

# Subject Hospitality and Catering

Year 9-11

Scheme of Learning 2025 - 2026

Subject leader: Miss E Jones and Mrs J Gower

Topics by term	Topic overview for Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>  <b>INTRODUCTION</b>  <b>TO THEORY AND SKILLS</b>	Skills Review  <u>General practical skills</u> Weighing and measuring, preparation of ingredients and equipment (HATTIE), how long to cook food, testing for flavour and seasoning, presentation and food styling.  <u>Knife skills</u> Safety, types of knives, how to hold and cut fruit and vegetables. Vegetable cuts. Methods of preparing fruit and vegetables.  <u>Using the cooker</u> The hob, grill and oven. Safety.	Skills Review  <u>Raising agents</u> Chemical, biological, mechanical.  <u>Preparing, combining and shaping food.</u> Roll, wrap, skewer, mix, coat, layer. Shaping and binding wet mixtures.  <u>Sauce making</u> Starch based sauces, reduction sauces.  <u>Setting mixtures</u> <u>Removing heat, using protein</u> Dough Bread, shortcrust pastry, choux pastry, flaky pastry.	Unit 1 and 2  <u>Introduction to the course</u>  <u>Understanding the Importance of Nutrition</u> Different Life Stages Special Dietary needs  <u>Food related causes of ill health</u> Food Allergies Food Intolerance  <u>Symptoms and signs of food-induced ill health</u>  <u>How cooking methods can impact on nutritional value</u>  <u>Costing food.</u> How to make recipes cheaper.	Unit 1 and 2  <u>Hospitality and Catering provision</u>  <u>Hospitality and Catering provision to meet specific requirements</u>  <u>The operation of the front and back of house</u>  All remaining topics underpinned by-  <i>Reviewing dishes</i>  <i>Reviewing own performance</i>	Unit 1 and 2  <u>How to prepare and make dishes</u> <i>Basic, medium, complex</i>  <u>How to plan production</u>  <u>Factors affecting Menu planning</u>  <u>Presentation techniques</u>  All remaining topics underpinned by-  <i>Reviewing dishes</i>  <i>Reviewing own performance</i>	Unit 1 and 2  <u>Health and safety in hospitality and catering provision</u>  <u>Revision for end of year internal exam</u> <i>Unit 1 style written and mini 2hr NEA style practical</i>  All remaining topics underpinned by-  <i>Reviewing dishes</i>  <i>Reviewing own performance</i>

	<p><b><u>Using electrical equipment</u></b> Blender, food processor, hand held mixer. Safety.</p> <p><b><u>Cooking methods</u></b> Cooking with water, fat, dry heat.</p>	<p>Planning for a practical assessment, how to write a time plan.</p>	<p><b><u>Presentation techniques</u></b></p> <p><b><u>Reviewing dishes.</u></b> Sensory evaluation, tasting, sensory tests and star profiles.</p> <p><b><u>Reviewing own performance</u></b></p>			
	<p><b><i>Pre-requisites</i></b> KS3 – Basic cooking skills</p> <p>KS3 – Basic hygiene and safety</p> <p>KS3 – Safe use of equipment</p>	<p><b><i>Pre-requisites</i></b> KS3 – Basic cooking skills and those developed in term 1. An understanding of the need for accuracy when weighing and measuring. Developed skills towards more complexity</p>	<p><b><i>Pre-requisites</i></b></p>	<p><b><i>Pre-requisites</i></b></p>	<p><b><i>Pre-requisites</i></b></p>	<p><b><i>Pre-requisites</i></b></p>
	<p><b><u>Why are we teaching this now?</u></b></p> <p>Hospitality and catering WJEC.</p> <p>Required medium and complex skill development.</p> <p>Producing effective time plans in line with WJEC requirements</p> <p>Working towards presentation skills to achieve higher grades by meeting WJEC presentation requirements.</p>	<p><b><u>Why are we teaching this now?</u></b> Hospitality and catering WJEC.</p> <p>Required medium and complex skill development.</p> <p>Producing effective time plans in line with WJEC requirements</p> <p>Working towards presentation skills to achieve higher grades by meeting WJEC presentation requirements.</p>	<p><b><u>Why are we teaching this now?</u></b> Hospitality and catering WJEC.</p> <p>Required medium and complex skill development.</p> <p>Producing effective time plans in line with WJEC requirements</p> <p>Working towards presentation skills to achieve higher grades by meeting WJEC presentation requirements</p>	<p><b><u>Why are we teaching this now?</u></b> Hospitality and catering WJEC.</p> <p>Required medium and complex skill development.</p> <p>Producing effective time plans in line with WJEC requirements</p> <p>Working towards presentation skills to achieve higher grades by meeting WJEC presentation requirements</p>	<p><b><u>Why are we teaching this now?</u></b></p>	<p><b><u>Why are we teaching this now?</u></b></p>

Specification o References	<u>Big questions:</u>	Topic area: main Items and optional learning objectives	<u>Outcomes</u>	<u>Key Terms/ concepts</u> <u>Literacy</u> <u>Numeracy</u>	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Term 1 Skills Review- Revisiting Knowledge, Skills and Understanding from Key Stage 3, building confidence and depth of skills ready for transition over to the Level 1 / 2 course. General practical skills. Knife skills. Using the cooker. Using electrical equipment. The skills and techniques of preparation, cooking and presentation of dishes.</b>							
<b>Topic 1: General practical skills</b>							
	<p><b><u>Big Questions</u></b></p> <p><u>What practical skills must I develop? (HATTIE, Mis en place)</u></p> <p><u>What methods can we use to weigh and measure solids and liquids?</u></p>	<p><b><u>Theory Tasks:</u></b></p> <p>Learn the importance of hygiene and preparation prior to handling food (including HATTIE AND mis en place) Temperature control</p> <p>Learn about the various ways to accurately weigh and measure ingredients.</p> <p>Learn about safe food temperature and foodborne</p>	<p><b><u>Outcomes</u></b></p> <p><b>What will they know?</b> That the basic practical skills they learn (including HATTIE AND mis en place) are paramount in setting the foundation for successful outcomes in their practical tasks.</p> <p><b>What will they achieve?</b> An understanding of the importance of hygiene and safety. The ability to accurately weigh and measure, understand the <b>need</b> for accuracy.</p> <p>The ability to test the readiness of cooked food in order to prevent food</p>	<p>Mis en place</p> <p>Litres (L) Millilitres (ml)</p> <p>Kilogrammes (K) Grammes (g)</p> <p>Tsp Tbsp</p> <p>Cup (USA)</p> <p>Centimetre (Cm)</p> <p>Centigrade Danger zone (temperature)</p>	<p><b><u>Assessment:</u></b></p> <p>Termly Written assessment</p> <p><b><u>Homework:</u></b> Booklet 1</p>	<p>Exploring food and nutrition (KS3) P.48, P.50 P.90</p> <p>Scales</p> <p>Measuring spoons</p> <p>Measuring jugs</p>	<p>Speakers both internal and external with experience of working in the industry, to talk to the students. This will inform the students about 'real life' relevance of the subject that they are studying and what they can expect if they go on to work in the industry – although this is not an</p>

