

University Academy Holbeach Scheme of Work KS4: Intent, Implementation and Impact Year 11 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)	(Literacy)	(Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
NEA Assessment Terms 1, 2 and 3									
Week 1 Unit 2	Unit 2 Controlled Assessment Task Not timed	Discuss completion of Unit 2 Reflection of previous work. Provision of feedback on work completed. Brief given and discussed Creating a mind map of different dishes that suit the CA brief. Selection of 4 dishes to complete in the trials.	Key terms/ words Definitions.	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Internet for researching recipes only computer room Menus Recipe books	N/A	Student CA notes Quality of written responses Differentiation by outcome – selection of dishes Exemplar materials	Self assessment. CA marking criteria	SMSC/ CITIZENSHIP Enterprise
Week 2 Unit 2	Unit 2 Controlled Assessment Task Not timed	Selection of 4 dishes to complete in the trials.	Key terms/ words Definitions.	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Internet for researching recipes only computer room Menus Recipe books	N/A	Student CA notes Quality of written responses Differentiation by outcome – selection of dishes Exemplar materials	Self assessment. CA marking criteria	SMSC/ CITIZENSHIP Enterprise Economic Understanding Appreciation of Sports and the Arts - After school intervention
Week 3 Unit 2	Unit 2 Controlled Assessment Task 1.5 hours	Students are to work through the assessment criteria at their own speed. All students are aware that they have 12 hours in total to complete the written and practical parts of the CA. Practical element = 3 hours Lessons are timed – Internet, textbooks, power point resources are not permitted from this point	Key terms/ words Definitions.	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Computer room Menus Recipe books	N/A	Student CA notes Quality of written responses Differentiation by outcome – selection of dishes Exemplar materials	Self assessment. CA marking criteria	SMSC/ CITIZENSHIP Enterprise Economic Understanding Appreciation of Sports and the Arts - After school intervention
Week 4 Unit 2	Unit 2 Controlled Assessment Task 1.5 hours	. Students are to work through the assessment criteria at their own speed.	Literacy: Key Words,	N/A	Students CA notes Recipe booklet/ bank	N/A	Student CA notes Quality of written responses	Self assessment.	RSE ** SMSC /CITIZENSHIP* Digital Competency

		All students are aware that they have 12 hours in total to complete the written and practical parts of the NEA. Lessons are timed – Internet, textbooks, power point resources are not permitted			Exemplar materials Computer room Menus Recipe books		Differentiation by outcome – selection of dishes Exemplar materials	CA marking criteria	<div style="background-color: #FFD700; padding: 2px;">Careers</div> <div style="background-color: #FFD700; padding: 2px;">Enterprise</div> <div style="background-color: #00B0F0; padding: 2px;">Economic Understanding</div> <div style="background-color: #A9A9A9; padding: 2px;">Appreciation of Sports and the arts</div>
Week 5 & 6	Unit 2 Controlled Assessment Task 1.5 hours	Students are to work through the assessment criteria at their own speed. All students are aware that they have 12 hours in total to complete the written and practical parts of the NEA. Lessons are timed – Internet, textbooks, power point resources are not permitted	Literacy: Key Words,	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Computer room Menus Recipe books	N/A	Student CA notes Quality of written responses Differentiation by outcome – selection of dishes Exemplar materials	Self assessment. CA marking criteria	<div style="background-color: #FF0000; padding: 2px;">RSE **</div> <div style="background-color: #FFFF00; padding: 2px;">SMSC /CITIZENSHIP*</div> <div style="background-color: #FFD700; padding: 2px;">Digital Competency</div> <div style="background-color: #FFD700; padding: 2px;">Careers</div> <div style="background-color: #FFD700; padding: 2px;">Enterprise</div> <div style="background-color: #FFD700; padding: 2px;">Economic Understanding</div> <div style="background-color: #A9A9A9; padding: 2px;">Appreciation of Sports and the arts</div>
Week 7	Unit 2 Controlled Assessment Task 1.5 hours		Key terms/ words Definitions. Reading	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Computer room Menus Recipe books	N/A	Student CA notes Quality of written responses Differentiation by outcome – selection of dishes Exemplar materials	Self assessment. CA marking criteria	<div style="background-color: #FF0000; padding: 2px;">RSE **</div> <div style="background-color: #FFFF00; padding: 2px;">SMSC /CITIZENSHIP*</div> <div style="background-color: #FFD700; padding: 2px;">Digital Competency</div> <div style="background-color: #800080; padding: 2px;">Careers</div> <div style="background-color: #FF00FF; padding: 2px;">Enterprise</div> <div style="background-color: #00B0F0; padding: 2px;">Economic Understanding</div> <div style="background-color: #A9A9A9; padding: 2px;">Appreciation of Sports and the arts</div>
Week 8	Unit 2 Controlled Assessment Task 1.5 hours		Key terms/ words Definitions. Reading.	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Computer room	N/A	Student CA notes Quality of written responses Differentiation by outcome –	Self assessment. Ca marking criteria	<div style="background-color: #FF0000; padding: 2px;">RSE **</div> <div style="background-color: #FFFF00; padding: 2px;">SMSC /CITIZENSHIP*</div> <div style="background-color: #FFD700; padding: 2px;">Digital Competency</div> <div style="background-color: #800080; padding: 2px;">Careers</div>

