

Long Term Y10 Unit 2 Hospitality

Term		Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconception s	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
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1	<p>2.1 The importance of nutrition.</p> <p>Describe functions of nutrients in the body- Macro and Micro. Explain what happens if you have too much or too little of the nutrients.</p> <p>Different Life Stages.</p> <p>Special dietary needs</p> <p>2.1.2 How cooking methods can impact nutritional value.</p> <p>Explain how cooking methods affect the nutrients – link to your</p>	<p>Overview of nutritional needs / intakes of children, teenagers, adults and the elderly, Detailed comparison of 2 groups, Differences with reasons, Similarities with reasons</p> <p>Macro/Micro nutrients excess and Deficiency</p> <p>Boiling , grilling, microwaving steaming, stir frying Roasting, baking, poaching, shallow fry, deep fat frying</p>	<p>Knowledge on Eatwell Guide Dietary advice & recommendations. Macro and Micro nutrients Specific life stages How nutrients are destroyed or enhanced by cooking.</p>	<p>Courage to ask questions and seek knowledge about the different nutrients and to seek knowledge on why we should try and eat healthy foods and cut down on unhealthy foods.</p>	<p>They all have the same needs.</p> <p>Nutrients are not lost Where did the nutrients go?</p>	<p>KS3 Eatwell Guide</p>	<p>A level Food science Level 3 courses in Hospitality and Catering Level 3 Food Hygiene certificate BSc Food Science degree. MSc Food Science Degree in Environmental Health</p>	<p>AC1.1 - Merit Grade is the highest which can be achieved.</p>	<p>Students in Hospitality & Catering are heavily focused on people - the focus on service to customers and the communication between individuals and as a team – and the relationships that need to be built for this to work is of high importance. Therefore, catering is a subject which is well equipped to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson, students are expected to consider the needs and experiences of themselves and others, or come up with their own personal responses to events or dilemmas which prepares learners to take into account the diverse array of beliefs and cultures that they will encounter every day – both inside and outside of school life.</p>	<p>Specific food items and cooking equipment provided to ensure inclusion for all pupils. Every year the school holds a Macmillan Coffee Morning and other charitable activities – the cakes, biscuits and other items for this are made in Food lessons. Harvest Festival we work together to collect food donations. KS3/4 Food lessons follows and introduces to the students not only our own school values but also to (SMSC) how to work together and respect other people's views, religions and cultures as well as observing British values. Each student is provided with ingredients every lesson to encourage</p>	<p>Hotel Manager for National and International companies. Executive Chefs Sous Chef Station Chefs Commis Chef Bartender Waiter Waitress Baristo Wine Waiter Head Receptionist Porter Night Porter Concierge Head of Housekeeping Chambermaid Development chefs Food Buyers Contract Catering Events Manager EHO In house food inspector Health and Safety Officer Food Quality inspector Nutritionist Own food Business Equipment demonstrator Food Technician Home Economist Food demonstrator Publican</p>
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	cooking methods in your dishes.								This subject equips learners with the knowledge, skills, attitudes and values necessary for their futures as citizens as well as professional employees and ensures they, as young people, can be part of a vibrant, cohesive society. Spiritual education in Hospitality and Catering ensures that students achieve their best in a creative and innovative way. The freedom to adapt recipes and create unique, innovative products excites the students and enables them to ensure that their work reflects their individual personality and creates their own unique twist. Adapting, making and evaluating products unlocks the creativity of our students and creates a sense of challenge, pride and self-fulfillment. Students in Y11 when	cooking with fresh ingredients and to ensure no student is singled out through deprivation as a result of their home circumstances.	Recruitment Marketing Food photographer Supply chain Food factory NHS Airline industry - In flight meals Railway chefs Cruise line chefs Armed Forces Prisons Kitchen design Lab work
2	2.2 Menu Planning 2.2.1 Factors affecting Menu Planning 2.2.2 How to plan production	Seasonality of commodities/ time of year. Skill of chef Type of Customers/ type of menu Type of establishment Cost Time available Dietary needs of customers Equipment available Cooking methods and preparation Choice of ingredients Packaging of ingredients Conservation of energy and water Reduce, reuse , recycle Sustainability, food provenance	British seasons and the traditional foods found at these times of year. Environmental issues - Fair trade Animal Welfare, Food miles. Reduce Reuse Recycle and how to apply to the kitchen and overall business.	Wisdom to think through the impact of buying food from far away places and on the impact it has on the environment How using our local community to purchase food from will help change buying habits	What are seasons Is it Chip spice We can get strawberries all year The shops sell everything How can we reuse food if we have already used it - it will make us ill.	KS3/KS4 Y10		Differentiated learning outcomes for each lesson			
3	Production Plan Equipment Ingredients 2.3 The skills & techniques	Full description of each dish Flavours/ colours/ textures/ appearance Nutritional needs of your customers	Each of the dishes need to be described using sight, smell, taste, touch and sound. Important to use correct descriptive words. Word banks	Respecting different peoples diets, religions and choices the customers we may serve in our community	Umami is a type of paper folding. Decorating is the same for every dish	KS4 Y10		Differentiated learning outcomes for each lesson			