<p><u>Why is it important to understand when food is properly cooked (food safety)?</u></p> <p><u>How can we ensure food is ready for serving (flavour)? Testing seasoning, presentation and food styling, garnish and decoration</u></p>	<p>illnesses when procedures are not followed.</p> <p>Learn how long to cook food, testing for flavour and seasoning, presentation and food styling.</p> <p>Evaluate, review and suggest modifications for all dishes made.</p> <p><b>Practical Activities:</b></p> <p><i>All: Pass – know that basic general practical skills are important for success in the subject.</i></p> <p><i>Most: Merit – Understand that good general practical skills will result in a merit</i></p> <p><i>Some: Distinction – be able to explain the reasons that general practical skills must be learned and followed to gain a distinction.</i></p>	<p>poisoning and serve at its best.</p> <p><b><u>Cooks and techniques Covered</u></b></p> <p>Make a drink and present it attractively (measure liquid) <b>smoothie.</b></p> <p><b>Biscuits</b> (oaty biscuits with the smoothie). Fruit salad.</p> <p>Coleslaw with mayonnaise</p> <p>Shortcrust pastry (cheese straws)</p> <p>4 ways with eggs (boiled, scrambled, coddled, omelette)</p> <p><b>Teacher dem only for large group</b></p>	<p>Bacteria</p> <p>Spongy</p> <p>Al dente</p>		<p>Food Probe (temperature gauge)</p>	<p><b>expectation at this point.</b></p>
<p><b><u>Topic 2: Knife Skills</u></b></p>						
<p><b><u>Big Questions</u></b></p> <p><b><u>What are the safety rules for knife use?</u></b></p>	<p><b><u>Theory Tasks:</u></b></p> <p>Listing the safety rules for knife use.</p>	<p><b><u>Outcomes</u></b></p> <p><b><u>What will they know?</u></b></p>		<p><b><u>Homework:</u></b></p> <p>Termly Written assessment</p>	<p><b>Exploring food and nutrition</b></p>	

	<p><b><u>What simple food styling could we use for fruit and vegetables?</u></b></p> <p><b><u>How are fruit and vegetables prepared for use in various meals. What are the different vegetable cuts (recap, practice again)</u></b></p>	<p>Identifying different knives and their uses</p> <p><b><u>Practical Activities:</u></b> <b><u>Knife skills</u></b> Safety, types of knives, how to hold and cut fruit and vegetables.</p> <p>Vegetable cuts. Methods of preparing fruit and vegetables. Where these could be used</p> <p>Students will use sheets to show the various methods of cutting for cooking and presentation. <b>All: Pass – safely use a knife and show basic skills</b> <b>Most: Merit – safely and effectively use a knife to show medium skills.</b> <b>Some: Distinction – safely, effectively and accurately use a knife to show complex knife skills.</b></p>	<p>The importance of working safely with a knife.</p> <p><b><u>What will they achieve?</u></b></p> <p>The ability to prepare and present a range of fruits and vegetables to achieve complex skills.</p> <p><b><u>Cooks and techniques Covered</u></b> Dips and crudities</p> <p>Fruit and vegetable cuts (practicing complex cuts) Fruit styling</p> <p>Fruit salad</p> <p>Vegetable lasagne/curry</p>		<p>Homework booklet 1</p>	<p><b>(KS3) P.92</b></p> <p>Example sheets/templates</p> <p>Cooks knives</p> <p>Green Chopping boards</p> <p>Various fruit and vegetables</p>	
<p><b><u>Topic 3: Using the cooker</u></b></p>							
	<p><b><u>Big Questions</u></b></p> <p><b><u>What are the different areas of the cooker called and what safety precautions must we take when using these areas?</u></b></p>	<p><b><u>Theory Tasks:</u></b></p> <p>Looking at the areas of the cooker and identifying safety concerns. Identify the uses of the different areas of the cooker</p>	<p><b><u>Outcomes...</u></b> Understanding of how the cooker works. Be confident in the safety aspects of the cooker</p> <p><b><u>What will they know?</u></b></p>	<p>Grill Heat setting Centigrade Fan Hob</p>	<p><b><u>Homework:</u></b> Termly Written assessment</p> <p>Homework booklet 1</p>	<p>Exploring food and nutrition (KS3) P.96</p>	

	<p><b><u>Why do we cook food? (p.80)</u></b></p> <p><b><u>How is heat transferred during cooking and what are the effects of heat on sensory and nutritional properties? (p 80 and 82)</u></b></p>	<p>Labelling the areas of the cooker.</p> <p><b>Practical Activities:</b> <b><u>Using the cooker</u></b> The hob, grill and oven to produce a range of both sweet and savoury dishes.</p> <p><i>All: Pass – Produce low complexity dishes with some accuracy</i> <i>Most: Merit – Produce medium complexity dishes with average accuracy</i> <i>Some: Distinction – Produce highly complex dishes with complete accuracy</i></p>	<p>How to select the appropriate area of the cooker to use for specific dishes. That cooking methods can be changed to improve flavour and nutritional value of food.</p> <p><b>What will they achieve?</b> The ability to use the cooker confidently, accurately and independently. Skills in developing existing dishes.</p> <p><b><u>Cooks and techniques Covered</u></b> Simple bread rolls and butter (possibly flavoured) OVEN</p> <p>Grilled sausages in a tomato reduction sauce. GRILL AND HOB</p>	<p>Oven Gas Convection Conduction Radiation</p> <p>Hollow (bread) Rise Prove Shape</p> <p>Short (pastry) Setting</p> <p>tenderise</p>		<p>Page 80 and 82 Food and Nutrition (KS3)</p>	
<p><b><u>Topic 4: Using electrical equipment</u></b></p>							
	<p><b><u>Big questions</u></b></p> <p><b><u>When and how do we use electrical equipment?</u></b></p>	<p><b>Theory Tasks:</b> <b>Learning the uses and benefits of basic electrical equipment.</b></p> <p><b>Practical Activities:</b></p>	<p><b><u>Outcomes...</u></b> Students will be able to select appropriate electrical equipment in relation to their cooks.</p> <p><b><u>What will they know?</u></b></p>	<p>Pulse Whisk Blend Grate Slice Combine Puree</p>	<p><b><u>Homework:</u></b></p> <p>Termly Written assessment</p> <p>Booklet 1</p>	<p>Exploring Food and Nutrition (KS3) P102/103</p>	