					Menus Recipe books		selection of dishes Exemplar materials		Enterprise Economic Understanding Appreciation of Sports and the arts
Week 9 -12 Unit 2	Unit 2 Week 9-12 Controlled Assessment Trials	Controlled Assessment trials	Literacy: Key Words	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)	Recipe booklet/ bank	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 	Differentiation by Outcome Marking Criteria Choices made by ability	Self-Assessment Marking Criteria Teacher Observation And feedback	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 13	Unit 2 Final check of written work	Final check of written work – complete AC checklist to ensure all have been completed.	Literacy: Key Words, Reading	N/A	Students CA notes Recipe booklet/ bank Exemplar materials Computer room Menus Recipe books	N/A		Self-Assessment Marking Criteria	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 14 Unit 2	Controlled Assessment Practical Exam – 3 hours	Students to complete their practical exam Exam conditions	Literacy: Key Words, Reading, Exam papers, Written Responses	N/A	Timeplan Commodities list Equipment list	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 6 Skill 7 		Questioning Literacy: Key Words, Reading and Following a	RSE ** SMSC /CITIZENSHIP* Digital Competency

	Revision	Students not in the exam will be set revision work	Literacy: Key Words, Reading, Exam papers Written Responses		Student folders Past exam papers		Visual Aids Worksheets Students to Demonstrate Quality of written responses Marking criteria	Recipe, Questioning Teacher Observation and Assessment. Self-Assessment Marking Criteria	Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Week 15 Unit 2	Controlled Assessment Practical Exam – 3 hours Revision	Students to complete their practical exam Exam conditions Students not in the exam will be set revision work	Literacy: Key Words, Reading and Following a Recipe Literacy: Key Words, Reading, Exam papers Written Responses	N/A	Timeplan Commodities list Equipment list Student folders Past exam papers	<ul style="list-style-type: none"> • Skill 1 • Skill 2 • Skill 4 • Skill 5 • Skill 6 • Skill 7 	Visual Aids Worksheets Students to Demonstrate Quality of written responses Marking criteria	Questioning Literacy: Key Words, Reading and Following a Recipe, 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 16 Unit	Collation of CA written work	Students are to insert pictures of their final dishes, create a front page and print out their work. Collate all pages, ensuring their name and candidate number is on every page and all pages are numbered before handing in.	Literacy: Key Words, Reading, Written Responses	N/A	Computer room	IT	Hand in of completed CA work	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 17 Unit 1	HACCP				Worksheets	N/A	Visual Aids	Questioning	RSE **

AC 1.3.2		Students to complete a HACCP form and or exam question	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses	Links to temperatures and timings	PowerPoint Link to Video Folders Admin Materials Textbooks Exam Questions		Worksheets Students to Demonstrate Quality of written responses Marking criteria	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
									Appreciation of Sports and the arts
Week 18 Unit 1 LO3 AC3.1, 3.2, 2.3	Risk Assessment	Students to complete a risk assessment on different pieces of equipment in the kitchen.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses Group discussion	N/A	Worksheets PowerPoint Link to Video Folders Admin Materials Textbooks Exam Questions	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses Marking criteria	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
Revision Term 4 & 5									
Week 19 Unit 1	LO4 Food Safety	Complete a progress wheel. Complete a range of different revision activities. Complete past exam questions.	Key terms/ words Definitions. Reading aloud Class discussion	N/A	Worksheets Textbook Teaching aid – PP Revision materials Past exam papers Revision guide	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses Marking criteria	Questioning. Teacher Observation	RSE **
Week 20 Unit 1		Use LO4 resources/ notes to create a knowledge organiser. Add to progress wheel.							SMSC /CITIZENSHIP*
Week 21 Unit 1	LO1 The Industry	Complete a progress wheel.							Digital Competency
Week 22 Unit 1		Complete a range of different revision activities. Complete past exam questions.							Careers

Week 23									Enterprise					
Unit 1														
Week 24		Use LO1 resources/ notes to create a knowledge organiser.							Economic Understanding					
Unit 1		Add to progress wheel.												
Week 25	LO2 Hospitality Operations	Complete a progress wheel. Complete a range of different revision activities. Complete past exam questions.	Key terms/ words Definitions. Reading aloud Class discussion	N/A	Worksheets Textbook Teaching aid – PP Revision materials Past exam papers Revision guide	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses Marking criteria	Questioning. Teacher Observation	RSE **					
Unit 1														SMSC /CITIZENSHIP*
Week 26		Use LO2 resources/ notes to create a knowledge organiser. Add to progress wheel.												Digital Competency
Unit 1														Careers
Week 27	LO3 Regulations	Use LO3 resources/ notes to create a knowledge organiser. Add to progress wheel.												Enterprise
Unit 1														Economic Understanding
Week 28	LO5 Propose Hospitality Provision	Complete a progress wheel. Complete a range of different revision activities. Complete past exam questions.												
Unit 1														
Week 29		Use LO5 resources/ notes to create a knowledge organiser. Add to progress wheel.												
Unit 1														
Week 30	Unit 1 LO1 – LO5	Revision booklet provided to cover LO1-LO5; includes a range of task and exam questions. Provision of revision materials for study leave for all LOs.												
Unit 1														
Lessons after this term will be minimal due to exams starting. Miscellaneous revision lessons to be planned each week for allocated students.														
Revision resources to be emailed to students weekly.														

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.

1. General Practical Skills <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 	2. Knife Skills <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) 	3. Food Preparation Skills <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) 	4. Use of the Cooker <ul style="list-style-type: none"> • Using the grill • Using the oven (baking, roasting, casseroles and/or tagines, braising) 	5. Use of Equipment <ul style="list-style-type: none"> • Blender • Food Processor • Mixer • Pasta Machine • Microwave • Oven 	6. Cooking Methods <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)
7. Prepare, Combine, Shape <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. 	8. Sauce Making <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) 	9. Tenderise and Marinate <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) 	10. Dough <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. 	11. Raising Agents <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. 	12. Setting Mixtures <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.
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.