

YEAR 11 Hospitality & Catering CURRICULUM PROGRESSION OVERVIEW

2023-24

The award in Hospitality and Catering has been designed to support learners who want to learn about this sector and the potential it can offer them for their careers or further study. It enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	2.1.1 Understanding the importance of nutrition. 2.1.2 How cooking methods can impact on nutritional value. 2.2.1 Factors affecting menu planning.	2.2.2 How to plan production. 2.3.1 How to prepare and make dishes. 2.3.2 Presentation techniques. 2.3.3 Food Safety Practices.	2.4.1 Reviewing of dishes. 2.2.2 Reviewing own performance. Completion of portfolio.	Revision of Unit 1 content in readiness for exam.	Revision of Unit 1 content in readiness for exam.	Revision of Unit 1 content in readiness for exam.
Core Knowledge/ Threshold Concept	Knowledge of macro- and micro-nutrients, their function in the body & the effect of over and under-nutrition. Nutritional needs of different life stages, special dietary needs for religious & health needs. Impact of cooking food on nutritional value. Development of Practical skills.	Portion control, costing, balanced diets, current nutritional advice, time of day, client base. Reduce Reuse Recycle Sustainability Time planning Dovetailing activities Equipment & ingredients Development of Practical skills.	Writing up work in exam conditions in order to produce the portfolio of evidence relating to production of a menu for a successful business.	Revision of: Structure of the industry. Operations of the industry.	Revision of: Health and safety. How food can cause ill health.	Revision of all areas of the Hospitality and Catering Industry.

Why this learning now?	<p>Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively and explicitly draw attention to where a keyword/concept/behaviour/pattern etc has been seen before and effectively expose the relationship to the current topic through questions such as: Where have we seen this before? What does this remind us of? How does this have a relationship with what happened previously? How does our understanding of the previous concept inform our understanding of this one? and hence facilitate better learning.</p> <p>Students in Year 11 will focus on the written portfolio which needs to be completed in readiness for submission to the exam board and moderator.</p>					
	Nutrition is the basic level of understanding required for assessment criteria 1.1, 1.2 & 1.3 and are fundamental to achieving in unit 2. Individual dietary needs are an important concept which translate into both this unit, but also AO4 in unit 1.	The qualification focuses on the hospitality and catering industry. This section is fundamental to businesses and their success. Much has been made recently of the need for businesses to be environmentally aware in order to reduce human impact on the planet.	In order to complete Unit to and produce work relating to previous learning over the last two terms.	Exam written portfolio and practical exam with evaluation of portfolio development and practical.	Some students will be resitting the written element of the qualification in order to improve overall outcomes.	Some students will be resitting the written element of the qualification in order to improve overall outcomes.
Assessment Opportunities:	<p>At the end of each module, students will undertake module assessments, but also formative assessment in lessons to assess student understanding. Also, development of practical skills will be assessed on a regular basis in order to develop confidence in readiness for the practical exam.</p>					
	Nutrition & Dietary needs assessment.	Menu planning and Practical exam. Summative assessment.	Mock examination. Summative assessment: evaluations of practical tasks.	Written assessment.	Exam papers used as revision & assessment opportunities.	Exam papers used as revision & assessment opportunities.
Learning at Home	Every 2 weeks, students will be set a task and be provided with a paper copy in lessons relating to areas of the Unit 2 specification, or an exam question relating to the topic.					
	Nutrition Special dietary needs Religious requirements Allergies & intolerances exam questions.	Students to practice their final exam products. Menu planning exam questions.	Exam papers/questions. Knowledge organisers.	Exam papers/questions. Knowledge organisers.	Exam papers/questions. Knowledge organisers.	Exam papers/questions. Knowledge organisers.

	Environmental factors relating to food production. Environmental factors exam questions.	Staff training exam questions.				
Key Vocabulary	Macronutrient Micronutrients Deficiency Excess Religious needs Vegetarian/vegan Hospitality Establishment Residential Commercial Corporate Hygiene 3 R's Religious needs Vegetarian/vegan	Apprenticeships Profit/loss Sustainability Food miles Organic Food poisoning Symptoms Allergies Intolerances HACCP Environmental Health Officer	Allergies Intolerances Apprenticeships Profit/loss Perishable Front of house Kitchen brigade EPOS Hot holding Enforcement	Food miles Organic 3 R's Sustainability HASAWA HSE COSHH PPE Hazard Risk	Commercial Non-commercial Private Residential/non-residential Profit & loss Front & back of house brigade. Legislation HACCP EHO roles & responsibilities Safety & hygiene Allergies & intolerances	Commercial Non-commercial Private Residential/non-residential Profit & loss Front & back of house brigade. Legislation HACCP EHO roles & responsibilities Safety & hygiene Allergies & intolerances
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain 					
Links to careers and the world of work	<p>This course has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.</p>					