

Food/ Hospitality and catering- Curriculum overview

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| <p>Content studied during Key stage 2</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Demonstrate correct use of basic hand held equipment • Recognise good personal hygiene practises • Understand the correct procedures for storing high risk foods (meat, dairy, fish) • Demonstrate working in a safe manner • Follow a basic recipe to produce simple dishes. • Follow correct procedures for washing and drying equipment • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | |
| <p>Key skills/content requirements at GCSE- level 2</p> | |
| <ul style="list-style-type: none"> • Understand the environment in which hospitality and catering providers operate • Understand how hospitality and catering provisions operate • Understand how hospitality and catering provision meets health and safety requirements | <ul style="list-style-type: none"> • Know how food can cause ill health • Be able to propose a hospitality and catering provision to meet specific requirement |
| <ul style="list-style-type: none"> • Understand the importance of nutrition when planning menus • Understand menu planning • Be able to cook dishes | |
| <p>Year 7</p> <p>Core aim 10-14 week rotation Rotating termly</p> | <p>Year 8</p> <p>Core aim 10-14 week rotation Rotating termly</p> |

Students will be given a grounding in the fundamentals of healthy eating they will be taught about the importance of healthy eating – through learning about nutritional principles such as the eat well guide and the 5 principle of healthy eating and have an understanding about the consequences having a poor diet, energy balance and BMI. Students will learn about the roles of micronutrients and macronutrients which foods they can be found in and what they do as well as the role water plays in the diet.

Students will practise a range of practical skills building over the weeks- starting with knife skills, use of oven, use of hob, baking, boiling, whisking, chilling- dishes produced will be predominately savoury and follow recipes from the British nutritional foundation. The students will be taught about food safety, hygiene and the 4C's.

Students will be taught about the role bacteria plays in food safety – leading into food poisoning and food spoilage. They will also cover environmental issues surrounding food looking at organic foods, food waste, food miles, seasonality and carbon footprints.

Students will be introduced to ethical issues such as GM foods, fair trade and red tractor.

Students will practise a range of higher level practical skills which lead into the GCSE hospitality and catering course will be predominately savoury and follow recipes from the British nutritional foundation- skills include: pastry, dough and roux sauce as well as developing own recipe for a teenager.

| | Term 1 | Term 2 | Term 3 | Portable knowledge | Key terms |
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| Year 9 | <p>Practical Focus –chicken</p> <p>Food safety and hygiene- within school and in the catering industry.</p> <p>Job roles within the catering industry- kitchen brigade</p> <p>Kitchen work flow and layout</p> <p>Catering equipment</p> <p>Practical Focus autumn 2- pastry</p> | <p>Practical focus – Bread</p> <p>Food science- bread</p> <p>Food related illnesses- allergies, intolerances, food poisoning-</p> <p>Special diets, gluten. Coeliac, diabetics, vegetarian</p> <p>Practical focus spring 2- Fish and pasta</p> <p>Factors affecting food choices- moral, health, seasonality,</p> | <p>Practical focus– desserts</p> <p>Healthy eating- eat well guide, principles of healthy eating</p> <p>Macronutrients and micronutrients- functions in the body, sources and too much and too little</p> <p>Sensory analysis/ organoleptic qualities of foods</p> <p>Practical focus summer 2- desserts</p> | <p>From KS3 into yr 9:</p> <p>Healthy eating</p> <p>Nutrition- micro and macronutrients</p> <p>Health and safety</p> <p>Practical skills- preparation, cooking, presentation- pastry, roux, bread</p> <p>Food related illness- allergies, intolerance, food poisoning, bacteria</p> | <p>Macronutrients/ micronutrients</p> <p>Allergies/ intolerances</p> <p>Special diets</p> <p>Seasonality</p> <p>Food provenance</p> <p>6R's</p> <p>Legislation</p> <p>Organoleptic</p> <p>Sensory analysis</p> |

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| | <p>Food science- components in pastry- sugar, flour, fat</p> <p>Food safety legislation/ EHO</p> <p>Food related illnesses-</p> <p>Packaging, types, legislation, spoilage and bacteria</p> | <p>culture. GM foods, organic foods</p> <p>Staple foods and food provenance</p> | <p>Environmental issues – 6R's, sustainability, food miles, energy, water.- link back to seasonality, organic foods</p> | <p>Spoilage, bacteria and preservation</p> | |
| Year 10 | <p>Structure of the hospitality and catering industry</p> <p>Job requirements within the hospitality and catering industry</p> <p>Working conditions of different job roles across the hospitality and catering industry</p> <p>Factors affecting the success of hospitality and catering providers</p> | <p>Operation of the kitchen and front of house</p> <p>How hospitality and catering provision meet customer requirements</p> <p>Customer</p> <p>Personal safety responsibilities in the workplace and Responsibilities of employees</p> <p>Risks to personal safety in hospitality and catering</p> <p>Personal safety control measures for hospitality and catering provision</p> | <p>Food related causes of ill health</p> <p>The role and responsibilities of the Environmental Health Officer (EHO)</p> <p>Food safety Acts</p> <p>Common types of food poisoning</p> <p>Symptoms of food induced ill health</p> <p>Review options for hospitality and catering provision</p> <p>Recommend options for hospitality provision</p> | <p>Same as year KS3/yr 9 plus</p> <p>Food science</p> <p>Factors affecting food choices</p> | <p>Provider provision</p> <p>Service</p> <p>Commercial</p> <p>Non commercial</p> <p>Supplier</p> <p>Attributes</p> <p>Remuneration</p> <p>Gratuities</p> <p>Demographics</p> <p>Trends</p> <p>RIDOR</p> <p>COSHH</p> <p>PPER</p> <p>Regulations</p> <p>Legislation</p> <p>Risk assessment</p> <p>Work flow</p> <p>Stock control/ FIFO</p> <p>Administration</p> <p>Corporate</p> <p>Microbes/ bacteria</p> <p>EHO/ environmental health</p> |

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| | | | Hospitality and catering exam to be sat at the end of year 10 | | HACCP |
| Year 11 | Controlled assessment Functions of nutrients in the human body Compare nutritional needs of specific groups Characteristics of unsatisfactory nutritional intake Impact of cooking methods on nutritional value Factors to consider when proposing dishes for menus How dishes on a menu address environmental issues | Controlled assessment How menu dishes meet customer needs Plan production of dishes for a menu Practical controlled assessment exam – will be march | Catering enrichment | Healthy eating Nutrition- micro and macronutrients Food science Health and safety Practical skills- preparation, cooking, presentation | Nutrients Environmental issues |

GCSE/ level 1/2 external assessment:

Hospitality and catering uses the level 1 pass- Dist grading system, where Distinction is the best grade. The assessments are comprised of the following components:

- Controlled assessment - 60% of final grade to be started in Summer of Year 10,

- Written examination worth 40% of the final grade to be sat at the end of Year 11.

SMSC in food and catering

In design technology social, moral, spiritual and cultural is developed in a number of ways. We teach our students to think about the impact of their designing and making on the environment, people and the wider world. We teach our students about the importance of the 3 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity is encouraged through the process of peer evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in food and catering

Spiritual development and self-belief is of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in food and catering

In design and technology we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lessons pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in food and catering

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in food and catering

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work