	<p><b><u>What dishes can be made using SMALL electrical appliances?</u></b></p>	<p>Safe and efficient use of Hand Blender, food processor, hand held mixer, deep fat fryer, electric hand whisk, air fryer.</p> <p><b>All: Pass – use the equipment safely, with some guidance</b>  <b>Most: Merit use the equipment safely, no guidance and for appropriate dishes</b>  <b>Some: Distinction – use the equipment safely and appropriately with no guidance. Ability to develop into complex skills using these appliances.</b></p>	<p>That electrical equipment must be used safely, in line with manufacturers instruction. That electrical equipment is a beneficial way of preparing foods.</p> <p><b>What will they achieve?</b>  The ability to safely, independently and appropriately use equipment</p> <p><b><u>Possible Cooks</u></b>  Soup  Hummus and flatbread  muffins</p>	<p>Deep fry  Safety</p>		
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**Term 2 Skills Review- Revisiting Knowledge, Skills and Understanding from Key Stage 3, building confidence and depth of skills ready for transition over to the Level 1 / 2 course. Raising agents. Preparing, combining and shaping food. Sauce making. Setting mixtures by Removing heat/ using protein**

<p><b>Topic 1: Raising agents</b></p>						
	<p><b><u>Big Questions</u></b>  <b><u>What are raising agents?</u></b></p> <p>Chemical, biological, mechanical.</p> <p><b><u>How do the different raising agents work?</u></b></p>	<p><b>Theory Tasks:</b>  Watch clip on raising agents  <a href="https://www.youtube.com/watch?v=OUSi4DbRVVQ">Youtube.be/OUSi4DbRVVQ</a></p> <p><b><u>Practical Activities:</u></b>  Efficiently and safely produce a variety of foods which incorporate raising agents.</p> <p><b><u>Raising agents</u></b>  All: Pass: know the role of raising agents.</p>	<p><b><u>Outcomes...</u></b>  <b><u>What will they know?</u></b>  That there are three types of raising agents. Chemical, biological and mechanical.</p> <p><b><u>What will they achieve?</u></b>  An understanding of the different techniques of adding bulk/rise to foods</p>		<p><b>Assessment:</b>  Mini NEA style  Practical</p> <p><b>Homework:</b>  <b>Sheets</b></p>	<p>Exploring Food and Nutrition (KS3)</p>

		<p>Most: Merit understand the need for raising agents Some: Distinction could explain the need for raising agents and how they work</p>	<p><b><u>Cooks and techniques Covered</u></b> Gingerbread men (bicarbonate of soda /chemical) Choux pastry (mechanical/steam) Bread based pizza (biological)</p>				
<b><u>Topic 2: Preparing, combining and shaping food</u></b>							
	<p><b><u>What methods are used to shape food?</u></b></p>	<p><b><u>Theory Tasks:</u></b> Identify a range of different recipes for each of the method used to shape foods. Produce a piece of literature outlining these.</p> <p><b><u>Practical Activities:</u></b> <b><u>Preparing, combining and shaping food.</u></b> Roll, wrap, skewer, mix, coat, layer. Shaping and binding wet mixtures.</p> <p><b><i>All: Pass – know that there are ways food can be shaped and formed</i></b> <b><i>Most: Merit – Understand how to achieve medium skill level</i></b></p>	<p><b><u>Outcomes...</u></b></p> <p><b><u>What will they know?</u></b> The many ways to shape and form food.</p> <p><b><u>What will they achieve?</u></b> The ability to produce a range of dishes which are shaped and formed in various ways.</p> <p><b><u>Cooks and techniques Covered</u></b> Coated potato croquettes and fish cakes. Layered pasta salad and lasagne. Wrap – filling selected from specific options</p>	<p>Roll Wrap Skewer Mix Coat Layer bind</p>	<p>Termly Written assessment</p> <p><b>Homework:</b>  Booklet</p>	<p>Exploring Food and Nutrition (KS3) Page 112/3</p>	

		<p><i>food products which have been shaped (some guidance)</i>  <i>Some: Distinction – can independently and successfully produce complex skill level dishes used a variety of shapes, forms and flavours.</i></p>	<p>Skewer – vegetable / meat with a marinade          Bind – burger with salsa (Mary Berry)          Mix – muffins. Flavour selected from specific options          Pizza puff pinwheels          Falafels with dip</p>				
<b>Topic 3: Sauce making</b>							
	<p><b><u>Big Qs....</u></b>  <b><u>What are sauces and how are they used?</u></b>  <b><u>How are starches used in sauce making?</u></b></p>	<p><b><u>Theory Tasks:</u></b>  <b>Research the uses of sauces and how they differ. Look at sweet and savoury sauces.</b>  <b>Write up the method of a roux sauce following a demonstration (teacher or on-line) to include some ‘take care’ points to make sure the sauce is a success. Evaluate all practical lessons.</b></p> <p><b><u>Practical Activities:</u></b>  <b><u>Sauce making</u></b>          Starch based sauces, reduction sauces, bechamel.</p> <p>All: Pass – successful basic sauce making with guidance          Most: Merit successful medium level sauce making (independent)</p>	<p><b><u>Outcomes...</u></b></p> <p><b><u>What will they know?</u></b>          The various types of sauces available for recipe enhancement</p> <p><b><u>What will they achieve?</u></b>          Skills relating to medium and complex level dishes. An understanding of the benefits of a successful sauce</p> <p><b><u>Cooks and techniques Covered</u></b>          BBQ sauce          Macaroni cheese (roux)          Chocolate sauce</p> <p><b><i>Bechamel – watch video</i></b>  <b><i>Hollandaise – watch video</i></b></p>	<p>Sauce          Reduction          Gelatinisation          Roux          Bechamel</p>	<p>Termly Written assessment</p> <p><b>Homework:</b>  <b>sheets</b></p>	<p>Exploring Food and Nutrition (KS3)          114/115</p> <p>Video for sauce making</p>	

