

<b>Unit 1</b>	<b>Hospitality and catering provision</b>	<b>How Hospitality and Catering providers operate</b>	<b>Health and safety</b>	<b>Food safety</b>
<b>Unit 2</b>	<b>The importance of nutrition</b>	<b>Menu planning</b>	<b>Skill and technique of prep, cooking and presentation of dishes</b>	<b>Evaluating cooking skills</b>
<b>YEAR 10</b>				
<b>AUTUMN</b>	How do nutrients function in the human body? What foods contain nutrients? Does cooking affect these nutrients?		What specific dietary needs should you consider when planning a menu? How would you cater for those needs?	
<b>SPRING</b>	Where is Hospitality and Catering provided? What skills and attributes would you need to work in the industry?		How does the Hospitality and Catering sector operate? What is needed to meet customers expectations?	
<b>SUMMER</b>	Respond to a learner assignment brief, applying learning to a provided context and customer base		Respond to a learner assignment brief, applying learning to a provided context and customer base	
<b>YEAR 11</b>				
<b>AUTUMN</b>	Responding to coursework learner assignment brief (Unit 2, 60% of overall)		Responding to coursework learner assignment brief (Unit 2, 60% of overall)	
<b>SPRING</b>	Responding to coursework learner assignment brief (Unit 2, 60% of overall)		Exam preparation: How Hospitality and Catering provision and its operation (Unit 1, 40% of overall)	
<b>SUMMER</b>	Exam preparation: Personal and food health, safety and hygiene in Hospitality and Catering (Unit 1, 40% of overall)		Exam revision: Exam technique (including recap of units taught in Y10)	

Intent	What new knowledge/content do we introduce?				
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> <li>Describe Hospitality and Catering providers, explaining in detail how they operate.</li> <li>Understand a wide range of customer requirements and be able to plan, prepare and evaluate menus to meet them.</li> <li>Describe contributing factors to the success of Hospitality and Catering provision.</li> <li>Be able to explain and apply health and safety measures in Hospitality and Catering, justifying why they exist.</li> <li>Understand how nutrients function in the human body and where those</li> </ul>	Autumn	<p><b>Theory: The importance of nutrition</b>  <i>2.1 The importance of nutrition</i>  <i>Function of nutrients, the need for a balanced diet, application of knowledge to different life-stages and special dietary needs, how cooking methods impact on nutritional value</i></p> <p><b>Practical: Core skill development</b></p>	<p><b>Responding to coursework learner assignment brief (Unit 2, 60% of overall)</b>  <i>Students will receive preparation lessons and then participate in controlled activities to complete their coursework. The amount of guidance allowed depends on the specification and assessment criteria. E.g. 2.1 no internet, no resources and no guidance allowed.</i></p>	<p>In practical planning, the first term of this course enables students to master the basics in food preparation, cooking and styling.</p> <p>Mastering foundation techniques will enable learners to better access the more complex skills required in this course.</p>	<p>We have links with industry professionals in the area and provide opportunities for students to visit establishments and see the industry first hand.</p> <p>From summer 23 we will be offering the Springboard future chef completion to KS4 students, where if successful students can complete nationally and be judged by industry professionals.</p>
		<p><b>Theory: Menu planning</b>  <i>2.2 Menu planning. Factors affecting menu planning such as: cost, portion control, balanced diets (2.1 crossover) time of day, their client/customer (2.1 crossover), skills of chefs, time available, environmental issues, time of year (2.1 crossover) and organoleptic qualities</i></p> <p><b>Practical: Meals to suit specific needs</b>  <i>To link with 2.1/2.1 students will prepare, cook and present meals for specific people, special occasions and those with SDN. Students should plan their time (2.2.2 How to plan production) for each practical and evaluate using organoleptic vocabulary. (2.4.1)</i></p>	<p><b>Responding to coursework learner assignment brief (Unit 2, 60% of overall)</b></p>	<p>Recent changes in the course have allocated bandings of basic, medium and complex to all skills. Complex skills receive more marks and as such students must be confident using these skills and have an awareness of which dishes make best use of them.</p> <p>We have provided many opportunities to practice coursework completion skills throughout year 10 so that learners can confidently complete their coursework when released in Y11.</p> <p>Evaluation tools used create a digital library of student reflection, which covers a wide range of the core content and course requirements.</p>	<p>Students are encouraged to develop their own responses to learner assignment briefs in practical lessons</p> <p>We provided the facilities for students to cook independently rather than as pairs.</p> <p>We encourage student voice about recipes and encourage students to bring in or demonstrate recipes they would like included in lessons/on the curriculum.</p>
	Spring	<p><b>Theory: Hospitality and Catering provisions</b>  <i>1.1 Hospitality and catering provision, working in Hospitality and Catering, working conditions in the industry,</i></p>	<p><b>Responding to coursework learner assignment brief (Unit 2, 60% of overall)</b>  <b>FINAL PRACTICAL EXAM</b></p>	<p>The main body of coursework content is taught in Year 10, so that coursework completion can confidently take place at</p>	

