

University Academy Holbeach Scheme of Work KS4: Intent, Implementation and Impact Year 10 Hospitality and Catering

Intent: National Curriculum Requirements/ Subject Content

Unit 1 – The Hospitality and Catering Industry:

Aim and purpose

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

Unit introduction

What types of establishments provide hospitality and catering service? What job opportunities are there in the industry? How do caterers ensure they are working safely?

How can food poisoning be prevented? What laws need to be considered when providing hospitality and catering? How do providers meet customers' needs? When opening a new outlet what factors need to be considered?

When starting a new hospitality and catering establishment or making a change to an existing operation, there are many people involved and factors to be considered.

Hospitality and catering staff need to be aware of changing customer expectations and how these are met by front of house operations to adapt their menus and kitchen operations accordingly. Offering a new takeaway service affects the service provided and staffing that is needed but it also affects how food is presented to customers. 'Popup' caterers need to be aware of the limitations of the equipment they can use to offer their service. The Management will need to be aware of changing external factors such as the economy or working patterns to reflect the type of service they offer.

In this unit, you will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to respond to issues relating to all factors within the hospitality and catering section and provide you with the ability to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Unit 2 - Hospitality and Catering in Action

Aim and purpose

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.

Unit introduction

Why should we follow storage recommendations on food products? Why do chefs need to consider the nutritional needs of their clients? Why should vegetarian dishes be prepared away from those containing meat? Why are temperature probes used in the catering industry? Why does appropriate professional attire need to be worn?

Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness, regardless of whether they are someone who works in food processing, a food operator in a fast food outlet, an apprentice chef in a small hotel or the head chef in a Michelin star restaurant.

Reviewing the food preparation and presentation process and nutritionists would be involved in preparation of menus or reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.

In this unit you will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Implementation: Delivery

The WJEC Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 The Hospitality and Catering Industry
- Unit 2 Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Unit 1 – The Hospitality and Catering Industry:

Guided learning hours 48 hours

Unit 2 - Hospitality and Catering in Action

Guided learning hours 72 hours

Impact: Assessment and Progression

Practical: Each practical task is assessed using the WJEC Grading Criteria; PASS 1, PASS 2, MERIT 2, DISTINCTION 2. This is based on Unit 2 LO3: Be able to cook dishes; AC3.1 – AC3.5.

Theory: Class work and homework

Progress Tests: x 2

End of Year Exam

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
TERM 1									
Week 1 Unit 1 LO1	AC1.1 Describe the structure of the Hospitality and Catering industry.	Unit 1: Industry Sectors	Key terms/ words Definitions.	N/A	Worksheets Textbook	N/A	Visual Aids Worksheets	Exam Question – Identifying the	RSE ** SMSC /CITIZENSHIP*

AC1.1		<p>Key terms; Hospitality and Catering Range of sectors</p> <p>Establishments Definitions of the following; Commercial Non commercial Residential Non residential Examples listed of each Identifying local establishments.</p>	<p>Reading aloud Class discussion</p>		<p>Teaching aid – PP Videos Images of examples of establishments</p> <p>Homework Revision Mat</p>		<p>Students to Demonstrate Quality of written responses</p>	<p>type of establishment Questioning Teacher Observation Peer/ Self assessment.</p>	<p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 2</p> <p>Unit 1 LO1 AC1.1</p> <p>Unit 2 LO3 AC3.1 – AC3.5</p>	<p>Unit 1: AC1.1 Describe the structure of the Hospitality and Catering industry.</p> <p>Unit 2: Demonstration Jambalaya <ul style="list-style-type: none"> To understand how to make jambalaya. <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p> </p>	<p>Unit 1: Contract Caterers Understanding the meaning of contract caterers. Advantages and disadvantages. Exam Q - Evaluating the success of a contract catering business. Meaning of outdoor catering. Meaning of local sourcing – advantages and disadvantages.</p> <p>Unit 2: Demonstration Jambalaya <ul style="list-style-type: none"> Identify what jambalaya is Jambalaya demonstration Recipe analysis Identify the key nutrients in dish Identify cooking methods Identify practical skills Linking the dish to Eatwell Guide Discuss developments of recipe Science Terminology </p>	<p>Key terms/ words Definitions. Reading aloud Class discussion Questioning, Written Responses</p> <p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>	N/A	<p>Worksheets Textbook Teaching aid – PP</p> <p>Worksheets PowerPoint Recipes Ingredients Equipment</p> <p>Homework: To bring ingredients to make jambalaya. These must be weighed out at home.</p>	N/A	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p> <p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning. Teacher Observation Formative assessment – exam question. Self/ peer assessment.</p> <p>Questioning Teacher Observation</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p> <p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 3</p> <p>Unit 1 LO1 AC1.1</p> <p>Unit 2 LO3 AC3.1 – AC3.5</p>	<p>Unit 1: AC1.1 Describe the structure of the Hospitality and Catering industry.</p>	<p>Unit 1: Types of service Discussion of descriptions of the types of service. Matching exercise. Factors that influence the type of service offered. Advantages and disadvantages of different types of service – table.</p>	<p>Key terms/ words Definitions. Reading aloud Class discussion Questioning, Written Responses</p>	N/A	<p>Worksheets Textbook Teaching aid – PP</p> <p>Matching exercise – laminated cards.</p>	N/A	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning. Teacher Observation</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>