		Some: Distinction- Independent successful complex sauce making				(YouTube)	
<b>Topic 4: Setting mixtures. Removing heat / using protein</b>							
	<p><b><u>What methods are used to set mixtures?</u></b></p> <p><b><u>How will removing heat or using protein affect the texture of a mixture?</u></b></p>	<p><b>Theory Tasks:</b>  <b>Watch a demonstration on gelation (blancmange) and write a commentary on what is happening to the starch mixture. Research setting agents such as gelatin.</b></p> <p><b>Practical Activities:</b>  <u>Setting mixtures</u></p> <p><b><u>Make a dish which demonstrates how protein sets a mixture.</u></b></p> <p><b><u>Make a dish which uses gelatine as a setting agent</u></b></p> <p>All: Pass – successfully use a setting agent with guidance  Most: Merit- produce a medium skill dish using a setting agent  Some: Distinction – successfully producing a complex skill dish with finishing (garnish/decoration)</p>	<p><b>Outcomes...</b>  <b>What will they know?</b>  How to set a mixture using various commodities</p> <p><b><u>What will they achieve?</u></b>  Knowledge and understanding of why we set mixtures, they will learn a variety of dishes in this category</p> <p><b><u>Cooks and techniques Covered</u></b>  Chocolate blancmange recipe page 120  Custard  Mousse or pannacotta  Bread and butter pudding  Stuffed peppers (egg filling)</p>	<p>Gelation  Heat</p> <p>Protein  Coagulation</p> <p>set</p>	<p>Termly Written assessment</p> <p><b>Homework:</b></p> <p><b>Booklet</b></p>	<p>Exploring Food and Nutrition (KS3)  p120/121</p>	

**Term 3 Introduction to the course. Understanding the Importance of Nutrition. Food related causes of ill health. Symptoms and signs of food-induced ill health. How cooking methods can impact on nutritional value. Presentation techniques. Reviewing dishes. Reviewing own performance.**

<b>Topic 1: Course overview</b>							
<p><u>What are the main points to the Hospitality and Catering course?</u></p> <p><u>What dishes are produced using basic, medium and complex skills?</u></p>	<p><b>THEORY</b> Assign learners a copy of: Assessment guide (AG) and Learner Guide.</p> <p>Discuss: Assignment overview:</p> <ul style="list-style-type: none"> <li>Unit 1 The Hospitality and Catering industry 40% of qualification (80 marks)</li> <li>Unit 2 Hospitality and Catering in action 60% qualification (120 marks)</li> </ul> <p>Topics of content /Assessment Objectives</p> <p>Key command words located <i>AG (page 4-8) these can be filed to refer back to during the course)</i></p> <p>Structure: bands and grade boundaries:</p> <ul style="list-style-type: none"> <li>Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction *</li> <li>Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction *</li> </ul> <p>The prepare and cooking techniques categories:</p>	<p>Students will be familiarised with the Assessment Guide and course contents</p> <p>Students will gain insight as to what Hospitality and Catering actually means.</p> <p><b><u>Cooks and techniques Covered</u></b> Develop knife skills for use in presentation of dishes.</p> <ul style="list-style-type: none"> <li>Pastries (various types)</li> <li>Piping (mash)</li> <li>Fruit tart (baking blind) over two lessons</li> <li>Student choose dishes from a given list</li> </ul> <p><b>Topic 2:</b> Produce / Develop dishes in relation to nutrition. High protein bars, protein rich dishes, middle eastern style baked eggs, Scotch eggs</p> <p><b>Topic 3 and 4:</b> Produce dishes using high risk ingredients.: Chicken, fish, eggs, red meat, dairy products.</p>	<p><b>Key Terms/ concepts</b> <b>Literacy</b> <b>Numeracy</b></p> <p><b><u>2.3.1 How to prepare and make dishes</u></b> Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>piecing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i></p>	<p><b>Assessment and homework tasks</b></p> <p>Mini Unit 1 Written</p> <p>Homework worksheets</p>	<p><b>Resources</b></p> <p>Recipe sheets (FAFOL)</p>	<p><b>Personal Development curriculum links (SMSC, British Values, PSHE)</b></p>	

		<p>• basic, medium and complex.</p> <p><b>Activity:</b> Produce a menu of basic, medium and complex dishes. Develop some of the dishes to become more complex or suit certain customer needs (identify these customers). Select some of these dishes to make.</p>	<p><b>Topic 5:</b> Produce dishes using various cooking methods (boiling, frying, steaming, stir fry) to investigate nutritional loss. Soup, oven roasted Mediterranean vegetables,</p> <p><b>Topic 6:</b> Producing dishes low in cost or waste. Using leftovers. Vegetable –v- meat dishes for cost effectiveness. Reducing food waste by redeveloping.</p>	<p><i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglaizing**</i></p>			
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				<i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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<b><u>Topic 2: Understanding the importance of nutrition</u></b>							
	<p><b><u>What are nutrients and where are they found?</u></b></p> <p><b><u>How can we follow a nutritionally balanced diet throughout all life stages?</u></b></p>	<p><b>THEORY</b></p> <p><b>Activity:</b> Learners could create an educational poster of nutrients required by the body. They could label why and where they are needed and which foods offer which nutrient.</p> <p><b>Activity:</b> Learners could create a spreadsheet (DCF) Digital Competence Framework of nutrient requirements/where they are found and why they are needed in the body.</p> <p><b>Activity:</b> Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.</p>	<p><b><u>2.1.1 Understanding the importance of nutrition</u></b></p> <p>Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none"> <li>• carbohydrate</li> <li>• fat</li> <li>• protein.</li> </ul> <p>Micro-nutrients:</p> <p>Vitamins:</p> <ul style="list-style-type: none"> <li>• fat soluble vitamin A and vitamin D</li> <li>• water soluble: vitamin B group and vitamin C.</li> </ul> <p>Minerals:</p> <ul style="list-style-type: none"> <li>• calcium</li> <li>• iron</li> <li>• sodium</li> <li>• potassium</li> <li>• magnesium as well as:</li> <li>• dietary fibre (NSP)</li> <li>• water.</li> </ul> <p>Learners should be able to apply their knowledge of nutrition to:</p> <p>Different life-stages:</p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> </ul>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <p><i>blending*</i></p> <p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>piecing***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/seeds) **</i></p> <p><i>unmoulding***</i></p> <p><i>weighing**</i></p> <p><i>whisking(aeration)***</i></p>	<p><b>Homework:</b> Learners could complete a HACCP form on one of their dishes</p> <p><b>Assessment:</b> Mini Unit 1 Written</p>		

