

2022-2023 Year 10 Curriculum and Assessment Plan for WJEC Hospitality and Catering

<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to expose and support learners who want to learn about the hospitality and catering as a vocational sector and the potential it can offer them for their careers or further study. It is design to support pupils to develop skills to work in the catering sector, to have knowledge to food production and processing.</p>					
<p>Half Term 1:</p> <p>All pupils will know: Hospitality and catering provision.</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision.</p> <p>All pupils will be assessed by: Knowledge quiz Practice exam questions Practical assessment End of unit test</p> <p>Impact- Why do we teach this? Pupils need to have developed a knowledge and understanding of the hospitality and catering industry and working conditions. Pupils will be able to explain Different types of employment contracts, Working hours, Rates of pay, Holiday entitlement, Remuneration (tips, bonus payments, rewards).</p> <p>Students will have an increased confidence of the structure of the hospitality and catering industry.</p> <p>Students will have an increased awareness of job requirements within the hospitality and catering industry</p> <p>Students will have begun to establish their awareness of the factors affecting the success of hospitality and catering providers</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Safety in the food room. Knife skills Use a variety of small equipment Catering skills Deboning, pastry making preparing and cooking meats. <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary: hospitality, catering, caterers, suppliers, establishments, commercial, non-commercial, transport catering, brigade, customer service and satisfaction, contracts.</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths- measurements and weighing. Geography and PSHE- world dishes 	<p>Half Term 2:</p> <p>All pupils will know: How hospitality and catering provisions operate</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>All pupils will be assessed: Knowledge quiz Practice exam questions Practical assessment End of unit test</p> <p>Impact - Why do we teach this? Pupils need to have an understanding and knowledge of the job roles in FOH and BOH. Pupils should be able to explain how hospitality and catering businesses, meet the needs and expectations of their customers.</p> <p>Students will be able to describe the operation of the kitchen and have an increased awareness of the different kitchen environments within the hospitality industry.</p> <p>Students will be able to describe the operation of front of house and how this varies from different hospitality businesses and the impact this would have on success.</p> <p>Students will have developed an understanding of how hospitality and catering provision meet customer requirements and the advantages and consequences this may have.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Vegetable cuts, soup making. Fresh pasta making, shaping forming and presentation skills Gelatine work. <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary: front of house, back of house, reception, materials, stock, workflow, waiting area, counter service, dining room, cloakroom, uniform, grills, blast chiller, bain marie, urn, floor standing mixers, salamander.</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Business Studies- customer services PSHE/ Careers- Job roles. English- explanation and analysis 	<p>Half Term 3:</p> <p>All pupils will know: How hospitality and catering provisions operate</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>Health and safety in hospitality and catering.</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p> <p>All pupils will be assessed: Knowledge quiz Practice exam questions Practical assessment End of unit test</p> <p>Impact - Why do we teach this? Students will be able to identify the variety of options for hospitality and catering provision and recommend options for different needs and requirements.</p> <p>Students will be able to identify and describe how H&S industry meets the needs of specific groups of customers.</p> <p>Students will be able to describe personal safety responsibilities in the workplace</p> <p>Students will be able to identify risks to personal safety in hospitality and catering</p> <p>Students will have had experience recommending and applying personal safety control measures for some hospitality and catering provision</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Choux pastry Piping. Filleting fish, spices and flavouring (Asian) Creaming method (cake). <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary: front of house, back of house, reception, materials, stock, workflow, waiting area, counter service, dining room, cloakroom, uniform, grills, blast chiller, bain marie, urn, floor standing mixers, salamander. HASWA, RIDDOR, COSHH, MHOR, PPE, risk assessment control measure, risks, HACCP, Food Safety Act 1990, Food Safety Regulations 2006, hazard</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Science- bacteria.