<p><b>nutrients are found in food</b></p> <ul style="list-style-type: none"> <li>• <b>Be able to plan menus which are suitable for a range of scenarios</b></li> <li>• <b>How to prepare and make dishes confidently and with precision</b></li> <li>• <b>Apply food safety practices</b></li> <li>• <b>Be able to review their own performance and recommend next steps</b></li> </ul>		<p><i>contributing factors to the success of the H&amp;C industry</i></p> <p><b>Practical: Meals to suit specific scenarios</b></p> <p><i>Linking to the content from 1.1 students should prepare and cook meals that could be served in different establishments, with a clear view of who their client/customer is and their needs (2.1).</i></p>		<p>the beginning of Y11. There are many links between the core content for unit 1 (exam) and unit 2 (coursework) and those topics are interleaved wherever possible so that preparation for exam is constant and builds throughout the course.</p>
		<p><b>Theory: How Hospitality and Catering provision operates</b></p> <p><i>1.2 The operation of the front and back of house, customer requirements and how establishments meet them</i></p> <p><b>Practical: Recipe development using high-level skills</b></p> <p><i>Where possible learners should use complex(***) skills and a variety of specialist equipment to complete their practical work. Meals should meet a range of requirements such as: lifestyle, value for money and seasonal ingredients for example.</i></p>	<p><b>Exam preparation: How Hospitality and Catering provision and its operation (Unit 1, 40% of overall)</b></p> <p><i>Recapping and embedding knowledge and skills taught in Y10</i></p>	
	<b>Summer</b>	<p><b>Mock learner assignment brief</b></p> <p><i>Students consolidate their prior learning to respond to the example coursework brief, 'TTC The thirsty camel'. In practical lessons, students will plan, prepare and cook a range of dishes they have chosen based on the brief. Students will then evaluate their success and decide next steps.</i></p>	<p><b>Exam preparation: Personal and food health, safety and hygiene in Hospitality and Catering (Unit 1, 40% of overall)</b></p> <p><i>1.3 Health and safety</i></p> <p><i>1.4 Food safety</i></p> <p><i>These criterions are taught throughout the course as part of student's practical lessons. During this half term students will develop their knowledge of the legislation</i></p>	

			<i>and requirements that uphold these standards in professional environments.</i>		
		<b>Mock learner assignment brief</b> <i>Mock coursework is completed and assessed. Final assessed practical takes place.</i>	<b>Exam revision: Exam technique (including recap of units taught in Y10)</b> <i>Focussing on exam technique, how to respond to questions, understanding command words and completing mock exams.</i>		
	<b>Rationale for this sequence</b>	<p>This is the course outline as set by the exam board. The knowledge and skills required build over time and slowly remove teacher control, preparing students for Y11 when they must work independently. Core knowledge is taught explicitly in dedicated lessons and then embedded into other areas of the course. E.g., Nutrition is taught in theory, and then referenced and evaluated in all practical lessons. This embeds core knowledge which students must recall independently in Y11. Students complete mock coursework in Y10 to embed what is expected of them in Y11 and for teachers to accurately provide individualised, specialist feedback based on the completed task.</p>	<p>The order of these lessons is planned to enable students to meet all of the course assessment objectives, within the time given. The Learner assignment brief is released in September and due in the spring. Having learnt the coursework content in Y10, Y11 learners will complete their coursework by spring 1 close in order to spend more time on the examined portion of the course.</p>		
	<b>How does the KS4 Curriculum build on previous learning at KS3?</b>	<p>Rules and routines, including basic skills and health and safety, are embedded in KS3 so that crucial lesson time in Y10 is not needed to teach the basics. The basic-medium skills taught in KS3 provide a foundation for students to build from in KS4. Core coursework topics at KS4 are taught in KS3 so that learners know what to expect when choosing Hospitality and Catering for a GCSE, for example the function of nutrients in the human body. Where some schools teach students in groups or pairs at KS3, students prepare and cook meals independently at CCC to prepare them for KS4 and allow them to develop their best practice.</p>			