Hospitality and Catering Key Stage 4 Curriculum 2023 - 2024

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|  | Year 10 | | | Year 11 | | |
|  | Knowledge and skills | Enrichment | Additional information e.g. Cross- Curricular | Knowledge and skills | Enrichment | Additional information e.g. Cross- Curricular |
| Cycle 1 | * Hygiene & Safety: to include food safety * Food-related causes of ill health * common types of food poisoning * symptoms of food induced ill health * Food labelling laws * HACCP * Introduction to small equipment * Food safety regulations/role of the EHO * Describe the functions of nutrients * Dietary needs including religious belief as well as medical need. * Cooking methods and effect on nutrition. * Practical work: development of knife skills and use of some high-risk foods, such as handling raw meat, linked to food safety. * Practical skills:   Vegetable cuts and garnishes, Stir fry, Bread rolls, Cheese and onion triangles, Samosas, cooking methods FPT- potato (rosti, chip and mash), BBQ chicken, Yeast based pizza, Gourmet burger, Skills Test – breaded chicken.  **HW:**  Teams quizzes: food safety, equipment, EHO.  Research tasks: function of ingredients for identified practical tasks, planning for practical work. Evaluation of practical skills, HACCP form for burger.  **Ethos and Vision**  Students learn how to store and prepare foods safely to prepare for later life. | Watch ‘Burnt’ (Netflix) as introduction to the industry | Problem solving and decision making involved in all practical lessons  Careers: EHO | * Food Safety * 1.4.1 Food related causes of ill health * 1.4.2 Symptoms and signs of food-induced ill health * 1.4.3 Preventative control measures of food-induced ill health * 1.3.1 Health and safety in hospitality and catering provisionthe role of the Environmental Health * Officer (EHO) and their responsibilities * Revision for any gaps in knowledge need for completion of NEA * Producing dishes using a range of skills:   Filleting round fish, Mini assignment – fish dish for residential home for the elderly prepare and present fish dish (main meal), Increase in independent choice of dishes to prepare for NEA.  **HW:**  Teams quizzes: job roles, name the dish/nutrient (practical element)  Production plan for identified practical  Research task: current trends in food  Recipe book: add a minimum of one more dish cooked at home.  **Ethos and Vision**  Understanding of how religious belief can affect food choices as well as medical conditions.  Understanding of qualifications and personal qualities needed for range of jobs within the sector. | After school support with exam and practical outcomes | Problem solving and decision making involved in all practical lessons  Careers: new product development |
| Cycle 2 | * Introduction to dove tail planning * describe the structure of the hospitality and catering industry * Environmental issues including seasonal foods, 3R’s * Introduction to unsatisfactory intake * Electrical equipment * Customer needs * Factors to consider when planning menus * Practical work: focus on increasing use of high skill dishes and food presentation and styling techniques. Be able to identify skill levels of dishes:   Marble tray bake, Curry, Shortcrust pastry quiche, sauce making - Macaroni cheese, Mediterranean tarts, Rice dish such as Jambalaya, Swiss roll, Skills test Oriental meal. Presentation techniques. (Sweet and Sour)  **HW:**  Exam question: cooking methods, environment and unsatisfactory intake.  Teams quizzes: equipment, dietary needs  Production plan for identified practical. HACCP plan. Research for skills test  **Ethos and Vision**  Understanding of nutrients needed for a healthy balanced diet and to prevent ill health.  Develop understanding of the needs of others in terms of diet (including religious belief) and cultural differences.  Awareness of the environmental issues related to food production and the hospitality and catering industry | Cook at home with environmental focus | Problem solving and decision making involved in all practical lessons  Careers: front and back of house responsibilities | * workflow of the front of house – reception, seating area, counter service, bar * workflow of the catering kitchen – delivery, staffing area, wash area, storage area, prepare and cooking area, serving area, washing/cleaning area. * hospitality and catering provision: commercial and non-commercial: * explore exemplar material to prepare for NEA * Controlled assessment task: 12 hours * Revision for unit 1   **HW:**  Ongoing research to inform NEA  Revision for unit 1  **Ethos and Vision**  Completion of NEA to secure qualifications | After school support with exam | Problem solving and decision making involved in all practical lessons  Careers: Hierarchy within the industry |
| Cycle 3 | * Food around the world cuisine types * Menu design/group work - Tapas * Production planning and dovetailing * Legislation, employment rights * Health and safety legislation * Mock NEA * Practical outcomes to be increasingly complex with focus on dove tail planning. Students will make a ‘free choice’ practical to match outcomes of individual response to mini assignments.   Samosas, fish cakes, nann bread, lemon drizzle, vol-au-vents, Stuffed chicken (chicken butchery) Pasta making, Ravioli, Rough puff/flaky pastry Portion Chicken, Chicken Chasseur, Chicken Kiev, Tapas, free choice, skills test carbonara and focaccia.  **HW:**  Teams quizzes: causes of ill health, legislation.  Research task: local producers – what is available? Carried out as an extended project - opportunity for primary research through visits. Evaluation  Research tasks: recipes from chosen culture/country, tapas recipes and ways of serving/presenting  Teams quizzes: world cuisine  Recipe book: add a minimum of one more dish  **Ethos and Vision**  Develop understanding of the needs of others in terms of diet including cultural beliefs. Students gain understanding of choices they can make as consumers | Visits to local producers for independent study task | Problem solving and decision making involved in all practical lessons  Careers: HSE (health and safety executive | * Unit 1 revision according to assessment of needs.   **HW:**  Ongoing research to inform NEA  Revision for unit 1  **Ethos and Vision**   * Completion of NEA to secure qualifications | After school support with exam | Problem solving and decision making involved in all practical lessons |