		<p><b>PRACTICAL Activity:</b> Learners could complete a number of dishes categorised in the basic, medium and complex techniques.</p> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p>Learners could complete a HACCP form on one or more of these dishes (Unit 1: 1.3.2) this could be completed as a homework task. (see HW column)</p>	<ul style="list-style-type: none"> <li>• children; babies, toddlers, teenagers</li> </ul> <p>Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> <li>• require special diets</li> <li>• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency</li> <li>• have dietary requirements, such as religious beliefs</li> <li>• are pescatarians, vegetarians, vegans.</li> </ul> <p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Learners should be able to identify types of skills and skill levels when selecting dishes to produce.</p> <p>Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking</p>	<p><i>zesting*</i></p> <p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat frying***</i></p> <p><i>deglaing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
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		<p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b>  <b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p> <p><b>THEORY:</b>  <b>Activity:</b>  Complete  PowerPoint/written work on each life stage and SDN requirements.</p> <p>Discuss 1.4.1: Food related ill health, food labelling laws, food safety legislation, food hygiene 2.3.3 Food safety practices through practical lessons.</p> <p>Complete HACCAP form (Unit 1: 1.3.2) <i>See Homework column.</i></p>	<p>techniques for the production of dishes  The preparation and cooking techniques are categorised as follows:  <b>Basic* Medium**</b>  <b>Complex***</b></p> <p><b><u>Cooks and techniques</u></b></p> <p><b><u>Unit 2: 2.1.1 Continued</u></b>  Introduction Different life-stages:</p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers.</li> </ul> <p>Special dietary needs (SDN) for individuals who:</p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> <li>• require special diets</li> <li>• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency</li> </ul>				
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		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1</li> </ul> <p>Discuss nutrients in each dish during each practical lesson.</p> <ul style="list-style-type: none"> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<ul style="list-style-type: none"> <li>• have dietary requirements, such as religious beliefs</li> <li>• are pescatarians, vegetarians, vegans.</li> </ul>				
<b><u>Topic 3: Food related causes of ill health</u></b>							
	<b><u>What measures are in place to help prevent food related illness?</u></b>	<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p>	<p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> <li>• bacillus cereus</li> <li>• campylobacter</li> </ul>	<b><u>2.3.1 How to prepare and make dishes</u></b> Preparation techniques: <i>blending*</i>	Mini Unit 1 Written		

		<ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 x 2 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p> <p><b>THEORY:</b></p> <p><b>Activity:</b> Learners could bring in a range of food packaging to analyse in reference to: food labelling laws (2006), food intolerances and allergies. Learners could review restaurant menus online to compare different styles of highlighting the ingredients that people maybe allergic to.</p>	<ul style="list-style-type: none"> <li>• clostridium perfringens</li> <li>• e-coli</li> <li>• listeria</li> <li>• salmonella</li> <li>• staphylococcus aureus</li> </ul> <p><b>Unit 1: 1.4.1 Food related causes of ill health</b></p> <p>Introduction Learners should know and understand the following food related causes of ill health: Food allergies:</p> <ul style="list-style-type: none"> <li>• cereals (gluten)</li> <li>• crustaceans</li> <li>• dairy products</li> <li>• eggs</li> <li>• fish</li> <li>• fruit and vegetables</li> <li>• lupin</li> <li>• molluscs</li> <li>• nuts</li> <li>• peanuts</li> <li>• sesame seeds</li> <li>• soya</li> <li>• wheat.</li> </ul> <p>Food intolerance:</p> <ul style="list-style-type: none"> <li>• gluten</li> <li>• lactose</li> <li>• aspartame</li> <li>• MSG.</li> </ul> <p>Learners should be aware of the following:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> </ul>	<p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>piecing***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/seeds) **</i></p> <p><i>unmoulding***</i></p> <p><i>weighing**</i></p> <p><i>whisking(aeration)***</i></p> <p><i>zesting*</i></p> <p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p>		
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		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b> <b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b> <b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i></p>			
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**Topic 4: Symptoms and signs of food-induced ill health**

		<b>THEORY:</b>	<u>Unit 1: 1.4.2 Symptoms and signs of food-induced ill health</u>	<u>2.3.1 How to prepare and make dishes</u>	<b>Assessment:</b>		
		<b>Activity:</b>			<b>Homework:</b>		

	<p><b><u>What are the symptoms of food related ill health?</u></b></p> <p><b><u>What are the control methods?</u></b></p>	<p>Label a person outline with symptoms and control methods</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b> <b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b> <b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>Introduction Learners should know and understand the following symptoms of food-induced ill health: Visible and Non-visible</p> <p>Learners should know and understand the following symptoms of food induced ill health: Visible:</p> <ul style="list-style-type: none"> <li>• anaphylactic shock</li> <li>• bloating</li> <li>• breathing difficulties</li> <li>• chills</li> <li>• diarrhoea</li> <li>• facial swelling</li> <li>• pale or sweating skin</li> <li>• rash</li> <li>• vomiting</li> <li>• weight loss.</li> </ul> <p>Non-visible:</p> <ul style="list-style-type: none"> <li>• constipation</li> <li>• feeling sick</li> <li>• painful joints</li> <li>• stomach-ache</li> <li>• weakness</li> <li>• wind/flatulence.</li> </ul> <p><b><u>Unit 1: 1.4.3 Preventative control measures of food-induced ill health.</u></b></p> <p>Learners should know and understand the control measures to prevent food-induced ill health:</p> <ul style="list-style-type: none"> <li>• cross contamination</li> </ul>	<p>Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pieing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques:</p>		
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			<ul style="list-style-type: none"> <li>• correct temperature in delivery, storage, preparation and service</li> <li>• physical contamination.</li> </ul>	<i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>			
	<b><u>Topic 5: How cooking methods can impact on nutritional value</u></b>						
	<b><u>How are cooking methods linked to nutrition?</u></b>	<b>THEORY:</b> <b>Activity:</b>	<b><u>Unit 2: 2.1.2 How cooking methods can impact on nutritional value</u></b>	<b><u>2.3.1 How to prepare and make dishes</u></b>	<b>Homework:</b>		

