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HTIB

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HT3A

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HT3A

HT3B

Key Themes (Intent)

LO4: How food causes ill health

The pupils begin their Hospitality and Catering course exploring how food can cause ill health. This is the starting point of the course as it deepens pupils understanding of how to store, cook and prepare food safely as well as their legal obligations as chefs for the safety of their consumers. The course will cover the following topics:

- *The causes and symptoms of food poisoning bacteria
- *How to assess if food is safe to eat
- *Allergies and intolerances
- *The roles and responsibilities of the Environmental Health Officer (EHO)
- *Food safety legislation
- *Specific types of food poisoning and their symptoms

Practical

In their first term, the pupils will prepare and cook a range of traditional British dishes. The pupils will be assessed on their skills, independence, time management and ability to follow health and safety procedures. The dishes cooked this term include:

- *Fish and chips
- *Cornish pasties

LO1: Understand Hospitality and Catering environment

In this term, the pupils will begin to explore the Hospitality and Catering (H&C) industry and how H&C businesses run successfully. The pupils will learn about the following topics:

- *The structure of the H&C industry
- *Analyse job requirements in the H&C industry
- *Working conditions in the H&C industry
- *Factors affecting the success of H&C providers

Practical

This term, pupils will be exploring multi-cultural dishes and how to cook dishes for people following religious and ethical diets. The pupils will also focus on suitable accompaniments for their dishes, some example dishes are shown below:

- *Vegan curry and partha
- *Vegetable samosas and mint yoghurt
- *Lamb tagine and pomegranate salad
- *Churros and chocolate sauce

LO2: Understand how H&C provisions operate

Linking to the previous terms learning, this term the pupils will learn about the everyday running of H&C businesses. The pupils will learn the following topics in this section:

- *Describe the operation of the kitchen
- *Describe the operation of the front of house
- *Explain how H&C provisions meet customer requirements

Practical

This term, pupils will be focussing on suitable accompaniments for their dishes, this is essential for when they come to create their own dishes in order to demonstrate higher level skills. An example of one of these would be how potatoes can be made into a range of different accompaniments:

- *Dauphinoise potatoes
- *Hasselback potatoes
- *Potato croquettes
- *Wedges
- *Chips
- *Potato rostis

Mock NEA

In preparation for year 11, the pupils will begin to explore the information required to complete their mock NEA focussing on creating dishes for the residents of a seaside town. The pupils will be expected to research the following information:

- *AC1.1 Describe the functions of nutrients in the human body
- *AC1.2 Compare nutritional needs of specific groups
- *AC1.3 Explain characteristics of unsatisfactory nutritional intake
- *AC 2.4 Plan production of dishes for a menu

Practical

In order to practise high level skills, the pupils will spend this term preparing and cooking a variety of fresh pasta and homemade pastry dishes. These dishes will focus on the presentation of the pupils dishes and how choices such as plate size and garnishes can impact a dish. Some of these dishes include:

- *Lasagne and focaccia bread
- *Tortellini
- *Apple tart tatin
- *Sausage plait

Mock NEA

To complete their mock NEA, the pupils will research information in the following areas:

- *AC1.4 Explain how cooking methods impact on nutritional value
- *AC 2.1 Explain factors to consider when proposing dishes for a menu
- *AC 2.2 Explain how dishes on a menu address environmental issues
- *AC.2.3 Explain how menu dishes meet customer needs
- *AC2.4 Plan production of dishes for a menu

Practical

In their practical this term, the pupils will focus on low fat, low sugar and low carbohydrate based dishes, this is a reflection on the modern world and the focus on creating nutritious, interesting and filling dishes. The dishes included in this project include:

- *Whisked sponge
- *Strawberry and white chocolate choux buns
- *Gluten free bread
- *Dairy free tarragon chicken bake

Unit 1 theory review

This term will be spent reviewing the learning from the previous terms in preparation for the pupils mock exams. We will also review successful revision techniques, how best to answer exam questions and common mistakes made in the exam. These techniques will be reinforced by an individual list of revision priorities for each pupil provided by their teacher.

