously in line with their choice of dishes to meet the requirements of the learner assignment brief.</p> <p>Links to: CEIAG - In AC2.1 students transfer their knowledge of menu planning by applying this to the context of head chefs in a restaurant. They discuss why they have to think about each factor and then why head chefs would consider this in a real life situation. SMSC Spiritual - Considering dietary restrictions due to religious beliefs. Moral - considering dietary needs of vegetarians/vegans etc. Environmental factors, sustainability and 6R's discussed. Social - different dietary requirements and considering how disposable income can affect food choice.</p> | <p>and tracking their progress across topics in order to highlight weak areas. This then informs the foci of their personalised revision plan. From this, it will allow students to feel confident, prepared and a sense of readiness for their exam.</p> <p>Area of knowledge: Personalised to students as the cohort will have gaps in their learning/knowledge in various locations throughout the unit 1 specification.</p> <p>Builds on: All knowledge from Y10 and revision throughout Y11 via homework tasks.</p> <p>New Skills: Individual to students depending on the extent of their gaps and previous experience/attendance etc.</p> <p>Recalled Skills: Exam technique and approach, analysis of questions, planning answers and its structure to meet the requirements of the question and the mark allocation.</p> <p>Links to: CEIAG - Recapping job roles, qualifications/training requirements and workflow etc. SMSC N/A British Values - N/A</p> <p>NEA Specification (Unit 2) LO1 AC1.1 Describe the structure of the industry LO1. 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| <p>LO1 AC1.1 Describe the function of nutrients LO1 AC1.2 Compare nutritional needs of specific groups LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake LO1 AC1.4 Explain how cooking methods affect nutritional value LO2 AC2.1 Explain factors to consider when planning a menu LO2 AC2.2 Explain how dishes on a menu address environmental factors LO2 AC2.3 Explain how dishes on a menu meet customer needs LO2 AC2.4 Production plan of making dishes for your menu LO3 AC3.1 Use techniques in preparation of commodities LO3 AC3.2 Assure quality of commodities to be used in food preparation LO3 AC3.3 Use techniques in cooking of commodities LO3 AC3.4 Complete dishes using presentation techniques LO3 AC3.5 Use food safety practices</p> <p>Assessed by: NEA Unit 2 LO1 Only student self-assessment is permitted using the grading criteria in order to meet JCQ and Eduqas assessment regulations.</p> <p>Tier 3 Vocabulary: function, source, deficiency, scurvy, osteoporosis, anaemia, rickets, Retinol, Thiamin, Riboflavin, Niacin, Panthothanic acid, Biotin, Folic acid, Ascorbic acid, Caciferol</p> | <p>British Values - Respecting the choices and beliefs of others</p> <p>NEA Specification (Unit 2) LO1 AC1.1 Describe the function of nutrients LO1 AC1.2 Compare nutritional needs of specific groups LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake LO1 AC1.4 Explain how cooking methods affect nutritional value LO2 AC2.1 Explain factors to consider when planning a menu LO2 AC2.2 Explain how dishes on a menu address environmental factors LO2 AC2.3 Explain how dishes on a menu meet customer needs LO2 AC2.4 Production plan of making dishes for your menu LO3 AC3.1 Use techniques in preparation of commodities LO3 AC3.2 Assure quality of commodities to be used in food preparation LO3 AC3.3 Use techniques in cooking of commodities LO3 AC3.4 Complete dishes using presentation techniques LO3 AC3.5 Use food safety practices</p> <p>Assessed by: NEA Unit 2 LO2 Only student self-assessment is permitted using the grading criteria in order to meet JCQ and Eduqas assessment regulations.</p> <p>Tier 3 Vocabulary: contingency, commodities, requisition, quality assurance, hot holding, perishable, food probe, macedoine, julienne, brunoise, chiffonade, jardinière, paysanne</p> | <p>Assessed by: External exam 40% of final grade - second attempt at the unit 1 exam (Typically sat at the end of June) for students who can improve their grade. Tier 3 Vocabulary: See all tier 3 vocabulary for Y10 where the unit 1 content is delivered.</p> |
| <p>Autumn Term B</p> | <p>Spring Term B</p> | <p>Summer Term B</p> |