		<p>Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p>	<p>Introduction Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying</li> </ul>	<p>Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipings***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques:</p>		
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		<p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat</i>  <i>frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
<p><b><u>Topic 6: Costing Food</u></b></p>							

	<p><b>Big Qs</b>  <u>How do you calculate the cost of a recipe?</u></p> <p><u>What are the ways to help prevent food waste and therefore money loss?</u></p>	<p><b>THEORY:</b>  <b>Activity:</b></p> <p><b>PRACTICAL:</b>  Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b></p> <p><b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b></p> <p><b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b>Outcomes</b></p> <p><b>What will they know?</b>  Why it is important to know the cost of a recipe.</p> <p><b>What will they achieve?</b>  The ability to cost a recipe and budget ingredients</p>	<p><b>2.3.1 How to prepare and make dishes</b></p> <p>Preparation techniques:</p> <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating (pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>pipings***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> <li><i>rub-in**</i></li> <li><i>rolling **</i></li> <li><i>shaping***</i></li> <li><i>shredding*</i></li> <li><i>sieving*</i></li> <li><i>skinning**</i></li> <li><i>tenderising*</i></li> <li><i>toasting(nuts/seeds) **</i></li> <li><i>unmoulding***</i></li> <li><i>weighing**</i></li> <li><i>whisking(aeration)***</i></li> <li><i>zesting*</i></li> </ul>	<p><b>Homework:</b></p>	<p>Page 60  Exploring food and nutrition</p>	
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				<p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat</i></p> <p><i>frying***</i></p> <p><i>deglaing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
<b><u>Topic 7: Presentation Techniques</u></b>							

	<p><b>Big Qs....</b></p> <p><b><u>What is the importance of good food presentation?</u></b></p> <p><b><u>How can make food look more attractive with methods of food presentation.</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>  Learners could complete the Dunnock tea cake challenge to experiment with presentational skills and techniques.</p> <p><b>Activity:</b>  Visiting a provision in the area that is renowned for presentation of dishes.</p> <p><b>PRACTICAL:</b>  Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b></p> <p><b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b></p> <p><b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p>	<p><b><u>2.3.2 Presentation techniques</u></b></p> <p>Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p>Presentation techniques:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Various ways of garnish and decoration.</p> <p>Plating food  Chocolate work  Sugar work  Using stencils  Knife techniques  Cake decoration using piping and icing</p> <p>Garnish of savoury food</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Knife techniques:</p> <p><i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p>		<p>Visiting a provision in the area that is renowned for presentation of dishes.</p>
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		Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.					
<b>Topic 8: Reviewing of Dishes</b>							
	<p><b>Big Questions</b></p> <p><b><u>What is the importance of reviewing planning, preparation and cooking dishes?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> What will they learn?</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b></p>	<p><b>Unit 2: 2.4.1 Reviewing of dishes</b></p> <p>Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development.</p> <p>Areas to consider:</p> <ul style="list-style-type: none"> <li>• dish production</li> <li>• dish selection</li> <li>• health and safety</li> <li>• hygiene</li> <li>• improvements</li> <li>• organoleptic</li> <li>• presentation</li> <li>• waste.</li> </ul>	<p><b>2.3.1 How to prepare and make dishes</b></p> <p>Preparation techniques:</p> <p><i>blending*</i></p> <p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>pipng***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p>			

		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat</i>  <i>frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i></p>		
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				freezing* frying** griddling** grilling*			
<b><u>Topic 9: Reviewing own performance</u></b>							
	<p><b><u>What is the importance of recognising personal strengths and weaknesses?</u></b></p>	<p><b>Activity</b></p> <p><b>THEORY:</b> Peer mark work against AO and bands. Use ‘what went well’ and ‘even better if’ assessment techniques. Teacher assessment with formal written feedback of areas to develop for Controlled Assessment.</p> <p><b>PRACTICAL:</b></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the</i></p>	<p><b><u>Unit 2.4.2 Reviewing own performance</u></b> Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p><b><u>Students to choose own dishes from a teacher given selection</u></b></p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i></p>			

		<p><i>preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i></p>			
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				freezing* frying** griddling** grilling*			
<b>Term 4 Hospitality and Catering Provision to Meet Specific Requirements. Operation of the front and back of house.</b>							
<b><u>Topic 1: Hospitality and Catering Provision to Meet Specific Requirements</u></b>							
	<p><b><u>Big Question:</u></b> <b><u>How does the hospitality and catering industry meet specific requirements?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Learners could complete the Tunnocks tea cake challenge to experiment with presentational skills and techniques.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b></p> <p><b>Most: Merit</b></p>	<p><b><u>Cooks and techniques Covered</u></b></p> <p>Pasta / pasta sauces Pastry / sweet and savoury Vegetarian / vegan options Sides and accompaniments</p> <p><b><u>Students to choose own dishes from a teacher given selection:</u></b></p> <p><b><u>Unit 1: 1.2.3 Hospitality and catering provision to meet specific requirements</u></b></p> <p>Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p> <ul style="list-style-type: none"> <li>• customer requirements/needs:</li> </ul>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>piecing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i></p>	<p>Assessment:</p> <p>Tunnocks tea cake challenge</p>		

		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <i>Some: Distinction</i>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>lifestyle, nutritional needs, dietary needs, time available</p> <ul style="list-style-type: none"> <li>customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality</li> <li>customer demographics: age, location, accessibility, money available, access to establishments/provision.</li> </ul>	<p><i>sieving*</i>  <i>skinning**</i>  <i>tenderising*</i>  <i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i></p>		
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				deglazing** dehydrating* emulsifying*** freezing* frying** griddling** grilling*			
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**Topic 2: Operation of the front and back of house**