	<p>Unit 2: Practical Jambalaya</p> <ul style="list-style-type: none"> To prepare and cook a main meal dish. To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature and cooking with rice. To demonstrate and apply the principles of food safety and hygiene when cooking. <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>	<p>Unit 2: Practical Jambalaya</p> <ul style="list-style-type: none"> Students to demonstrate food preparation skills when making jambalaya e.g. Weighing and Measuring, Making a Stock, Preparing vegetables, Handling and Preparing Raw Meat, Seasoning, Boiling, Simmering Student / Teacher assessment Students to record their achievement in their folders 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>1, 2, 3, 4, 5 & 6</p>	<p>Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability</p>	<p>Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 4 Unit 1 LO1 AC1.1 Unit 2 LO3 AC3.1 – AC3.5</p>	<p>Unit 1: AC1.1 Describe the structure of the Hospitality and Catering industry.</p>	<p>Unit 1: Types of residential accommodation – Rooms & facilities. Refreshments available (breakfast, lunch, dinner, 24 hr room service / restaurant available) Conference & function facilities, Leisure facilities – spa, gym, pool..</p> <p>Standard, reviews and ratings; research exercise</p>	<p>Key terms/ words Definitions. Reading aloud Class discussion Questioning, Written Responses</p>	<p>N/A</p>	<p>Worksheets Textbook Teaching aid – PP</p>	<p>N/A</p>	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning. Teacher Observation</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
	<p>Unit 2: Demonstration Dauphinoise</p> <ul style="list-style-type: none"> To understand how to make dauphinoise potatoes. 	<p>Unit 2: Demonstration Dauphinoise</p> <ul style="list-style-type: none"> Students to demonstrate food preparation skills when making dauphinoise potatoes e.g. Weighing and Measuring, Boiling Potatoes (hob), Simmering, Slicing Potatoes, 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Homework: To bring ingredients to</p>	<p>1, 2, 3, 4, 5 & 6</p>	<p>Visual Demonstration Differentiation by Outcome GCSE Marking Criteria</p>	<p>Questioning Teacher Observation and Assessment.</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

	AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices	Sauce Making, Layering, Baking. • Student / Teacher assessment. • Students to record their achievement in their folders.		Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	make dauphinoise. These must be weighed out at home.		Choices made by ability	Self-Assessment GCSE Marking Criteria: Making / Evaluating	Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 5 Unit 1 LO1 AC1.1 AC1.2 Unit 2 LO3 AC3.1 – AC3.5	Unit 1: AC1.1 Describe the structure of the Hospitality and Catering industry. AC1.2 Analyse job requirements within the Hospitality and Catering industry.	Unit 1: Kitchen Organisation Purpose of kitchen organisation Reason for planning of kitchen organisation. Kitchen Brigade Discussion of the brigade – laminated cards to record their location. Video: The Chef Brigade https://www.dailymotion.com/video/x7j5p2g Video: A Very British Hotel – Q&A Definitions of members of the brigade.	Key terms/ words Definitions. Reading aloud Class discussion Observation; video	N/A	Worksheets Textbook Teaching aid – PP Video – The Chefs Brigade	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning. Teacher Observation	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
	Unit 2: Practical Dauphinoise <ul style="list-style-type: none"> To prepare and cook dauphinoise potatoes. To demonstrate the skills of preparing potatoes, making a cream sauce, controlling the hob temperature, assembling and baking. To demonstrate and apply the principles of food safety and hygiene when cooking. AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation	Unit 2: Practical Dauphinoise <ul style="list-style-type: none"> Students to demonstrate food preparation skills when making dauphinoise potatoes e.g. Weighing and Measuring, Boiling Potatoes (hob), Simmering, Slicing Potatoes, Sauce Making, Layering, Baking. Student / Teacher assessment. Students to record their achievement in their folders. 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 4, 5 & 6	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise

									Enterprise
									Economic Understanding
									Appreciation of Sports and the arts
Week 7 Unit 1 LO1 AC1.2	Unit 1: AC1.2 Analyse job requirements within the Hospitality and Catering industry.	Unit 1: Job Role Job Requirements Employee Rights and Responsibilities	Key terms/ words Definitions. Reading aloud Class discussion Written Responses	N/A	Worksheets Textbook Teaching aid – PP Job role card sorts Job Role descriptors	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning. Teacher Observation	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts

TERM 2

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Week 8 Unit 1 LO4 AC4.1	Unit 1: AC4.1 To identify food related causes of ill health <ul style="list-style-type: none"> To understand the importance of Food Preparation and Safety. To develop a knowledge of the principles of Food Safety. To investigate different storage methods. To understand how to prepare, cook and serve food. To understand and demonstrate the 	<ul style="list-style-type: none"> Update students folders with labels and new Y10 sheets Define food safety Food safety advice when buying Apple pie investigation: Group activity Different storage methods The restaurant inspector activity: Group activity Video: Bacteria multiplication What is cross contamination Exploring personal hygiene Teacher: Bad hygiene cake demonstration Student: Best practice of personal hygiene cake demonstration 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		Worksheets PowerPoint Folders Admin Materials Contaminated Apple Pies Homework: To bring a small/ medium whole chicken to de-bone	1	Visual Aids Worksheets Quality of written responses	Questioning Teacher Observation	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise

	importance of personal hygiene.	<ul style="list-style-type: none"> Preparing foods Storing Foods: Students to stick foods in the correct places Cooking, Cooling Down & Serving Food Food probes 							Economic Understanding
									Appreciation of Sports and the arts
Week 9 Unit 1 LO1 AC1.3 AC1.4 Unit 2 LO3 AC3.1 – AC3.5	Unit 1: AC1.3 Describe working conditions of different job roles across the Hospitality and Catering Industry. AC1. 4 Explain factors affecting the success of hospitality and catering providers	Unit 1: Contract Types <ul style="list-style-type: none"> Matching exercise; type of contract with definition Completion of information table Holiday Entitlement Tips and Culture, sickness pay, pensions,	Key terms/ words Definitions. Reading aloud Class discussion	N/A	Worksheets Textbook Teaching aid – PP Laminated contracts Matching the contract to the scenario	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning. Teacher Observation	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
	Unit 2: Demonstrate and practical de-boning of small/ medium whole chicken	Unit 2: <ul style="list-style-type: none"> Demonstration of de-boning of chicken Discussion of important hygiene and safety practices Students to de-bone their own chickens Students to have work named and photographed Students to store chicken pieces in separate bags to be named and frozen. Demonstration of safe working practices. 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	Homework: To bring remaining ingredients to make stuffed chicken breasts/ stock (remember the chicken components are at school)	1, 2, 3, 4, 5 & 12	Visual Demonstration Differentiation by Outcome Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria:	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 10 Unit 2 LO3 AC3.1 – AC3.5	Unit 2: Demonstration and practical Stuffed and wrapped chicken breasts and stock AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques	Unit 2: Demonstration and practical Stuffed and wrapped chicken breasts and stock	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	Homework: To bring remaining ingredients to make soup and roasted chicken with fondant potatoes (remember the chicken components are at school)	1, 2, 3, 4, 5 & 12	Visual Demonstration Differentiation by Outcome Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria:	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding

	AC3.5 Use food safety practices								Appreciation of Sports and the arts
Week 11 Unit 2 LO3 AC3.1 – AC3.5	Unit 2: Demonstration and practical soup and roasted chicken and fondant potatoes AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices	Unit 2: Demonstration and practical soup and roasted chicken and fondant potatoes	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)		1, 2, 3, 4, 5 & 12	Visual Demonstration Differentiation by Outcome Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria:	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
Appreciation of Sports and the arts									
Week 12 Unit 1 LO1 AC1.4	Unit 1: AC1. 4 Explain factors affecting the success of hospitality and catering providers	Unit 1: Costs and Overheads Calculating profit - Calculating and costing exercises - Costing dishes Economy – strength of the economy, VAT, value of the pound, exchange rate, Portion Control - Exam practice questions	Key terms/ words Definitions. Reading aloud Class discussion Written responses	Calculating costs/ costing dishes		N/A	Visual Aids Worksheets Quality of written responses	Questioning. Teacher Observation Exam questions – peer/ self assessment	RSE **
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									Digital Competency
									Careers
									Enterprise
									Economic Understanding
Appreciation of Sports and the arts									
Week 13 Unit 1 LO1 AC1.4	Unit 1: AC1. 4 Explain factors affecting the success of hospitality and catering providers	Unit 1: Environment - The 6 Rs Conserving Energy - Exam Questions - Dominoes Technology - Exam Question - Innovative Cooking Techniques Customer Service Overview	Key terms/ words Definitions. Reading aloud Class discussion Visual – watching videos Written responses	N/A		N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses Exam question	Questioning. Teacher Observation Exam Questions – peer/ self-assessment	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers

					Homework: To bring remaining ingredients to make mince pies. Students must remember a suitable container to take the product home in.				Enterprise Economic Understanding Appreciation of Sports and the arts
Week 14 Unit 2 LO3 AC3.1 – AC3.5	Unit 2: Demonstration and practical Mince Pies • To make a batch of mince pies. • To develop an understanding of 'standard components'.	Unit 2: Demonstration and practical Mince Pies • Students to watch the demonstration: Discuss key points. • Students to demonstrate food preparation skills when making mince pies e.g. Weighing and Measuring, Rolling Pastry to an Even Thickness, Using Pastry Cutters, Filling Pastry, Adding a Topping, Baking, Testing for Readiness. • Student / Teacher assessment. • Students to record their achievement in their folders.	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	Homework: Students to complete knowledge organiser for LO1. Creating a revision aid in preparation for their progress test.	1, 2, 3, 4, 5 & 12	Visual Demonstration Differentiation by Outcome Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts

Additional: LO1 Progress Test 1 November

Term 3

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Week 15 Unit 1 LO2 AC2.1 Unit 2 LO3 AC3.1 – AC3.5	Unit 1: AC2.1 Describe the operation of the kitchen.	Unit 1: Kitchen Layout - Identify key areas of the kitchen - Create map of kitchen - Record information about each area of the kitchen - Factors affecting kitchen design Kitchen work flow/ design - Energy Efficiency Kitchen Brigade	Key terms/ words Definitions. Reading aloud Class discussion	N/A	Worksheets Textbook Teaching aid – PP Kitchen brigade template Map of kitchen Homework: To bring ingredients to make KFC style	N/A	Visual Aids Worksheets Quality of written responses	Questioning. Teacher Observation	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding

		- Draw brigade			burger. Students should also bring a suitable container to take their burger home in.				Appreciation of Sports and the arts
	<p>Unit 2: Demonstration & practical – KFC style burger and potato wedges</p> <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>	<p>Unit 2: Demonstration & production of marinated and coated chicken burger, burger style bap and spiced potato wedges.</p> <ul style="list-style-type: none"> Recipe analysis Identify the key nutrients in dish Identify cooking methods Identify practical skills Linking the disk to Eatwell Guide Discuss developments of recipe Science / culinary terminology – keywords 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Laminated Cards Ingredients Equipment Student Folders Planner Stickers	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 16 LO3 AC3.2 – AC 3.5	Unit 2: Commodities Meat / Poultry / Fish	Unit 2: Commodities -Quality points of -		N/A	PowerPoint Ingredients Equipment	N/A	Visual Demonstration	Questioning	RSE **

		<p>Fish – Meat – Poultry</p> <ul style="list-style-type: none"> - Uses in catering - How it should be stored - Key terminology – freezer burn, tainted, rancid - Exam Questions. - Students to record their work in their folders. <p>Demonstration of filleting and cooking a fish with a sauce.</p>	<p>Key terms/ words Definitions. Reading aloud Class discussion Following a recipe</p>		Student Folders		<p>Differentiation by Outcome</p> <p>Exam question</p> <p>GCSE Marking Criteria</p>	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making</p>	<p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 17</p> <p>Unit 1 LO2 AC2.1/ AC2.2</p>	<p>Unit 1: AC2.1 Describe the operation of the kitchen. AC2.2 Describe the operation of front of house.</p>	<p>Unit 1: Front of house structure</p> <ul style="list-style-type: none"> - Create structure - Questioning – job roles? - Workflow of the front of house – reception, seating plan, counter service, bar <p>Equipment</p> <ul style="list-style-type: none"> • Food service equipment • Hand held equipment • Care, use and maintenance of equipment • Service equipment • Powered equipment – glass chiller, • Large powered equipment - floor standing mixer, hot water urns, walk-in fridge and freezer, standing bain marie, steamers, pass through dish washer, 	<p>Key terms/ words Definitions. Reading aloud Class discussion</p>	N/A	<p>Worksheets Textbook Teaching aid – PP</p> <p>Front of house structure Examples of pieces of equipment Card sort/ identification activities</p> <p>Homework: Complete an exam question based on types of equipment</p>	N/A	<p>Visual Aids Worksheets Quality of written responses</p>	<p>Questioning. Teacher Observation Homework set</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>

		<ul style="list-style-type: none"> glass washer, hot plates, Hand equipment Unusual equipment 							
Week 18 Unit 1 LO2 AC2.1/ AC2.2 Unit 2 LO3 AC3.1 – AC3.5	Unit 1: AC2.1 Describe the operation of the kitchen. AC2.2 Describe the operation of front of house.	Unit 1: Stock control <ul style="list-style-type: none"> EPOS systems. What is it? How does it work? FIFO Documentation Admin <ul style="list-style-type: none"> Record keeping Exam question 	Key terms/ words Definitions. Reading aloud Class discussion	Figures for stock control	Worksheets Textbook Teaching aid – PP Examples of record keeping documentation Homework: To bring ingredients to make a . Students should also bring a suitable container to take their home in.	N/A	Visual Aids Worksheets Quality of written responses	Questioning. Teacher Observation Exam Question – peer/ self-assessment Homework	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
	Unit 2: Demonstration - TBC <ul style="list-style-type: none"> To develop an understanding of xxxx products. To understand the different types of xxxxx available. To understand the structure and composition of xxxxxx. AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices	Unit 2: Demonstration - TBC Demonstration of making ; <ul style="list-style-type: none"> Preparing the ingredients Making the xxxxxxx Preparing and boiling the xxxxx Combining of ingredients Piping of the 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts

<p>Week 19</p> <p>Unit 2 LO3 AC3.1 – AC3.5</p>	<p>Unit 2: Practical TBC</p> <ul style="list-style-type: none"> To prepare and cook the XXXX. To prepare and cook the XXXX. To demonstrate and apply the principles of food safety and hygiene when cooking. <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>	<p>Unit 2: Practical TBC</p> <ul style="list-style-type: none"> Students to demonstrate food preparation skills when making a XXXXX e.g. Weighing and Measuring, Safe Handling of XXXXXX, Preparing XXX, Cooking XXXXX, Peeling and Cutting XXXXXX, Boiling / Simmering XXXXXX, Combining Ingredients, Cooking the XXXXXX Student / Teacher assessment. Students to record their achievement in their folders. 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	<p>Visual Demonstration Differentiation by Outcome Marking Criteria Choices made by ability</p>	<p>Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 20</p> <p>Unit 1 LO2 AC2.2/ AC2.3</p>	<p>Unit 1: AC2.2 Describe the operation of front of house. AC2.3 Explain how hospitality and catering provision meet customer requirements.</p>	<p>Front of house operations</p> <ul style="list-style-type: none"> Dress code; dress the different members of staff <p>Safety and security</p> <ul style="list-style-type: none"> Data Protection Act Identifying the risks Reducing the risks Reporting an incident Systems to support incident <p>Customer Leisure, business/ corporate and local residents</p> <ul style="list-style-type: none"> Meeting customer needs; Customer needs : catering, equipment and accommodation - group exercise. Each group to be given a hospitality and 	<p>Key terms/ words Definitions. Reading aloud Class discussion Group work; discussion</p>	<p>N/A</p>	<p>Worksheets Textbook Teaching aid – PP Dressing templates for different members of staff Customer need logo card sort/ matching exercise</p> <p>Homework: Students to complete knowledge organiser for LO2. Creating a revision aid in preparation for</p>	<p>N/A</p>	<p>Visual Aids Worksheets Quality of written responses Group exercise; sharing knowledge</p>	<p>Questioning. Teacher Observation Exam Question – peer/ self-assessment Homework – knowledge organiser</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p>

		<p>catering provision to discuss how needs would be met/ facilities used. Age – location, accessibility, money available, access to establishment / provision</p> <ul style="list-style-type: none"> - Value for money, service, awareness of competition, media influences / interests. <p>Requirements</p> <ul style="list-style-type: none"> • Customer needs; card sort customer logos/ matching exercise • Customer expectations; students given a scenario in groups. They have to identify the needs that type of customer may have. • Customer trends • Equality; The Equality Act 2010 • Customer rights; Customer scenarios 			their progress test.				Enterprise
									Economic Understanding
									Appreciation of Sports and the arts

Additional: LO2 Progress Test 2 February/ March

Term 4									
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Week 21 Unit 2 LO2 AC2.1	Unit 2 LO2 Explain how dishes on a menu address environmental issues To identify a range of environmental factors that influence food choice.	Students will learn about environmental; issues associated with how food is produced, processed, sold, cooked and consumed and why there is concern about their effects on the health of the planet. Identifying ways to minimise the environmental effects of the menus.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
Appreciation of Sports and the arts									
Week 22 Unit 2 LO3	Unit 2: <ul style="list-style-type: none"> • To understand how wheat is turned into flour. 	Unit 2: <ul style="list-style-type: none"> • Make the link to the Eatwell Guide. 	Literacy: Key Words, Group Work, Reading	Reading weights and measures on the scales.	PowerPoint Ingredients Equipment	1, 2, 3, 5 & 7	Videos Visual Aids Worksheets	Questioning Teacher Observation	RSE **

<p>AC3.1 – AC3.5</p>	<ul style="list-style-type: none"> To identify what Durum Wheat is. To understand and demonstrate how to make fresh pasta. <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>	<ul style="list-style-type: none"> Review the term 'primary processing'. Students should watch the video on how wheat is turned into flour. Ask students to identify what a staple food is. Introduce students to 'durum wheat' and the uses of this. Ask students to identify the different types of pasta. Discuss how pasta can be coloured. Watch the video on how pasta is made in industry. Compare fresh and dried pasta. Discuss the term 'al dente'. Practical: Pasta. Students will work in groups to make their own pasta. They can use a range of ingredients to colour it with. Students will sensory test their pasta. Students should photograph their work. 	<p>Out Loud, Questioning, Written Responses</p>	<p>Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>Student Folders</p> <p>Homework: Students to bring ingredients to make ravioli.</p>		<p>Students to Demonstrate Quality of written responses</p>	<p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 23</p> <p>Unit 2 LO3</p> <p>AC3.1 – AC3.5</p>	<p>Unit 2: Practical Ravioli</p>	<p>Unit 2: Practical Ravioli</p>	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Homework: Students to bring ingredients to make cannelloni; meat sauce, white sauce and pasta. Students need an oven proof dish.</p>	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment Marking Criteria</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Week 24</p> <p>Unit 2 LO3</p> <p>AC3.1 – AC3.5</p>	<p>Unit 2: Demonstration and Practical: Cannelloni</p>	<p>Unit 2: Demonstration and Practical: Cannelloni</p>	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>Marking Criteria</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

				Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)			Choices made by ability	Recipe, Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria	Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 25 Unit 2 LO1 AC1.1	Unit 2 LO1 AC1.1 Describe functions of nutrients in the human body.	Identification of the different types of key nutrients. Descriptions of the functions within the body; card sorts/ matching exercises. Recording information.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials Card sorts/ matching exercises. H & C textbook P124-133 Homework: Complete functions of nutrients table	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation NEA Assessment template/ marking criteria	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 26 Unit 2 LO1 AC1.2	Unit 2 LO1 AC1.2 Compare nutritional needs of specific groups	A brief discussion of a range of target groups. Focus on two main target groups for NEA. Recording of information required.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials H & C textbook Homework:	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation NEA Assessment template/	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers

								marking criteria	Enterprise
									Economic Understanding
									Appreciation of Sports and the arts

Term 5

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Week 27 Unit 2 LO2 AC2.2.1	Unit 2 LO2 AC 2.2.1 Meeting Customer needs	Discussion of what are the needs of customers -Nutritional -Organoleptic -Cost Students to record findings in NEA exercise book.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials H & C New textbook P152 - 157 Homework: Knowledge Organiser homework	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
									Appreciation of Sports and the arts
Week 28	Unit 2 LO1 AC1.4 Cooking Methods	Create an A4 page of information to explain how cooking methods impact on nutritional value. Cooking methods described must include; boiling, braising, poaching, simmering, steaming, stewing, dry frying, baking, grilling, roasting, toasting, sautéing, microwaving and stir frying. Include images.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials H&C Textbook P208-215 Homework:	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation NEA Assessment	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers

								template/ marking criteria	Enterprise Economic Understanding Appreciation of Sports and the arts
Week 29 Unit 2 LO3 AC3.1 – AC3.5	Unit 2: Practical TBC • To prepare and cook the XXXX. • To prepare and cook the XXXX. • To demonstrate and apply the principles of food safety and hygiene when cooking. AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices	Unit 2: Practical TBC • Students to demonstrate food preparation skills when making a XXXXX e.g. Weighing and Measuring, Safe Handling of XXXXXX, Preparing XXX, Cooking XXXXX, Peeling and Cutting XXXXXX, Boiling / Simmering XXXXXX, Combining Ingredients, Cooking the XXXXXX • Student / Teacher assessment. • Students to record their achievement in their folders.	Literacy: Key Words, Reading Questioning, Use of a recipe	Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	Homework: Students to bring ingredients to make TBC	Skills:	Differentiation by Outcome Marking Criteria Choices made by ability	Questioning Literacy: Key Words, Reading a recipe Questioning, Teacher Observation NEA Assessment template/ marking criteria	RSE DIGITAL COMPETENCY ENTERPRISE
Week 30 Unit 2 LO2 AC2.2.2	Unit 2: How to plan production	Unit 2: Students to watch demonstration of shortcrust pastry sausage rolls and tomato soup and produce a production plan as it happens using 2 different coloured pens. Students to then be given two recipes and asked to produce – A commodities list, equipment list, health & safety points, contingencies, dovetailing / sequencing, timing, mise en	Literacy: Key Words, Reading and Following a Recipe, Questioning Written Responses – word processing	N/A	PowerPoint Ingredients Equipment Student Folders Homework:	N/A	Visual Demonstration Differentiation by Outcome Marking Criteria	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment.	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding

		place, cooking, cooling, hot-holding, serving & storage Students to write a sensory description of the demonstrated dishes.						Self-Assessment Marking Criteria	Appreciation of Sports and the arts
Week 31 Unit 2 LO2 AC2.2.1	Unit 2: Factors affecting menu planning	Unit 2: Students should know and understand the factors when planning menus - Equipment available – type of equipment available, hand held, electric, specialised - Skills of the chef – preparation, cooking & presentation, related to the needs of the dishes/menu/customer	Literacy: Key Words, Reading and Questioning, written responses	NA	PowerPoint Equipment Student Folders	N/A	Marking Criteria Choices made by ability	Questioning Literacy: Key Words, Reading and Questioning Teacher Observation and Assessment.	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
Appreciation of Sports and the arts									
Week 32 Exam Revision	To revise for the end of year exam. To recap on key areas of the unit.	Carry out a range of activities which revise exam content; card sorts, jenga, true and false question, revision cards. Students to complete a revision clock.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials Homework: Revise for the exam. Review knowledge organisers and revision book	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	English Child Care SMSC: Social Development