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| <p>Enquiry Question: Which dishes will you make in your practical exam in order to showcase your skills and meet the requirements of the assignment brief?</p> <p>End Point: Students will have made a decision regarding their choice of dishes based on how successful the trials were.</p> <p>Area of knowledge: Students will apply their hygiene and safety knowledge when practicing their dishes. In addition to this will use equipment safely and skilfully. Students should be able to show their knowledge and understanding of appropriate accompaniments for the chosen dishes as well as professional presentation techniques.</p> <p>Builds on: all practical work since Y7 and analysing the Learner Assessment Brief in term 1 of Y11.</p> <p>New Skills: N/A Students may choose to trial dishes they have not made before, however they will most likely utilise skills established from prior learning.</p> <p>Recalled Skills: Students will practice skills acquired previously in line with their choice of dishes to meet the requirements of the learner assignment brief.</p> <p>Links to: CEIAG - Students practice the dishes as if they are the apprentice in a restaurant kitchen and following H&S policies. They prepare, make and serve dishes as if they were being served to a customer. SMSC N/A British Values - N/A</p> <p>NEA Specification (Unit 2) LO1 AC1.1 Describe the function of nutrients LO1 AC1.2 Compare nutritional needs of specific groups LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake LO1 AC1.4 Explain how cooking methods affect nutritional value</p> | <p>Enquiry Question: How well can you store, prepare, handle and cook ingredients in order to serve dishes to customers?</p> <p>End Point: Students will have cooked a two course meal with accompaniments and served them to 'customers' as if they were a chef in a restaurant.</p> <p>Area of knowledge: Students will use their time plan in a contextual environment and refer to their contingencies if appropriate. They will apply their knowledge, skills and understanding of making their dishes whether this is providing the correct conditions for the commodity that they use or knowledge of using equipment/cooking methods safely and skilfully or storing perishable/high risk ingredients appropriately etc. Students will use temperature checks to ensure quality assurance and knowing which coloured chopping board to use for the ingredient being prepared etc.</p> <p>Builds on: all practical work since Y7 and the trialling stage in term 2 of Y11.</p> <p>New Skills: N/A</p> <p>Recalled Skills: All practical skills acquired thus far which apply to the dishes students have chosen to make in their exam.</p> <p>Links to: CEIAG - Students make the dishes as if they are the apprentice in a restaurant kitchen and following H&S policies. They prepare, make and serve dishes as if they were being served to a customer. SMSC Cultural - Students may opt to make food originating from other cultures. British Values - N/A</p> <p>NEA Specification (Unit 2) LO1 AC1.1 Describe the function of nutrients LO1 AC1.2 Compare nutritional needs of specific groups</p> | |
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| | <p>LO2 AC2.1 Explain factors to consider when planning a menu LO2 AC2.2 Explain how dishes on a menu address environmental factors LO2 AC2.3 Explain how dishes on a menu meet customer needs LO2 AC2.4 Production plan of making dishes for your menu LO3 AC3.1 Use techniques in preparation of commodities LO3 AC3.2 Assure quality of commodities to be used in food preparation LO3 AC3.3 Use techniques in cooking of commodities LO3 AC3.4 Complete dishes using presentation techniques LO3 AC3.5 Use food safety practices</p> <p>Assessed by: NEA Unit 2 LO2 Only student self-assessment is permitted using the grading criteria in order to meet JCQ and Eduqas assessment regulations.</p> <p>Tier 3 Vocabulary: garnish, quality assurance, commodities</p> | <p>LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake LO1 AC1.4 Explain how cooking methods affect nutritional value LO2 AC2.1 Explain factors to consider when planning a menu LO2 AC2.2 Explain how dishes on a menu address environmental factors LO2 AC2.3 Explain how dishes on a menu meet customer needs LO2 AC2.4 Production plan of making dishes for your menu LO3 AC3.1 Use techniques in preparation of commodities LO3 AC3.2 Assure quality of commodities to be used in food preparation LO3 AC3.3 Use techniques in cooking of commodities LO3 AC3.4 Complete dishes using presentation techniques LO3 AC3.5 Use food safety practices</p> <p>Assessed by: NEA Unit 2 LO3 - Practical exam</p> <p>Tier 3 Vocabulary: contingency, quality assurance, hot holding, perishable, food probe, macedoine, julienne, brunoise, chiffonade, jardinière, paysanne</p> | |
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* All practical skills embedded across the schemes of work and within each half term link to Unit 2 LO3 (being able to cook a range dishes safely).