**Curriculum Map Y11 Hospitality and Catering 2022 – 2023**

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|  | **BLOCK 1** | | | **BLOCK 2** | | | **BLOCK 3** | |
|  | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** | **Term 5** |  |
| **Dates** | 1st September – 21st October | 31st October – 22nd December | | 9th January –10th February | | 20th February – 31st March | 17th April – 26th May | June -5th June – 21st July |
| **Weeks** | 8 Weeks | 8 Weeks | | 5 Weeks | | 6 Weeks | 6 Weeks |  |
| **Lessons** | Mock exams: Y11 and 13 W/B 21st November, 10 weeks in. (9 days) | | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment)  Coursework submission deadline TBC | | | Exam Date TBC | |
| **Inset** | 1S September, 2nd September 23rd December (School Closed) | | | 4th, 5th & 6th January | | |  | |
| **Unit Title** | **Hospitality and catering: unit 2 Hospitality and Catering in action** | | | | | | **Unit 1 The Hospitality and Catering Industry** | |
| **Sequence** | Learning outcome 1: understand the importance of nutrition when planning menus  Learning outcome 2: Understanding menu planning  Learning outcome 3: Be able to cook dishes | | | Learning outcome 2: Understanding menu planning  Learning outcome 3: Be able to cook dishes | | | Exam preparation  LO1 Understand the environment in which hospitality and catering providers operate  LO2 Understand how hospitality and catering provision operate  LO3 Understand how hospitality and catering provision meets health and safety requirements  LO4 Know how food can cause ill health  LO5 Be able to propose a hospitality and catering provision to meet specific requirements | |
| **Key Building Blocks** | AC1.1 Describe functions of nutrients in the human body  AC1.2 Compare nutritional Needs of specific groups  AC1.3 Explain characteristics of unsatisfactory nutritional intake AC1.4 Explain how cooking methods impact on nutritional value  AC2.1 explain factors to consider when proposing dishes for menus AC2.2 explain how dishes on a menu address environmental issues AC2.3 explain how menu dishes meet customer needs  AC2.4 plan production of dishes for a menu 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 technique | | | AC2.1 explain factors to consider when proposing dishes for menus AC2.2 explain how dishes on a menu address environmental issues AC2.3 explain how menu dishes meet customer needs AC2.4 plan production of dishes for a menu  AC3.2 assure quality of commodities to be used in food preparation AC3.1 use techniques in preparation of commodities AC3.3 use techniques in cooking of commodities AC3.4 complete dishes using presentation techniques  Topic: Unit 2 practical exam Sub Context: Refine dishes through trialling, create final time plan, complete practical exam and photograph (Task 3), submit project for external marking  Assessment: WJEC Unit 2 practical exam and submission of final project | | | External Unit 1 Exam  Practical Controlled Assessment  Time Plan, Research and skills demonstration  Unit 1 Exam Revision (for those resitting) Sub Context: Some students will have already passed the exam in year 10 Year 11 exam marks considered if higher . Assessment: WJEC Unit 1 Examination The Hospitality and Catering Industry | |
| **Retrieval Practices** | Do Now activities  Interleaved themes  Questioning | | | Do Now activities  Interleaved themes  Questioning | | | Do Now activities  Low stakes quizzes, Knowledge check Q and A  Interleaved themes  Exam Questions | |
| **Key Skills / Content** | * Weighing and measuring * Chopping and slicing * Shaping * Peeling * Whisking * Melting * Rubbing in method * Sieving * Segmenting * Hydrating * Blending * Deboning * Portioning * Filleting * Following good hygiene and good safety practice * Using specialist equipment | | Content  1.1Nutrients  Protein Fat Carbohydrate Vitamins Minerals Water Dietary fibre (NSP  1.2 Specific groups  Different life stages Childhood Adulthood Later adulthood Special diets Medical conditions Activity levels  1.3Characteristics  Visible Non-visible  Unsatisfactory Nutritional deficiencies Nutritional excesses  1.4 Cooking Methods  Boiling Steaming Baking Grilling Stir-fry Roasting Poaching | 3.2 Quality  Smell/Aroma Touch Sight Storage Packaging  3.3 Techniques Boiling Blanching Poaching Braising Steaming Baking Roasting Grilling (griddling) Frying Chilling Cooling Hot holding  3.4 Presentation techniques Portion control Position on serving dish Garnish Creativity   * Weighing and measuring * Chopping and slicing * Shaping * Peeling * Whisking * Melting * Rubbing in method * Sieving * Segmenting * Hydrating * Blending * Deboning * Portioning * Filleting * Following good hygiene and good safety practice   Using specialist equipment | 2.1 Factors Time of year e.g. seasonality of commodities, seasonal events Skills of staff Equipment available Time available Type of provision e.g. service, location, size, standards Finance e.g. costs, customer needs Client base  2.2 Dishes Preparation and cooking methods Ingredients used Packaging Environmental issues Conservation of energy and water Reduce, reuse, recycle Sustainability e.g. food miles, provenance  2.3Needs  Nutritional Organoleptic Cost e.g. premium priced dishes, value for money  2.4 Plan  Sequencing Timing Mise en place Cooking Cooling Hot holding Completion Serving (presented as if to be served Waste  Equipment Commodity quantities Tools Contingencies Health, safety and hygiene Quality points Storage | | Segmenting  Hydrating  Blending  Deboning  Portioning  Filleting  Following good hygiene and good safety practice  Using specialist equipment | |