End of Year Exam

Term 6

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Week 33 Unit 2 LO2 AC2.2.1	Unit 2: Factors affecting menu planning	Unit 2: Students should know and understand the factors when planning menus	Literacy: Key Words, Reading Out Loud, Questioning,	N/A.	Worksheets PowerPoint Link to Video Folders	N/A	Visual Aids / PowerPoint Worksheets	Questioning Literacy: Key Words, Group	English Science SMSC: Social Development

		<p>-Time available and type of provision e.g. service, location, size, standards, the production of dishes / menu in the time allowed, How to prepare, cook and present more than one dish at the same time.</p> <p>Time of day – suitability of dishes on a menu at different times of the day – breakfast, brunch, lunch & dinner</p> <p>Time of year – seasonality of commodities</p>	Written Responses		Admin Materials		Quality of written responses Differentiation by outcome. Recipe book to support those to choose dishes; set in grade order.	Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	RSE Economic Understanding Careers
Week 34 Unit 2 LO3 AC3.1 – AC3.5	<p>Unit 2: Practical TBC</p> <ul style="list-style-type: none"> To prepare and cook the XXXX. To prepare and cook the XXXX. To demonstrate and apply the principles of food safety and hygiene when cooking. <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p>	<p>Unit 2: Practical TBC</p> <ul style="list-style-type: none"> Students to demonstrate food preparation skills when making a XXXXX e.g. Weighing and Measuring, Safe Handling of XXXXXX, Preparing XXX, Cooking XXXXX, Peeling and Cutting XXXXXX, Boiling / Simmering XXXXXX, Combining Ingredients, Cooking the XXXXXX Student / Teacher assessment. Students to record their achievement in their folders. 	Literacy: Key Words, Reading Questioning, Use of a recipe	Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark).	Homework: Students to bring ingredients to make A dish to fit last week's mock brief	Skills:	Differentiation by Outcome Marking Criteria Choices made by ability	Literacy: Key Words, Reading a recipe Questioning, Teacher Observation NEA Assessment template/ marking criteria	RSE Digital Competency Economic Understanding
Week 35 Unit 2 AC2.4.1-2.4.2	Unit 2: Review of learner's dish & reviewing own performance	<p>Unit 2: AC 2.4.1 Reviewing of dish: Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.</p> <p>Areas to consider:</p> <ul style="list-style-type: none"> ✓ Dish production ✓ Dish selection 	Literacy: Key Words, Reading and Following a Recipe, Questioning	N/A	PowerPoint Ingredients Equipment Student Folders	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses Differentiation by outcome. Recipe book to support those to choose dishes;	Questioning Literacy: Key Words, Reading and, Questioning Teacher & Self- Assessment Marking Criteria	<div style="background-color: red; color: white; text-align: center; padding: 2px;">RSE **</div> <div style="background-color: yellow; text-align: center; padding: 2px;">SMSC /CITIZENSHIP*</div> <div style="background-color: orange; text-align: center; padding: 2px;">Digital Competency</div> <div style="background-color: white; text-align: center; padding: 2px;">Careers</div> <div style="background-color: magenta; text-align: center; padding: 2px;">Enterprise</div>

		<ul style="list-style-type: none"> ✓ Health & Safety ✓ Hygiene ✓ Improvements ✓ Organoleptic qualities ✓ Presentation ✓ Waste <p>Unit 2 AC2.4.2 Reviewing own performance Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> ✓ Decision making ✓ Organisation ✓ Planning: including the advantages and disadvantages of chosen options and how they meet specific needs ✓ Time management 					set in grade order		<p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
Week 36 Unit 2	Unit 2: Round up of CA theory work	Students are to complete a checklist to confirm they have the necessary information to begin their controlled assessment work at the start of Year 11 Any outstanding work must be completed.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses Exemplar work provided of different grading Recipe book to support those to choose dishes; set in grade order.	Questioning Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	
Year 11 Timetable Begins									

Seasonal Practical: Christmas / Easter

Lesson	Aims and Objectives	Lesson Content / Activities	Resources	Skill Group	Cross Curricular	AFL	Differentiation	Food Quality Management
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								System Regulation Links
Demonstration and Practical: Mince Pies	<ul style="list-style-type: none"> To make a batch of mince pies. To develop an understanding of 'standard components'. 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making mince pies e.g. Weighing and Measuring, Rolling Pastry to an Even Thickness, Using Pastry Cutters, Filling Pastry, Adding a Topping, Baking, Testing for Readiness. Student / Teacher assessment. Students to record their achievement in their folders. 	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 7 	Literacy Numeracy RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	3.010 3.016 3.017 3.024
Demonstration and Practical: Hot Cross Buns	<ul style="list-style-type: none"> To prepare and cook a seasonal Easter product. To demonstrate the skills of kneading, proving, shaping and piping. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making Hot Cross Buns e.g. Weighing and Measuring, Making a Dough, Kneading, Proving, Shaping, Glazing, Baking, Making a Piping a Cross. Student / Teacher assessment. Students to record their achievement in their folders. 	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 7 Skill 8 Skill 10 Skill 11 	Literacy Numeracy RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	3.017 3.018 3.023 3.029
Demonstration and Practical: Easter Chocolate Nests	<ul style="list-style-type: none"> To prepare and make Easter chocolate nests. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making Easter chocolate nests e.g. Weighing and Measuring, Melting Chocolate in a Glass Bowl over Boiling Water, Combining Ingredients, Chilling to Set, Testing for Readiness. Student / Teacher assessment. Students to record their achievement in their folders. 	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> Skill 1 Skill 4 Skill 7 Skill 12 	Literacy Numeracy RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts	Questioning Literacy: Key Words, Reading and Following a Recipe, Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	3.017 3.019 3.023