Practical

In their final term, the pupils will plan their own dishes based on a given brief. The pupils will be producing their own timeplan to follow and will be assessed on their level of skill, independence, time management, their ability to follow health and safety procedures and presentation. Dishes made by previous pupils have included:

- *Ravioli and bruschetta
- *Stuffed chicken and vegetables
- *Baked cheesecake and coulis
- *Calzone pizza

The pupils will also complete a mock practical exam in order to fully understand the importance of planning, presentation and time restraints of the exam.

NEA

This term, pupils will begin their real NEA which is worth 60% of their final grade.

They will create a set of class notes which will then inform their written PowerPoint.

This term the pupils will focus on the following sections:

*AC1.1 Describe the functions of nutrients in the human body

*AC1.2 Compare nutritional needs of specific groups

*AC1.3 Explain characteristics of unsatisfactory nutritional intake

*AC 1.4 *AC1.4 Explain how cooking methods impact on nutritional value

Practical

The amount of practical in this term will be reduced in order to complete the NEA, however, there will be opportunities for pupils to practise the skills they have previously learnt in year 10. The main focus will be designing and planning their own dishes to allow pupils to display their independence.

NEA

Section 2 of the NEA will be completed this term, once the following sections have been completed, the pupils will be provided with their final brief and start to plan the dishes they will potentially make in their final practical exam:

*AC 2.1 Explain factors to consider when proposing dishes for a menu

*AC 2.2 Explain how dishes on a menu address environmental issues

*AC.2.3 Explain how menu dishes meet customer needs

Practical

The amount of practical in this term will be reduced in order to complete the NEA, however, there will be opportunities for pupils to practise the skills they have previously learnt in year 10. The main focus will be designing and planning their own dishes to allow pupils to display their independence.

NEA

The final section the pupils will complete is to create their production plan for their final 2 dishes (AC2.4 Plan production of dishes for a menu) , this plan will include: the method, quantity of ingredients, equipment needed, HACCP points and contingency plans. The pupils are expected to dovetail their plan to ensure both dishes are served at the same time, this is arguably the most important part of their NEA as it will inform their entire practical exam.

LO3: Understand how H&C provision meets H&S requirements

The pupils will spend this term exploring how H&C providers ensure they are following health and safety (H&S) requirements. From their previous learning they have learnt about the repercussions of providers who fail to meet H&S requirements.

Topics in this section include:

- *Personal safety responsibilities
- *Risks to personal safety
- *Recommend personal safety control measures

NEA

This term, the pupils will complete their final practical exam, they will be expected to safely prepare, cook and present their 2 chosen dishes. The pupils will have to bring together all of their practical experiences in order to create 2 high quality dishes

LO5: Be able to propose a hospitality and catering provision to meet specific requirements

The final topic for unit 1 will bring together all of the knowledge the pupils have previously learnt to be able to review and recommend suitable H&C provisions:

Review:

*Summarise different options: evaluate different hospitality outlets

*Advantages/disadvantages of different options: looking at different services and standards

*Use of supporting information which justifies how this meets specified needs e.g. allergies

Recommend:

Review, Recall, Retain:

Pupils will spend this term concentrating on their individual areas for improvement based on analysis of their previous assessments. Each pupil will be provided with an individual list of areas which require more attention in order to improve their confidence in these areas.

Review, Recall, Retain:

Pupils will spend their final term concentrating on their individual areas for improvement based on analysis of their previous assessments. We will also review revision techniques, how to answer exam questions and common mistakes made in the exam. Pupils will have the opportunity to review all of their previous learning in this time.



**Assessments
(Implementation)**

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

1. The causes and symptoms of food poisoning bacteria, how to assess if food is safe to eat, allergies and intolerances
2. The roles and responsibilities of the EHO, food safety legislation, specific types of food poisoning and their symptoms

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

1. The causes and symptoms of food poisoning bacteria, how to assess if food is safe to eat, allergies and intolerances
2. The roles and responsibilities of the EHO, food safety legislation, specific types of food poisoning and their symptoms

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above+C3:E3

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

1. Describe the operation of the kitchen, describe the operation of the front of house
2. Explain how H&C provisions meet customer requirements

*Questions will also be included from the previous term and general knowledge (e.g. fire drill procedures)

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO4: How food causes ill health

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO4: How food causes ill health

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO4: How food causes ill health

