

Long Term New Spec Y10 Unit 2 Hospitality and Catering 2022/23

Term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	<p>AC1.1 Describe functions of nutrients in the body</p> <p>AC1.2 Compare nutritional needs of specific groups of people.</p> <p>AC1.3 Explain what happens if you have too much or too little of the nutrients in 1.1</p> <p>AC1.4 Explain how cooking methods affect the nutrients – link to your cooking methods in your dishes.</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>	KS3 Eatwell Guide	<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</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</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</p>

2	<p>AC2.1 Proposal of dishes to cook</p> <p>AC2.2 Explain how dishes on a menu address Environmental Issues</p> <p>AC2.3 Explain how dishes on a menu meet customer needs</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	KS3/KS4 Y10		Differentiated learning outcomes for each lesson	<p>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. 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</p>	<p>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 cooking with fresh ingredients and to ensure no student is singled out through deprivation as a result of their home circumstances.</p>	<p>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 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</p>
3	<p>AC2.3 Explain how dishes on a menu meet customer needs continued</p> <p>AC2.4 Production Plan Equipment Ingredients</p>	<p>Full description of each dish Flavours/ colours/ textures/ appearance Nutritional needs of your customers</p>	<p>Each of the dishes need to be described using sight, smell, taste, touch and sound. Important to use correct descriptive words. Word banks can be used.</p>	<p>Respecting different peoples diets, religions and choices the customers we may serve in our community</p> <p>Wisdom to use past knowledge from previous</p>	<p>Umami is a type of paper folding. Decorating is the same for every dish</p>	KS4 Y10		Differentiated learning outcomes for each lesson	<p>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</p>		

	Practise practical skills that may be needed for the practical exam	Adults and children Presentation , garnish to give plate appeal Portion sizes for adults and children Vegetarian, vegan, lactose intolerant, gluten intolerant Religious diets Dovetail plan for 2 dishes plus sides. Practise practical skills that may be needed for the practical exam	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. 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. 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.	years practical lessons. Courage to persevere in their practical assessment					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 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	
4	6 hour Controlled assessment 3 Practical exam Revision for retakes of Unit 1	Exam takes place for Unit 2 Revision for pupils on Unit 1 who are	Timings Knowledge of skills being used. Ways of presenting dishes. Crocery and serving	Wisdom to use their knowledge gained in previous lessons Community to support each	Dovetail is a birds tail	KS4 Y10 KS3 Exams		Differentiated learning outcomes for each lesson		

		required to retake the external exam.	dishes/platters available from school. Equipment brought from home.	other with encouragement and reassurance Respect each other during the exam Courage to persevere					choices around the world, as well as the cooking methods		
5	Revision for Unit 1	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	Exams Y11 Leave	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 with the full knowledge of all the values taught.	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.			