Appendix 1: Food Preparation Skills

Twelve skill groups need to be taught; students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

<p>1. General Practical Skills</p> <ul style="list-style-type: none"> • Weigh and Measure • Prepare ingredients and equipment • Select and adjust cooking times • Test for readiness • Judge and modify sensory properties 	<p>2. Knife Skills</p> <ul style="list-style-type: none"> • Fruit and Vegetables (bridge hold, claw grip, peel, slice, dice and cut into even size pieces i.e. batons, julienne) • Meat (fillet a chicken breast, portion a chicken, remove fat and rind) • Fish (fillet fish, slice evenly and accurately) • Alternatives (such as tofu and halloumi cheese) 	<p>3. Food Preparation Skills</p> <ul style="list-style-type: none"> • Preparing fruit and vegetables (Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning) 	<p>4. Use of the Cooker</p> <ul style="list-style-type: none"> • Using the grill • Using the oven (baking, roasting, casseroles and/or tagines, braising) 	<p>5. Use of Equipment</p> <ul style="list-style-type: none"> • Blender • Food Processor • Mixer • Pasta Machine • Microwave • Oven 	<p>6. Cooking Methods</p> <ul style="list-style-type: none"> • Water based methods using the hob (steaming, boiling, simmering, blanching, poaching) • Dry heat and fat based methods using the hob (dry frying, shallow frying, stir frying)
<p>7. Prepare, Combine, Shape</p> <ul style="list-style-type: none"> • Prepare, combine and shape (roll, wrap, skewer, mix, coat, layer meat, fish and alternatives. Shape and bind wet mixtures whilst demonstrating the technical skill of preventing cross contamination and handling high-risk foods correctly. 	<p>8. Sauce Making</p> <ul style="list-style-type: none"> • Starch based (gelatinisation, roux, all in one, blended, infused velouté or béchamel. How starch / liquid ratios affect viscosity) • Reduction (how evaporation concentrates flavour and changes the viscosity of the sauce) • Emulsion (make an emulsion sauce and understand how to stabilise an emulsion) 	<p>9. Tenderise and Marinate</p> <ul style="list-style-type: none"> • Tenderise and marinate (how acids denature protein. Marinated add flavour and moisture when preparing vegetables, meat, fish and alternatives) 	<p>10. Dough</p> <ul style="list-style-type: none"> • Making a dough (bread, pastry, pasta): Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta. • Shaping and finishing: Roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone. 	<p>11. Raising Agents</p> <ul style="list-style-type: none"> • Eggs as a Raising Agent: Create a gas-in-liquid foam, whisking egg whites, whisked sponge. • Chemical Raising Agents: The use of self-raising flour, baking powder, bicarbonate of soda. • Steam as a Raising Agent: Use of steam in a mixture (choux pastry, batter). • Biological Raising Agent: Use of yeast in bread making. 	<p>12. Setting Mixtures</p> <ul style="list-style-type: none"> • Removal of Heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard. • Use Protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.

Appendix 2: UAH Cross Curricular Links

No.	Cross Curricular Link	Examples
1	Literacy and Oracy	Reading for understanding, reading aloud, reading for pleasure, rich discussions. Writing in a range of styles and for different audiences.
2	Numeracy	Mathematical knowledge and skills. The ability to understand and work with numbers.
3	RSE **	Health and well-being, online safety, healthy relationships, sex education
4	SMSC /CITIZENSHIP*	British Values: democracy, individual liberty, mutual respect and tolerance, rule of law. Citizenship: as an individual, in the family, in the local community, on a national and international level. Political, cultural and environmental awareness and understanding. Opportunities outside of the classroom. Visits, visiting speakers, school trips, DofE, workshops.
5	Digital Competency	Word processing, programming, CAD/CAM , internet use, emails, digital presentations, spreadsheets, software and applications. Weighing & measuring.
6	Careers	The world of work, career pathways, Unifrog. Linking curriculum learning to careers (GATSBY Benchmark 4)
7	Enterprise	Leadership, teamwork, resilience, presentation skills, time management, creative and innovative thinking, problem solving

8	Economic Understanding	Money and financial understanding
9	Appreciation of Sports and the arts	Opportunities for participation both in school and off site. Extra-curricular clubs.