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

*Year 10 mock exam

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO4: How food causes ill health

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

*Year 11 mock exam

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO4: How food causes ill health

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

*Based on results of QLA

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

1. Personal safety responsibilities, risks to personal safety
2. Recommend personal safety control measures, any questions identified on QLA

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

1. Summarise different options: evaluate different hospitality outlets, advantages/ disadvantages of different options: looking at different services and standards, use of supporting information which justifies how this meets specified needs e.g. allergies
2. Propose ideas for services, operations and menu design, justify decisions in relation to specified needs linked to customers and operations, use of supporting information e.g. structured proposal

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

LO3: Understand how H&C provision meets H&S requirements

LO4: How food causes ill health

LO5: Be able to propose a hospitality and catering provision to meet specific requirements

*Based on results of QLA

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Formative assessments:

2 formative assessments using exam style questions covering the following topics:

LO1: Understand Hospitality and Catering environment

LO2: Understand how H&C provisions operate

LO3: Understand how H&C provision meets H&S requirements

LO4: How food causes ill health

LO5: Be able to propose a hospitality and catering provision to meet specific requirements

*Based on results of QLA

Summative assessment:

*End of unit assessment including a variety of exam questions from the topics shown above

Eduqas Level 1/2 Hospitality and Catering

Unit 1 LO4: Describe how food can cause ill health

*AC4.1 describe food related causes of ill health

*AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)

*AC4.3 describe food safety

*AC4.5 describe the symptoms of food induced illness

Unit 2 LO3: Be able to cook dishes

*AC3.1 Use techniques in preparation of commodities

*AC3.2 Assure quality of commodities to be used in food preparation

*AC3.3 Use techniques in cooking of commodities

*AC 3.4 Complete dishes using presentation techniques

*AC3.5 Use food safety practices

Unit 1 LO1: Understand the environment in which hospitality and catering providers operate

*AC1.1 describe the structure of the hospitality and catering industry

*AC1.2 analyse job requirements within the hospitality and catering industry

*AC1.3 describe working conditions of different job roles across the hospitality and catering industry

*AC1.4 explain factors affecting the success of hospitality and catering providers

Unit 2 LO3: Be able to cook dishes

*AC3.1 Use techniques in preparation of commodities

*AC3.2 Assure quality of commodities to be used in food preparation

*AC3.3 Use techniques in cooking of commodities

*AC 3.4 Complete dishes using presentation techniques

*AC3.5 Use food safety practices

Unit 1 LO2: Understand how hospitality and catering provision operates

*AC2.1 describe the operation of the kitchen

*AC2.2 describe the operation of front of house

*AC2.3 explain how hospitality and catering provision meet customer requirements

Unit 2 LO3: Be able to cook dishes

*AC3.1 Use techniques in preparation of commodities

*AC3.2 Assure quality of commodities to be used in food preparation

*AC3.3 Use techniques in cooking of commodities

*AC 3.4 Complete dishes using presentation techniques

*AC3.5 Use food safety practices

Unit 2

- *AC1.1 Describe the functions of nutrients in the human body
- *AC1.2 Compare nutritional needs of specific groups
- *AC1.3 Explain characteristics of unsatisfactory nutritional intake
- *AC 2.4 Plan production of dishes for a menu

Unit 2 LO3: Be able to cook dishes

- *AC3.1 Use techniques in preparation of commodities
- *AC3.2 Assure quality of commodities to be used in food preparation
- *AC3.3 Use techniques in cooking of commodities
- *AC 3.4 Complete dishes using presentation techniques
- *AC3.5 Use food safety practices

Unit 2

- *AC1.4 Explain how cooking methods impact on nutritional value
- *AC 2.1 Explain factors to consider when proposing dishes for a menu
- *AC 2.2 Explain how dishes on a menu address environmental issues
- *AC.2.3 Explain how menu dishes meet customer needs
- *AC2.4 Plan production of dishes for a menu

Unit 2 LO3: Be able to cook dishes

- *AC3.1 Use techniques in preparation of commodities
- *AC3.2 Assure quality of commodities to be used in food preparation
- *AC3.3 Use techniques in cooking of commodities
- *AC 3.4 Complete dishes using presentation techniques
- *AC3.5 Use food safety practices

