

Hospitality and Catering Key Stage 4 Curriculum 2024-2025

	Year 10			Year 11		
	Knowledge and skills	Enrichment	Cross-Curricular	Knowledge and skills	Enrichment	Cross-curricular
Cycle 1	<ul style="list-style-type: none"> • 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 • 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: Stir fry (baseline assessment), Vegetable cuts and garnishes, Decorated focaccia, Cheese and onion triangles, Chinese chicken with spring rolls, Yeast based pizza (for children), Gourmet burger, Skills Test – breaded chicken. <p>HW: Teams quizzes: food safety, equipment, EHO, nutrients. Research tasks: planning for practical work (needs of target group, ingredients and nutrients, cooking methods). Evaluation of practical skills. Adding to recipe book.</p> <p>Ethos and Vision Students learn how to store and prepare foods safely to prepare for later life.</p>	Watch 'Burnt' (Netflix) as introduction to the industry		<ul style="list-style-type: none"> • Recap 4C's and food hygiene and safety and food-related causes of ill health • Food Choice/ethical issues/Religion and diet (recap and menu design) • Be aware of and be able to describe the job roles and working conditions. • Develop understanding of the different types of establishments both hospitality and catering: the types of foods and services that they produce for customers. commodities and meeting specific needs for different establishments and events. • Explain the factors affecting the success of providers • Mock NEA • Producing dishes using a range of Pasta making, Ravioli, increase in independent choice of dishes to prepare for NEA. <p>HW: Teams quizzes: job roles, name the dish/nutrient (practical element) Production plan for identified practical Research task: current trends in food Adding to Recipe book.</p> <p>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.</p>	After school support with exam and practical outcomes	

Cycle 2	<ul style="list-style-type: none"> Introduction to dove tail planning HACCP Health and safety and legislation 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: <p>Marble cakes/lemon drizzle, Shortcrust pastry quiche, sauce making - Macaroni cheese, vol-au-vents, Rice dish such as Jambalaya, Swiss roll, Skills test Tapas kitchen brigade group work.</p> <p>HW: Exam questions: cooking methods, environment and unsatisfactory intake. Teams quizzes: equipment, dietary needs. Adding to recipe book. Production plan for identified practical. Research for skills test</p> <p>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</p>	Support gardening club		<ul style="list-style-type: none"> Review and revise previous topics required for NEA explore exemplar material to prepare for NEA Practical outcomes focus on gaps in high skills need for NEA. Completion of NEA 12 Hours Revision for unit 1 <p>HW: Ongoing research to inform NEA Revision for unit 1</p> <p>Ethos and Vision Completion of NEA to secure qualifications</p>	After school support with exam	
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Cycle 3	<ul style="list-style-type: none"> Introduction to factors to consider when planning menus and menu design (dietary needs inc. specific dietary requirements such as allergy and intolerance, success factors, Seasonality both environmental and time of year e.g. Christmas, Easter, introduction to cost and profit) Production planning and dovetailing Job roles and responsibilities Legislation, employment rights Health and safety legislation 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. <p>fish cakes, Stuffed chicken (chicken butchery) Rough puff/flaky pastry. Portion Chicken - Chicken Chasseur, Chicken Kiev, skills test carbonara and chosen bread side dish.</p> <p>HW: Boost Knowledge checks (online): 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 Adding to Recipe book.</p> <p>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</p>	Visits to local producers for independent study task		<ul style="list-style-type: none"> Unit 1 revision according to assessment of needs. <p>HW: Ongoing research to inform NEA Revision for unit 1</p> <p>Ethos and Vision</p> <ul style="list-style-type: none"> Completion of NEA to secure qualifications 	After school support with exam	
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