

**The curriculum for this stage of students' education has been designed to develop understanding of the hospitality and catering industry. The course is aimed** to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide students with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education. **The course is underpinned by providing students with sound knowledge of nutrition for planning meals**

**HALF TERM 1:** How do caterers ensure that they are working safely to protect customers and workers?

**STUDENTS MUST KNOW:**

- How food can cause ill health i.e. allergens, intolerances; signs symptoms; preventative measures
- The legislations that regulates the Hospitality and Catering industry
- The principles of HACCP
- The role of the EHO
- Know a range of cooking, preparation and food presentation skills.
- To cook a range of dishes -working with a range of commodities; use a wide range of tools and cooking equipment safely with minimal supervision; applying food safety and personal safety rules to produce food that is safe to eat. Dishes include Peri-Peri Chicken Pilaf, vegan stir-fry (Seitan), fish cakes

**HOW THIS WILL BE ASSESSED:**

- Self-assessment: of a range of cooking tasks demonstrating correct food and personal safety procedures.
- Practical assessment: Creative Scotch eggs challenge
- Summative Written assessment of theoretical understanding.
- Homework task

**HALF TERM 2:** How do hospitality and catering provisions meet customer needs?

**STUDENTS MUST KNOW:**

- The different types of provisions within the hospitality and catering industry.
- Contributing factors to success in the industry.
- How provisions meet specific needs of customers
- Further develop a range of preparation and cooking techniques used in making a repertoire of dishes which include the use of mother sauces with minimal supervision; applying food safety and personal safety rules to produce food that is safe to eat. Dishes include pasta making (Lasagne), Bakewell tart.

**HOW THIS WILL BE ASSESSED:**

- Self-assessment: of a range of cooking tasks demonstrating correct food and personal safety procedures.
- Practical assessment: Choose own dish which should have a sauce element.
- Summative Written assessment of theoretical understanding.
- Written evaluation of performance during practical

**HALF TERM 3:** What complex level preparation, cooking, knife and presentation techniques must a chef be confident and skilled in?

**STUDENTS MUST KNOW:**

- How to safely and hygienically work with a range of food commodities
- Demonstrate skills in independence within the food room to plan, prepare, and serve a range of skilfully dishes: jointing and deboning chicken; stuffed leg quarters with savoury rice; BBQ chicken wings; Chicken goujons with homemade mayonnaise, Bread making (Yeast dough), creative cakes using the creaming method, pastry making – choux
- How to evaluate their cooking skills

**HOW THIS WILL BE ASSESSED**

- Self-assessment: of a range of cooking tasks demonstrating correct food and personal safety procedures.
- Practical assessment: partially choosing dishes in response to a brief
- Written evaluation of performance during practical
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<p><b>HALF TERM 4:</b> Is the Hospitality and Catering industry all about careers in food preparation?</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The range of careers in the hospitality and catering industry.</li> <li>• The working conditions and job requirements within the industry.</li> <li>• What jobs are available in the back of house; the work flow of the back of house and equipment used in the back of house.</li> <li>• How and why chefs produce production plans before cooking.</li> <li>• Further develop a range of preparation and cooking techniques used in making a repertoire of dishes demonstrating advanced cooking skills. Dishes include swiss roll, lemon meringue pie.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Informal feedback during cooking task re: students' ability to demonstrate skills in independence within the food room to plan, prepare, and serve a range of skilfully dishes.</li> <li>• Produce a production plan in response to a brief;</li> <li>• Written assessment of theoretical understanding – via exam questions.</li> <li>• Homework task</li> </ul>	<p><b>HALF TERM 5:</b> Why do chefs consider the health/ nutritional needs of their clientele?</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• The function food sources and effects of unsatisfactory intake of nutrients</li> <li>• Specific Nutritional requirements of different life stages and special diets.</li> <li>• How cooking methods can impact the nutritional value of food.</li> <li>• Continue to work with a range of commodities and demonstrate skills in independence i.e. preparation and cooking skills in prepare, cook and serve a repertoire of meat free alternative dishes made from tofu, beans and lentils and TVP</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment of research finding under the guidance of the teacher</li> </ul>	<p><b>HALF TERM 6</b> What do caterers think about when planning menus?</p> <p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• A range of factors to consider when planning menus including understanding how to minimise the effects menus have on the environment.</li> <li>• The requirements for NEA task and how to analyse and interpret an assignment brief, and recommend one dish for each customer.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Mock NEA assessment: Students will be synoptically assess utilising the assessment guidance set out by exam board - The assignment brief utilised in term 4 will be used as the point of focus.</li> <li>• Practical assessment: - follow time plan that was produced term 4 to prepare, cook and serve the dishes.</li> </ul>
<p><b>Embedding this knowledge can be supported at home by:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to cook more challenging dishes at home and serve as part of family meals- experimenting with recipes from: <a href="http://www.foodafactoflife.org.uk/recipes">www.foodafactoflife.org.uk/recipes</a> and <a href="https://myfoodbook.com.au/">https://myfoodbook.com.au/</a> and/or any other website.</li> </ul>		



- Students familiarising themselves with recipes before date of practicals. Allowing them time to practise their dishes at home and timing them as they do so.
- Providing them with all the ingredients (including garnishes) they require to produce their final products.
- Complete homework task
- Encouraging students to carry out independent home learning to support the knowledge and understanding of topics covered in lesson, reading general cookbooks and researching recipes, watching youtube videos for inspirations and knowledge about complex cooking process e.g. making puff pastry; sugar garnishes
- Use revision support material uploaded onto Teams
- Encouraging students to be discerning and adventurous consumers when they eat out or shop for ingredients.