<p><b><u>What are the 'Front' and 'Back' of house operations of a provider?</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>          Produce a plan of the layout of a providers front and back of house areas. Label to show who works where and their job roles</p> <p><i>Reviewing dishes</i>  <i>Reviewing own performance</i></p> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b>  <b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b>          Preparation techniques:  <i>blending*</i>  <i>beating*</i>  <i>creaming**</i>  <i>crimping***</i>  <i>dehydrating**</i>  <i>folding**</i>  <i>grating*</i>  <i>hydrating*</i>  <i>juicing*</i>  <i>kneading**</i>  <i>laminating (pastry)***</i>  <i>marinating*</i>  <i>mashing*</i>  <i>measuring**</i>  <i>melting*</i>  <i>melting using bain-marie***</i>  <i>mixing**</i>  <i>pieing***</i>  <i>proving*</i>  <i>puréeing**</i>  <i>rub-in**</i>  <i>rolling**</i>  <i>shaping***</i>  <i>shredding*</i></p>
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		<p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>sieving*</i>  <i>skinning**</i>  <i>tenderising*</i>  <i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i></p>			
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				<i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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**Term 5 How to prepare and make dishes. How to plan production. Factors affecting menu planning.**

**Topic 1: How to prepare and make dishes**

<p><b><u>Big Qs....</u></b>  <b><u>What should be considered when selecting dishes to make</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>          Produce a time plan which effectively directs the production of two dishes</p> <p><b>PRACTICAL:</b>          Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i>  <i>Reviewing own performance</i></p>	<p><b><u>Unit 2: 2.3.1 How to prepare and make dishes</u></b>          Learners should be able to identify types of skills and skill levels when selecting dishes to produce.          Learners should be able to demonstrate a range of the food preparation and cooking techniques for the production of dishes: The prepare and cooking techniques are categorised as follows:  <b>Basic* Medium** Complex***</b></p> <p><b><u>2.3.2 Presentation techniques</u></b>          Learners should know and understand the importance of using the following appropriate</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b>          Preparation techniques:  <i>blending*</i>  <i>beating*</i>  <i>creaming**</i>  <i>crimping***</i>  <i>dehydrating**</i>  <i>folding**</i>  <i>grating*</i>  <i>hydrating*</i>  <i>juicing*</i>  <i>kneading**</i>  <i>laminating (pastry)***</i>  <i>marinating*</i>  <i>mashing*</i>  <i>measuring**</i>  <i>melting*</i>  <i>melting using bain-marie***</i>  <i>mixing**</i>  <i>pipng***</i></p>	<p><b>Assessment:</b>          Mini Unit 1          Written</p> <p><b>Homework:</b>          Booklet and worksheets</p>	
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		<p><b>All: Pass</b> The preparation and cooking techniques are categorised as:</p> <p><b>Basic*</b></p> <p><b>Most: Merit</b> The preparation and cooking techniques are categorised as:</p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b> The preparation and cooking techniques are categorised as:</p> <p><b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p>	<p>presentation techniques during the production of dishes:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p>Vegetable Samosa (filo pastry) Parmesan chicken nuggets Banana Crumble topped muffins Layered desserts Set desserts</p>	<p><i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i></p>			
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				<i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
<b>Topic 2: How to plan production</b>							
	<b>Big Qs....</b>  <u><b>What is included in a successful time plan, how is it presented ?</b></u>	<b>THEORY:</b> <b>Activity:</b> Create a planned production for 2 simple meals to introduce learners to the sequencing, timing and relevant check points.  <b>Activity:</b> Underpinning knowledge: learners should complete a mock assessment on 2.2.2, feedback can be given on grades and then suggested for areas of improvement and for progression.	<b>Unit 2: 2.2.2 How to plan production</b> Learners should be able to plan dishes for a menu and know and understand the following: <ul style="list-style-type: none"> <li>• commodity list with quantities</li> <li>• contingencies</li> <li>• equipment list</li> <li>• health, safety and hygiene</li> <li>• Quality points</li> <li>• sequencing/dove-tailing</li> <li>• timing</li> <li>• mise en place</li> <li>• cooking</li> <li>• cooling</li> <li>• hot holding</li> <li>• serving</li> <li>• storage.</li> </ul>	<b>2.3.1 How to prepare and make dishes</b> Preparation techniques: <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating</i></li> <li><i>(pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>pieing***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> </ul>	<b>Homework:</b>		

		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i></p>		
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				<i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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**Topic 3: Factors affecting menu planning**

<p><b>Big question:</b>  <u>What factors should be considered when planning a menu?</u></p>	<p><b>THEORY:</b>  <b>Activity:</b>          Visit food different provisions commercial and non-commercial. Discuss factors affecting the menu planning of establishments.</p> <p><b>Activity:</b>          Visit a sustainable provision and discuss measures of decreasing environmental issues (3 R's). Learners to design and create their own provision and annotated areas where the 3R's could be implemented.</p>	<p><b>Unit 2: 2.2.1 Factors affecting menu planning</b>          Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and</li> </ul>	<p><b>2.3.1 How to prepare and make dishes</b>          Preparation techniques:</p> <p><i>blending*</i>  <i>beating*</i>  <i>creaming**</i>  <i>crimping***</i>  <i>dehydrating**</i>  <i>folding**</i>  <i>grating*</i>  <i>hydrating*</i>  <i>juicing*</i>  <i>kneading**</i>  <i>laminating (pastry)***</i>  <i>marinating*</i>  <i>mashing*</i>  <i>measuring**</i>  <i>melting*</i>  <i>melting using bain-marie***</i>  <i>mixing**</i>  <i>pipng***</i>  <i>proving*</i></p>	<p><b>Homework:</b>          Worksheets and booklet</p>	<p>Visit food different provisions commercial and non-commercial.</p>
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		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul>	<p>presentation, related to the needs of the dishes/menu/customer.</p> <ul style="list-style-type: none"> <li>• time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.</li> <li>• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms: <ul style="list-style-type: none"> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> <li>• sustainability</li> <li>• time of year – seasonality of commodities</li> <li>• organoleptic qualities</li> </ul> </li> </ul>	<p><i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i></p>			
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		<p>Reviewing dishes</p> <p>Reviewing own performance</p> <p><b>All: Pass</b> The preparation and cooking techniques are categorised as: <b>Basic*</b></p> <p><b>Most: Merit</b> The preparation and cooking techniques are categorised as: <b>Medium**</b></p> <p><b>Some: Distinction</b> The preparation and cooking techniques are categorised as: <b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p>		<p>braising**</p> <p>caramelising***</p> <p>chilling*</p> <p>cooling*</p> <p>deep fat frying***</p> <p>deglaing**</p> <p>dehydrating*</p> <p>emulsifying***</p> <p>freezing*</p> <p>frying**</p> <p>griddling**</p> <p>grilling*</p>			
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**Term 6 Health and Safety in Hospitality and Catering Provision. Revision for end of Year Exam**

