**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 planningLearning outcome 3: Be able to cook dishes | Learning outcome 2: Understanding menu planningLearning outcome 3: Be able to cook dishes | Exam preparationLO1 Understand the environment in which hospitality and catering providers operateLO2 Understand how hospitality and catering provision operateLO3 Understand how hospitality and catering provision meets health and safety requirementsLO4 Know how food can cause ill healthLO5 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 bodyAC1.2 Compare nutritional Needs of specific groupsAC1.3 Explain characteristics of unsatisfactory nutritional intakeAC1.4 Explain how cooking methods impact on nutritional value AC2.1 explain factors to consider when proposing dishes for menusAC2.2 explain how dishes on a menu address environmental issuesAC2.3 explain how menu dishes meet customer needsAC2.4 plan production of dishes for a menuAC3.1 use techniques in preparation of commoditiesAC3.2 assure quality of commodities to be used in food preparationAC3.3 use techniques in cooking of commoditiesAC3.4 complete dishes using presentation technique | AC2.1 explain factors to consider when proposing dishes for menusAC2.2 explain how dishes on a menu address environmental issuesAC2.3 explain how menu dishes meet customer needsAC2.4 plan production of dishes for a menuAC3.2 assure quality of commodities to be used in food preparationAC3.1 use techniques in preparation of commoditiesAC3.3 use techniques in cooking of commoditiesAC3.4 complete dishes using presentation techniquesTopic: Unit 2 practical examSub 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 theexam in year 10 Year 11 exam marks considered if higher .Assessment: WJEC Unit 1 Examination The Hospitality and Catering Industry  |
| **Retrieval Practices** | Do Now activitiesInterleaved themesQuestioning | Do Now activitiesInterleaved themesQuestioning  | Do Now activitiesLow stakes quizzes, Knowledge check Q and A Interleaved themesExam 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 1.1NutrientsProtein Fat Carbohydrate Vitamins Minerals Water Dietary fibre (NSP1.2 Specific groups Different life stages Childhood Adulthood Later adulthood Special diets Medical conditions Activity levels1.3Characteristics Visible Non-visible Unsatisfactory Nutritional deficiencies Nutritional excesses1.4 Cooking Methods Boiling Steaming Baking Grilling Stir-fry Roasting Poaching | 3.2 Quality Smell/Aroma Touch Sight Storage Packaging3.3 Techniques Boiling Blanching Poaching Braising Steaming Baking Roasting Grilling (griddling) Frying Chilling Cooling Hot holding3.4 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 base2.2 Dishes Preparation and cooking methods Ingredients used Packaging Environmental issues Conservation of energy and water Reduce, reuse, recycle Sustainability e.g. food miles, provenance2.3Needs Nutritional Organoleptic Cost e.g. premium priced dishes, value for money2.4 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 | SegmentingHydratingBlendingDeboningPortioningFilleting Following good hygiene and good safety practiceUsing specialist equipment |
| **Literacy** | Written & Oral communicationParagraph structureVocab development | Written & Oral communicationParagraph structureVocab development | Written & Oral communicationParagraph structureVocab 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 foodPortioning plates that are sufficient for different agesHow long to safely store food for- best before dateStock rotation and timing of food storage | The quantity of each nutrients different groups of people need to stay healthyTime planning a menu with multiple dishesHow long food can be kept warm for without it becoming unsafeCooking times of foodWeighing and measuring foodPortioning plates that are sufficient for different agesHow long to safely store food for- best before dateStock rotation and timing of food storage | The quantity of each nutrients different groups of people need to stay healthyTime planning a menu with multiple dishesHow long food can be kept warm for without it becoming unsafeCooking times of foodWeighing and measuring foodPortioning plates that are sufficient for different agesHow long to safely store food for- best before dateStock rotation and timing of food storage |
| **Formative Assessment** | Self assessment Teacher feedbackStudent Workbook  | Self assessment Teacher feedbackStudent Workbook  | Self assessment Teacher feedbackExam question feedback |
| **Summative Assessment** | Assessment Coursework portfolio AC1.1 Describe functions of nutrients in the human bodyAC1.2 Compare nutritional Needs of specific groups groupsAC1.3 Explain characteristics of unsatisfactory nutritional intakeAC1.4 Explain how cooking methods impact on nutritional value AP1  | AC2.1 explain factors to consider when proposing dishes for menusAC2.2 explain how dishes on a menu address environmental issuesAC2.3 explain how menu dishes meet customer needsAC2.4 plan production of dishes for a menuAC3.2 assure quality of commodities to be used in food preparationAC3.1 use techniques in preparation of commoditiesAC3.3 use techniques in cooking of commoditiesAC3.4 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  |