Unit 1 LO1: Understand the environment in which hospitality and catering providers operate

- *AC1.1 describe the structure of the hospitality and catering industry
- *AC1.2 analyse job requirements within the hospitality and catering industry
- *AC1.3 describe working conditions of different job roles across the hospitality and catering industry
- *AC1.4 explain factors affecting the success of hospitality and catering providers

Unit 1 LO2: Understand how hospitality and catering provision operates

- *AC2.1 describe the operation of the kitchen
- *AC2.2 describe the operation of front of house
- *AC2.3 explain how hospitality and catering provision meet customer requirements

Unit 1 LO4: Describe how food can cause ill health

- *AC4.1 describe food related causes of ill health
- *AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)
- *AC4.3 describe food safety
- *AC4.5 describe the symptoms of food induced illness

Unit 2 LO3: Be able to cook dishes

- *AC3.1 Use techniques in preparation of commodities
- *AC3.2 Assure quality of commodities to be used in food preparation
- *AC3.3 Use techniques in cooking of commodities
- *AC 3.4 Complete dishes using presentation techniques
- *AC3.5 Use food safety practices

Unit 2

- *AC1.1 Describe the functions of nutrients in the human body
- *AC1.2 Compare nutritional needs of specific groups
- *AC1.3 Explain characteristics of unsatisfactory nutritional intake
- *AC1.4 Explain how cooking methods impact on nutritional value

Unit 2 LO3: Be able to cook dishes

- *AC3.1 Use techniques in preparation of commodities
- *AC3.2 Assure quality of commodities to be used in food preparation
- *AC3.3 Use techniques in cooking of commodities
- *AC 3.4 Complete dishes using presentation techniques
- *AC3.5 Use food safety practices

Unit 2

*AC 2.1 Explain factors to consider when proposing dishes for a menu

*AC 2.2 Explain how dishes on a menu address environmental issues

*AC.2.3 Explain how menu dishes meet customer needs

Unit 2 LO3: Be able to cook dishes

*AC3.1 Use techniques in preparation of commodities

*AC3.2 Assure quality of commodities to be used in food preparation

*AC3.3 Use techniques in cooking of commodities

*AC 3.4 Complete dishes using presentation techniques

*AC3.5 Use food safety practices

Unit 2

*2.4 Plan production of dishes for a menu

Unit 1 LO3: Understand how H&C provision meets H&S requirements

*AC3.1 describe personal safety responsibilities in the workplace

*AC3.2 identify risks to personal safety in hospitality and catering

*AC3.3 recommend personal safety control measures for hospitality and catering provision

Unit 2 LO3: Be able to cook dishes

*AC3.1 Use techniques in preparation of commodities

*AC3.2 Assure quality of commodities to be used in food preparation

*AC3.3 Use techniques in cooking of commodities

*AC 3.4 Complete dishes using presentation techniques

*AC3.5 Use food safety practices

Unit 1 LO5: Be able to propose a hospitality and catering provision to meet specific requirements

*AC5.1 review options for hospitality and catering provision

*AC5.2 recommend options for hospitality provision

Unit 1 LO1: Understand the environment in which hospitality and catering providers operate

*AC1.1 describe the structure of the hospitality and catering industry

*AC1.2 analyse job requirements within the hospitality and catering industry

*AC1.3 describe working conditions of different job roles across the hospitality and catering industry

*AC1.4 explain factors affecting the success of hospitality and catering providers

Unit 1 LO2: Understand how hospitality and catering provision operates

*AC2.1 describe the operation of the kitchen

*AC2.2 describe the operation of front of house

*AC2.3 explain how hospitality and catering provision meet customer requirements

Unit 1 LO3: Understand how H&C provision meets H&S requirements

*AC3.1 describe personal safety responsibilities in the workplace

*AC3.2 identify risks to personal safety in hospitality and catering

*AC3.3 recommend personal safety control measures for hospitality and catering provision

Unit 1 LO4: Describe how food can cause ill health

*AC4.1 describe food related causes of ill health

*AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)

*AC4.3 describe food safety

*AC4.5 describe the symptoms of food induced illness

Unit 1 LO1: Understand the environment in which hospitality and catering providers operate