<p>Half Term 4:</p> <p>All pupils will know: Health and safety in hospitality and catering.</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p> <p>All pupils will be assessed:</p> <p>Knowledge quiz Practice exam questions Practical assessment End of unit test</p> <p>Impact - Why do we teach this?</p> <p>Students will be able to identify and explain the different legislation for health and safety and relate to H&S industry. Pupils will be able to explain the job role of EHO and powers of EHO.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Gelatine, • Filo pastry • Mayonnaise • Pastry (shortcrust). <p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary:</p> <p>HASWA, RIDDOR, COSHH, MHOR, PPE, risk assessment control measure, risks, HACCP, Food Safety Act 1990, Food Safety Regulations 2006, hazard</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Science- bacteria 	<p>Half Term 5:</p> <p>All pupils will know:</p> <p>Food safety in hospitality and catering</p> <p>In this topic learners will gain knowledge and understanding of the following areas:</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>1.4.4 The Environmental Health Officer (EHO)</p> <p>All pupils will be assessed:</p> <p>Knowledge quiz Practice exam questions Practical assessment End of unit test</p> <p>Impact - Why do we teach this?</p> <p>Students will be able to describe personal safety responsibilities in the workplace Students will be able to identify risks to personal safety in hospitality and catering Students will have had experience recommending and applying personal safety control measures for some hospitality and catering provision. Students will be able to identify food related bacteria and identify and be able to put in place measures to prevent food poisoning and cross contamination</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Side dishes • Chutney and jam making • Ice cream making • Rice dishes • Bread making <p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary: bacteria, contaminate, cross-contamination, microbes, moulds, pathogenic, toxins, food poisoning, food intolerance, coeliac disease, lactose intolerance, gluten, food handler, food labelling regulations, EHO, inspection,</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Science- bacteria • PSHE- careers 	<p>Half Term 6:</p> <p>All pupils will know: The importance of nutrition and menu planning</p> <p>2.1.1- understand the importance of nutrition Nutrition and specific dietary groups. How cooking affects nutrition Factors affecting menu planning How to plan production</p> <p>All pupils will be assessed:</p> <p>Knowledge quiz Practice exam questions Practical assessment End of unit test Mini NEA- Cultural foods</p> <p>Impact- Why do we teach this?</p> <p>Students will be able to explain the function of the different macro and micro- nutrients. Pupils will be able to identify the nutritional needs of different dietary groups. Students will be able to explain the impact on nutrients of different cooking methods, and factors affecting menu planning.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Steam cakes • Whisking method <p>Reading Skills needed for this unit:</p> <p>Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary: Nutrition, vitamins and minerals, DRV, special diets, coeliac disease, obesity, deficiency, provenance, recycle, reuse.</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • English- formal writing and analysis • Maths- costing calculations, weighing and measuring.
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Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.

Enrichment opportunities:

- After school clubs, visiting chefs
- PSHE- careers

Career opportunities/ links: nutritionist, dietician, chefs, nurses, suppliers, buyers, farmers, bakers, butchers, waiters, hotel managers, food and beverage managers.

Rational for this sequencing

Students are required to sit an externally set exam to assess unit 1. A huge amount of this is based on the hospitality and catering industry and is new information to students. Many have 'life experience' they can draw upon to aid with this, however others are lacking the cultural capital to support them, and therefore need much more explanation and to cover some aspects in more depth. By covering this unit in year 10 we have plenty of time to embed the understanding and respond to misconceptions. There is also more flexibility to build in trips and real-world opportunities to put the learning in context with this additional time. Unit 2 is more practical based and draws on the KS3 experiences of cooking skills and nutrition. By covering different aspects of LO3 cooking skills throughout year 10 and 11 students are able to keep up to date with this through the course. It also allows us to link cooking dishes to key times of the year, seasonality of ingredients etc. By the end of year 10 students are completing holistic projects which take into account their full understanding of the H+C industry building on everything they have learnt, meaning it has to come at the end.

The projects completed at the end of year 10 are a great starting point for the assessment units completed in year 11. Students are given a design brief and have to design and cook a variety of dishes suitable for this scenario. Students are able to draw on all their practical experience from KS3 and 4 to show their absolute best work. If we did this earlier in the year they would still be perfecting their own style and approach to designing recipes as well as building confidence trying new cooking methods and ingredients so would not fulfil their full potential.