| **Literacy** | Written & Oral communication  Paragraph structure  Vocab development | | | Written & Oral communication  Paragraph structure  Vocab development | | | Written & Oral communication  Paragraph structure  Vocab development | |
| **Numeracy** | Calculating the quantity of a variety of nutrients required for specific groups of people  Calculating cooking times of dishes  Time planning  Weighing and measuring food  Portioning plates that are sufficient for different ages  How long to safely store food for- best before date  Stock rotation and timing of food storage | | | The quantity of each nutrients different groups of people need to stay healthy  Time planning a menu with multiple dishes  How long food can be kept warm for without it becoming unsafe  Cooking times of food  Weighing and measuring food  Portioning plates that are sufficient for different ages  How long to safely store food for- best before date  Stock rotation and timing of food storage | | | The quantity of each nutrients different groups of people need to stay healthy  Time planning a menu with multiple dishes  How long food can be kept warm for without it becoming unsafe  Cooking times of food  Weighing and measuring food  Portioning plates that are sufficient for different ages  How long to safely store food for- best before date  Stock rotation and timing of food storage | |
| **Formative Assessment** | Self assessment  Teacher feedback  Student Workbook | | | Self assessment  Teacher feedback  Student Workbook | | | Self assessment  Teacher feedback  Exam question feedback | |
| **Summative Assessment** | Assessment Coursework portfolio  AC1.1 Describe functions of nutrients in the human body  AC1.2 Compare nutritional Needs of specific groups groups  AC1.3 Explain characteristics of unsatisfactory nutritional intake AC1.4 Explain how cooking methods impact on nutritional value  AP1 | | | AC2.1 explain factors to consider when proposing dishes for menus AC2.2 explain how dishes on a menu address environmental issues AC2.3 explain how menu dishes meet customer needs  AC2.4 plan production of dishes for a menu AC3.2 assure quality of commodities to be used in food preparation AC3.1 use techniques in preparation of commodities AC3.3 use techniques in cooking of commodities AC3.4 complete dishes using presentation technique | | | AP3: Unit 1 External Examination | |
| **Social** | Students need to work as part of a team as a classroom community when sharing ideas in class, social issues such as job availability and requirements which broaden students’ knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions. | | | Students need to work as part of a team as a classroom community when sharing ideas in class, social issues such as job availability and requirements which broaden students’ knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions. | | | Students need to work as part of a team as a classroom community when sharing ideas in class, social issues such as job availability and requirements which broaden students’ knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions. | |
| **Moral** | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | | | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | | | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | |
| **Spiritual** | Resilience and independence skills are developed when workload becomes a challenge to manage. Exploring different religious diets and religious factors affecting food choices. Being able to express these opinions and understanding others’ opinions too | | | Resilience and independence skills are developed when workload becomes a challenge to manage. Exploring different religious diets and religious factors affecting food choices. Being able to express these opinions and understanding others’ opinions too | | | Resilience and independence skills are developed when workload becomes a challenge to manage. Exploring different religious diets and religious factors affecting food choices. Being able to express these opinions and understanding others’ opinions too | |
| **Cultural** | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | | | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | | | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | |
| **British Values** | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | |
| **Gatsby Benchmark 4 Linking curriculum to careers** | Careers in Food industry: Catering, nutrition, Food science, food production, environmental health officer, Further education: college, university and art specific subjects which relate to this.  Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints.  Celebrate National careers Week in food – pathways post 16 , careers in food | | | | | | | |