*AC1.1 describe the structure of the hospitality and catering industry

*AC1.2 analyse job requirements within the hospitality and catering industry

*AC1.3 describe working conditions of different job roles across the hospitality and catering industry

*AC1.4 explain factors affecting the success of hospitality and catering providers

Unit 1 LO2: Understand how hospitality and catering provision operates

*AC2.1 describe the operation of the kitchen

*AC2.2 describe the operation of front of house

*AC2.3 explain how hospitality and catering provision meet customer requirements

Unit 1 LO3: Understand how H&C provision meets H&S requirements

*AC3.1 describe personal safety responsibilities in the workplace

*AC3.2 identify risks to personal safety in hospitality and catering

*AC3.3 recommend personal safety control measures for hospitality and catering provision

Unit 1 LO4: Describe how food can cause ill health

*AC4.1 describe food related causes of ill health

*AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)

*AC4.3 describe food safety

*AC4.5 describe the symptoms of food induced illness

Fundamental Skills

Identify

Apply

Describe

Explain

Evaluate

Identify

Apply

Describe

Explain

Evaluate

Identify

Apply

Describe

Explain

Evaluate

Identify

Apply

Describe

Explain

Evaluate

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Apply

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Identify

Apply

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Explain

Evaluate

Misconceptions

*Not all bacteria need air, some are anaerobic

*EHO completes food safety checks, not health and safety

*The following items are not legal requirements, but are nevertheless good practice and often included on packaging:

- illustration of product
- price
- nutritional values of the product
- customer guarantee
- the batch-code and bar-code numbers
- opening instruction

*Rice is a high risk food is false, cooked rice is as it is moist

*Any animal or animal by-product is classed as high risk (meat, milk, butter, cream etc.)

*Looking at the difference between a quality and a skill. You are born with qualities, such as being hard working, a team player or conscientious. However skills are what you learn and master over time, for example making and decorating a cake

*Staffing misconception is the difference between casual and part time. Part time have set contractual hours were casual staff are on demand, and can be contacted to work at any time

*Qualification misconception is that ALL staff regardless of position should have a FORMAL food safety qualification. Some specialist jobs require specialist training, such as a pastry chef may have an NVQ level 3 or HND in culinary arts.

*Just because an establishment is non-commercial it still has to factor costs into the success of the business

*Food safety and health and safety are not related

*Mistaking leisure, hospitality and tourism, they are all linked but they are not the same

- *All nutrients have the same function, i.e. all carbohydrates are the same/give same nutritional benefits, students often struggle to understand that there are variations of nutrients with better nutritional properties than others based on where they come from, i.e. plants and animals, or how they are prepared, i.e. deep fat fried or baked
- *Students commonly think allergies and intolerances are the same
- *Students often struggle to describe the different nutritional needs based on life stage, i.e. fail to realise as we age nutrients are absorbed differently and calorific intake may need to be reduced due to lower activity levels
- *Students commonly confuse principles of Muslim and Jewish diets
- *Students often expect all symptoms to be visible and sometimes struggle to understand the non-visible symptoms
- *Students are usually familiar with calcium and iron deficiency from KS3 Biology but less familiar with vitamin deficiency
- *Students commonly describe vitamin D as being 'provided by the sun' which is incorrect as sunlight only helps the body generate vitamin D
- *Students struggle to dovetail their time plans, usually writing a very linear time plan initially
- *Students would benefit from listing the tasks, estimating timings then re-ordering their method steps to help create a more practical and realistic time plan

- *Students commonly assume that to make food healthy it all must be steamed or baked. Students should realise that a meal's nutritional value can be improved by using a variety of cooking methods, i.e. serving baked potato skins as an accompaniment over fried. Baking fish and chips rather than deep fat frying. Serving raw food as accompaniments such as salad
- *Students often don't realise that water soluble vitamins are lost when using water based methods, i.e. boiling broccoli, and fat soluble lost when using oil to cook. The percentage nutrient loss is also required so students can compare just how much of an impact different cooking methods have on nutrient loss
- *Students are often unaware just how far food travels when imported from other countries and the impact on the environment
- *Knowledge of Fair Trade is limited and legislation relating to it. Students often struggle to comprehend the factors that go into good menu/dish design and how this can be achieved. Students must be encouraged to keep in mind the client base identified in the brief
- *Students are often unaware of the size and scale of the impact the food production/hospitality industry has on the environment
- *Students often assume that energy exists and that there is no cost to Earth to produce gas, electricity and running water. It is commonly accepted amongst students