	<p>of preparation , cooking and presentation.</p> <p>2.3.1 How to prepare and make dishes.</p> <p>Practise practical skills that may be needed for the practical exam. Basic, Medium and Complex skills.</p> <p>2.3.2 Presentation Techniques</p> <p>2.3.3 Food Safety Practices</p>	<p>Adults and children</p> <p>Presentation , garnish to give plate appeal</p> <p>Portion sizes for adults and children</p> <p>Vegetarian, vegan, lactose intolerant, gluten intolerant</p> <p>Religious diets</p> <p>Dovetail plan for 2 dishes plus sides.</p> <p>Practice practical skills that may be needed for the practical exam</p> <p>Practice presentation techniques</p>	<p>can be used.</p> <p>Decorating and garnishing foods are important as well as the use of various tools that are designed for serving food creatively - Practice using squeezezy bottles, fine tweezers and ring moulds.</p> <p>Using a clock to be able to tell the time to work out how to dovetail the dishes and accompaniments together and finish to serve at the correct time.</p> <p>Cake making techniques, pastries, doughs, coating, sauces, using fish, meat and vegetarian products as well as gluten free flour. Setting/Gelling agents, pasta & pasta machines.Using the oven & hob as well as other small pieces of electrical equipment.</p>	<p>Wisdom to use past knowledge from previous years practical lessons.</p> <p>Courage to persevere in their practical assessment</p>					<p>completing their Task 1 Controlled Assessment, are faced with the challenge of researching, choosing, preparing and making a range of food products of their own choice. Students use their creativity to their full potential and are filled with pride when they complete this. They have free choice to prepare and make products in a set time frame, which is challenging, but immensely enjoyable. They learn about the different food choices around the world, as well as the cooking methods</p>		
4	<p>6 hour Controlled assessment</p>	<p>Exam techniques</p>	<p>Timings</p> <p>Knowledge of skills being used.</p> <p>Ways of presenting dishes.</p>	<p>Wisdom to use their knowledge gained in previous</p>	<p>Dovetail is a birds tail</p>	<p>KS4 Y10</p> <p>KS3</p> <p>Exams</p>		<p>Differentiated learning outcomes for each lesson</p>			

	3 hour practical exam 2.4 Evaluation cooking skills 2.4.2 Reviewing own performance	Exam takes place for Unit 2 Revision for pupils on Unit 1 who are required to retake the external exam.	Crockery and serving dishes/platters available from school. Equipment brought from home.	lessons Community to support each other with encouragement and reassurance Respect each other during the exam Courage to persevere							
5	Unit 1 revision	Revision lessons	Exam techniques key command words for Short answered questions - Identify List Name Recommend State Long answered questions - Describe Review Analyse Justify Explain Stimulus questions Graduated Lead-in questions Data Free response All ACs for Unit 1	Wisdom to revise Courage to carry on	Writing as much down as possible. Writing 1 word answers for 1 mark questions.	KS4 Y10 KS3 Exams		Differentiated learning outcomes for each lesson			
6	Practice exam	Exam	Use of key knowledge from above to answer the questions by reading the questions first.	Wisdom Respect Courage Community To go to College or start an apprenticeship	It will be the same exam as the one in Y10	KS4 Y10 KS3 Exams		Differentiated exam questions which give different grades then each pupil.			

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