

2022-2023 Year 11 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: Food hygiene certificate Level 1/2 HACCAP Food related ill health, food labelling laws, food safety legislation and food hygiene. Food safety practices Food related causes of ill health</p> <p>All pupils will be assessed by: Knowledge quiz Homework DNA Exist pass Practical's</p> <p>Impact- Why do we teach this? Criteria specification</p> <p>. 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety identify any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO)</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Hygiene and food safety Knife skills Using hob and oven Using a variety of cooking methods Developing a range of culinary skills, finishing and presentation. 	<p>Half Term 2:</p> <p>All pupils will know: Understanding the importance of nutrition (macro and micronutrients) Understanding of nutrition for different life stages How cooking methods can impact on nutritional value of foods.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ICT food For PC analysis. Range of practical skills – working with different food commodities 	<p>Half Term 3:</p> <p>All pupils will know: How cooking methods can impact on nutritional value of foods. How to prepare a range of dishes using a variety of different cooking methods, finishing and presentation.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> ICT food For PC analysis. Range of practical skills – working with different food commodities.
	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p>	<p>All pupils will be assessed: Homework DNA Exist pass Practical's</p>	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p>	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p>	<p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p>
	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Bacteria HACCP Cross contamination Legislation Hygiene Food poisoning Coeliac disease Salmonella E.coli 	<p>Impact - Why do we teach this? 2.1.1 Understanding the importance of nutrition (macro and micro). Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. Special dietary needs for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions, allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans.</p> <p>2.1.2- How cooking methods can impact on nutritional value</p>	<p>Key Vocabulary:</p> <p>Macro and micronutrients Energy Intolerance Pescatarians Vegetarians, vegans Deficiency Lifestyle</p>	<p>Key Vocabulary:</p> <p>Macro and micronutrients Energy Intolerance Pescatarians Vegetarians, vegans Deficiency Lifestyle</p>	<p>Key Vocabulary:</p> <p>Nutritional requirement Finishing Presentation Cooking method</p>
<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Science- names of different bacteria, moulds Understanding the conditions fr bacterial growth PSHE- role of EHO. Legislation and consumer awareness English- sequencing and writing reports in logical order 	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Science – nutrition, healthy eating and diet. PSHE healthy eating diet and well- informed consumer Maths- weighing and measuring English following and interpreting recipes in logical sequence. Evaluation of dishes. 	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Science – nutrition, healthy eating and diet. PSHE healthy eating diet and well- informed consumer Maths- weighing and measuring English following and interpreting recipes in logical sequence. Evaluation of dishes. 	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Science – nutrition, healthy eating and diet. PSHE healthy eating diet and well- informed consumer Maths- weighing and measuring English following and interpreting recipes in logical sequence. Evaluation of dishes. 	<p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths- estimating, temperature control, weighing and measuring English following and interpreting recipes in logical sequence. Evaluation of dishes. ICT – Food for PC analysis 	

<p>Half Term 4:</p> <p>All pupils will know: NEA Revision Hospitality and Catering Mock papers AC1.1 describe the structure of the hospitality and catering industry AC1.2 analyse job requirements within the hospitality and catering industry</p> <p>All pupils will be assessed: Homework DNA Exist pass Practical VEA assessment</p> <p>Impact - Why do we teach this? 2.2.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Maths- estimating, temperature control, weighing and measuring • English following and interpreting recipes in logical sequence. Evaluation of dishes. Presenting information. • ICT – Food for PC analysis <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Bacteria • HACCP • Cross contamination • Legislation • Hygiene • Food poisoning • Coeliac disease • Salmonella • E.coli • Macro and micronutrients • Energy • Intolerance • Pescatarians • Vegetarians, vegans • Deficiency • Lifestyle • 	<p>Half Term 5:</p> <p>All pupils will know:</p> <p>Revision and preparation for examination</p> <p>All pupils will be assessed: Homework DNA Exist pass Practical's</p> <p>Impact - Why do we teach this?</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • <p>Reading Skills needed for this unit:</p> <p>Key Vocabulary:</p>	<p>Half Term 6:</p> <p>All pupils will know: EXTERNAL EXAMINATION SET</p> <p>All pupils will be assessed: Homework DNA Exist pass Practical's</p> <p>Impact- Why do we teach this?</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Examination techniques. <p>Reading Skills needed for this unit:</p> <p>Key Vocabulary:</p>
<p>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.</p>					
<p>Enrichment opportunities:</p> <ul style="list-style-type: none"> • After school clubs, visiting chefs 					
<p>Career opportunities/ links: nutritionist, dietician, chefs, nurses, suppliers, buyers, farmers, bakers, butchers, waiters, hotel managers, food and beverage managers.</p>					