*Misconceptions listen in previous sections

*Misconceptions listen in previous sections

*Misconceptions listed in previous sections

*Mistaking HASAWA with food hygiene and HACCP

*Risk assessment is a 3 part plan, hazard (item) Risk (who might get hurt) prevention (how to avoid it) *Risk assessment can be measured on a 1-3 or L-M and H scale

*AC5.1 and 5.2 are a culmination of learning and knowledge from all previous AC Tasks in the UNIT 1 Exam folder. Students should be able to suggest appropriate hospitality provisions for different occasions with sound reasoning

*Misconceptions listen in previous sections

*Misconceptions listen in previous sections

**SMSC/Fundamental British
Values Links**

**Careers
Context/
Opportuni-
ties**

<p>SMSC</p> <ul style="list-style-type: none"> *Creating dishes based on British culture *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life *Understanding the legal and moral responsibilities of chefs to look after the health of the consumer (nutrition, allergies and intolerances) *Understand the skills and qualities of people different to themselves <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism 	<p>All areas of Hospitality and catering specifically:</p> <ul style="list-style-type: none"> *Environmental Health Officer *Food scientist *Teacher *Chef
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<p>SMSC</p> <ul style="list-style-type: none"> *Creating dishes based on different cultures *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life *Understanding the legal and moral responsibilities of chefs to look after the health of the consumer (nutrition, allergies and intolerances) <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Creating dishes based on different cultures *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Creating dishes based on different cultures *Listen to and accept other peoples' ideas *Offer constructive criticism 	<p>All front of house and back of house staff, for example:</p> <ul style="list-style-type: none"> *Waiter/waitress *Sommelier *Maitre d' *Head chef *Sous chef *Patisserie chef *House keeper *Chef
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SMSC

- *Understanding the needs and wants of people other than themselves
- *Evaluating dishes
- *Following safety rules (accept consequences if not followed)
- *Group work
- *Nutrition and how to live a healthy life

Fundamental British Values

- *Creating dishes for a range of different people
- *Following safety rules (accept consequences if not followed)
- *Accepting ideas which are different from their own
- *Listen to and accept other peoples' ideas
- *Offer constructive criticism
- *Preparing students for life outside of school (creating nutritious meals)

All front of house and back of house staff, for example:

- *Waiter/waitress
- *Sommelier
- *Maitre d'
- *Head chef
- *Sous chef
- *Patisserie chef
- *House keeper

- *General manager
- *Chef

SMSC

- *Creating dishes from their own and other cultures
- *Evaluating dishes
- *Following safety rules (accept consequences if not followed)
- *Group work
- *Nutrition and how to live a healthy life and the impact of unsatisfactory nutritional intake

Fundamental British Values

- *Creating dishes from their own and other cultures
- *Following safety rules (accept consequences if not followed)
- *Accepting ideas which are different from their own
- *Listen to and accept other peoples' ideas
- *Offer constructive criticism
- *Preparing students for life outside of school (creating nutritious meals)

- *Nutritionist
- *Sports scientist
- *Personal trainer

<p>SMSC</p> <ul style="list-style-type: none"> *Understand the wants and needs of different groups of people (children, elderly people, religious and ethical diets) *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Creating dishes for people with specific nutritional needs (gluten free, low sugar etc.) *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism *Preparing students for life outside of school (creating 	<ul style="list-style-type: none"> *Nutritionist *Sports scientist *Personal trainer *Environmental Health Officer *Food scientist *Teacher
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SMSC

*Creating dishes to suit the needs and wants of a wide variety of groups of people

*Evaluating dishes

*Following safety rules (accept consequences if not followed)

*Group work

*Nutrition and how to live a healthy life

Fundamental British Values

*Following safety rules (accept consequences if not followed)

*Accepting ideas which are different from their own

*Listen to and accept other peoples' ideas

*Offer constructive criticism

*Preparing students for life outside of school (creating nutritious meals)

All areas of
Hospitality and
catering specifically:

*Environmental

Health Officer

*Food scientist

*Teacher

*Chef

<p>SMSC</p> <ul style="list-style-type: none"> *Creating dishes from their own and other cultures *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life and the impact of unsatisfactory nutritional intake <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Creating dishes from their own and other cultures *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism *Preparing students for life outside of school (creating nutritious meals) 	<ul style="list-style-type: none"> *Nutritionist *Sports scientist *Personal trainer *Environmental Health Officer *Food scientist *Teacher
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<p>SMSC</p> <ul style="list-style-type: none"> *Understand the wants and needs of different groups of people (children, elderly people, religious and ethical diets) *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Creating dishes for people with specific nutritional needs (gluten free, low sugar etc.) *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas *Offer constructive criticism *Preparing students for life outside of school (creating 	<ul style="list-style-type: none"> *Nutritionist *Sports scientist *Personal trainer *Environmental Health Officer *Food scientist *Teacher *Chef (executive head chef, sous chef etc.)
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SMSC

*Following safety rules (accept consequences if not followed)

*Group work

*How to keep themselves and others safe at work

*HACCP (avoiding hazards and keeping others safe)

*How to prevent accidents from happening

*Identifying potential hazards

Fundamental British Values

*Following safety rules (accept consequences if not followed)

*Accepting ideas which are different from their own

*Listen to and accept other peoples' ideas

*Offer constructive criticism

*Environmental Health Officer
*Food scientist
*Teacher
*Chef (executive head chef, sous chef etc.)
*Health and safety inspector
*PPE manufacturer
*Waiter/waitress
*Sommelier
*Maitre d'
*Head chef
*Sous chef
*Patisserie chef
*House keeper
*Chef

<p>SMSC</p> <ul style="list-style-type: none"> *Creating dishes based on British culture *Evaluating dishes *Following safety rules (accept consequences if not followed) *Group work *Nutrition and how to live a healthy life *Understanding the legal and moral responsibilities of chefs to look after the health of the consumer (nutrition, allergies and intolerances) *Understand the skills and qualities of people different to themselves <p>Fundamental British Values</p> <ul style="list-style-type: none"> *Following safety rules (accept consequences if not followed) *Accepting ideas which are different from their own *Listen to and accept other peoples' ideas 	<ul style="list-style-type: none"> *Nutritionist *Sports scientist *Personal trainer *Environmental Health Officer *Food scientist *Teacher *Chef (executive head chef, sous chef etc.) *Waiter/waitress *Sommelier *Maitre d' *Head chef *Sous chef *Patisserie chef *House keeper *Chef
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SMSC

*Following safety rules (accept consequences if not followed)

*Group work

*Understanding the legal and moral responsibilities of chefs to look after the health of the consumer (nutrition, allergies and intolerances)

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Fundamental British Values

*Following safety rules (accept consequences if not followed)

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*Listen to and accept other peoples' ideas

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*Nutritionist

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*Environmental
Health Officer

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*Chef (executive
head chef, sous chef
etc.)

*Waiter/waitress

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*Patisserie chef

*House keeper

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**Computing/ Literacy/ Numeracy
Opportunities**

Computing:

- *Researching recipes
- *Identifying the nutritional value of dishes
- *Creating a time plan

Literacy:

- *Subject specific language used throughout the projects (keywords listed in front of booklet and part of home learning)
- *French names for job roles and why French is commonly used in H&C
- *Orthographical description of dishes and ingredients
- *Extended writing (exam questions)
- *Roles and responsibilities of staff

Numeracy:

- *Calculating time taken to complete a recipe (preparation, cooking and cleaning up)
- *Conversion of temperatures
- *Effect of temperature on bacteria
- *Scale of production (increasing/decreasing a recipe)

Computing:

- *Researching recipes
- *Identifying the nutritional value of dishes
- *Creating a time plan

Literacy:

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Numeracy:

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- *Conversion of temperatures
- *Effect of temperature on bacteria

Computing:

- *Researching recipes
- *Identifying the nutritional value of dishes
- *Word processing of class notes
- *Creating a time plan

Literacy:

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