	<p><b>Big Questions</b> <b><u>What are the Health and Safety requirements of catering provisions?</u></b></p>	<p><b>THEORY:</b></p> <p><b>Activity:</b> Complete mock accident forms and risk assessments for different scenarios. Learners could walk around the centre and find hazards and develop a risk assessment for each and state who they would report to in relation to laws.</p>	<p><b>Unit 1: 1.3.1 Health and safety in hospitality and catering provision</b> Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</p> <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> </ul>	<p><b>2.3.1 How to prepare and make dishes</b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i></p>	<p><b>Assessment:</b> <i>Unit 1 style written and mini 1hr NEA style practical</i></p> <p><b>Homework:</b>  Work sheets/booklet</p>		
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		<p><b>PRACTICAL (see also Term 1 Topic 2):</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p>	<ul style="list-style-type: none"> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> </ul> <p>Learners should know the importance of and be able to complete the following documentation:</p> <ul style="list-style-type: none"> <li>• accident forms</li> <li>• risk assessments.</li> </ul> <p>Learners should know that employers are responsible for the health and safety training needs of all staff</p> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Portion a whole chicken: Use sections as follows.. BBQ wings and drumsticks Stuffed chicken breast. Curry (thighs).</p>	<p><i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pieing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i></p>		
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		<p><b>Most: Merit</b> The preparation and cooking techniques are categorised as:</p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b> The preparation and cooking techniques are categorised as:</p> <p><b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic</p>	Appropriate sides and accompaniments.	<p><i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i></p>				
<b>Topic 2: Review specification amplification/specification stems/command words/AOs. MINI MOCK CAT</b>								
	<p><b><u>Big Questions</u></b></p> <p><b><u>How can we achieve well in the NEA?</u></b></p>	<p><b>Activity:</b> Mini Mock CAT covering all Assessment Objectives.</p> <p><b>Analyse the brief showing Understanding of macro nutrients and micronutrients-</b> <i>Typed response</i></p> <p><b>Explain the impact of cooking methods on the nutritional value of the chosen dishes.</b></p>	<p><b><u>Unit 2 Covering the following content:</u></b></p> <p>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</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques: <i>blending*</i> <i>beating**</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i></p>	<b>Homework:</b>			
					<b>Booklet 6</b>			

		<p><b>Discuss the factors which affected choice of dishes.</b></p> <p><b>Demonstrate knowledge of the factors that affected choice of dishes</b> <i>Typed response</i></p> <p><b>Plan to produce one dish</b> <i>Production plan</i></p> <p><b><u>Practical Assessment- Teacher Observation record</u></b> <b><u>1 hour</u></b></p> <p>Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p> <p>Prepare the dish, demonstrating basic, medium, and complex preparation and knife techniques.</p> <p>Cook the dishes, demonstrating a variety of basic, medium, and complex cooking techniques.</p> <p>Present the dishes in a way that is appropriate for the brief.</p> <p><b>Assess the production of the presented dishes- Typed</b> <i>written report/voice recording 1 ¼ hrs</i></p>	<p>2.3.2 Presentation techniques</p> <p>2.3.3 Food safety practices</p> <p>2.4.1 Reviewing of dishes</p> <p>2.4.2 Reviewing own performance.</p>	<p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>pipng***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/seeds) **</i></p> <p><i>unmoulding***</i></p> <p><i>weighing**</i></p> <p><i>whisking(aeration)***</i></p> <p><i>zesting*</i></p> <p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p>		
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		<p><b>Review own performance-</b>  <i>Typed written report 1 ¼ hrs</i></p> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b></p> <p><b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b></p>		<p><i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglaing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
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# Subject Hospitality and Catering

**Year 10**

**Scheme of Learning 2023 - 2024**

**Subject leader: Miss E Jones and Mrs J Gower**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>  <b>REVISIT AND DEEPER FOCUS ON THEORY AND SKILLS</b>	Unit 1 and 2 (Unit 2 Brief released) September 1 <sup>st</sup>  <u>Hospitality and catering providers</u> <i>Commercial (residential)</i> <i>Commercial (non-residential)</i> <i>Non Commercial (residential)</i> <i>Non Commercial (non-residential)</i> <i>Food Service</i> <i>Residential service</i>  <u>'Food Safety' Theory and Practices</u> <i>plus could complete on-line course</i>  <u>Understanding the Importance of Nutrition</u> <i>Different Life Stages</i> <i>Special Dietary needs</i>	Unit 1 and 2  <u>Food related causes of ill health</u> <i>Food Allergies</i> <i>Food Intolerance</i>  <u>Symptoms and signs of food-induced ill health</u>  <u>How to prepare and make dishes</u> <i>Basic, medium, complex</i>  <u>Factors affecting Menu planning</u>  <u>How to plan production</u>  <u>Presentation techniques</u>	Unit 1 and 2  <u>How cooking methods can impact on nutritional value</u>  <u>Factors affecting Menu planning revisited</u>  <u>Presentation techniques revisited</u>  <u>Reviewing dishes</u>	Unit 1 and 2  Introduction to the Controlled Assessment	Unit 1 and 2  <b>MOCK NEA BEGINS</b>  5hrs Theory  <u>Practical Assessment- Teacher Observation record 3 ½ hours</u>	Unit 1 and 2  <u>Health and safety in hospitality and catering provision</u> <b>1.3.1</b>  <u>Health and safety in hospitality and catering provision for the front of house</u>  <u>The Environmental Health officer (EHO)</u>  <u>Customer requirements</u>
	<u>Pre-requisites</u> <i>A range of Practical skills varying in complexity, covered in year 9.</i> <i>A basic knowledge of the hospitality and catering industry as touched on in year 9</i>	<u>Why are we teaching this now?</u> To ensure students work to a high hygiene standard. To ensure students are knowledgeable in the needs of those suffering allergies and intolerances and how this will affect both diet and menu planning.	<u>Pre-requisites</u>	<u>Pre-requisites</u>	<u>Pre-requisites</u>	<u>Pre-requisites</u>

	<p><b><u>Why are we teaching this now?</u></b>          To embed understanding of the different areas of the industry.          Learning practical skills to enable students to achieve complex skill grading in their exam</p>	<p><b><u>Why are we teaching this now?</u></b>          To embed understanding of the different areas of the industry.          Learning practical skills to enable students to achieve complex skill grading in their exam</p>	<p><b><u>Why are we teaching this now?</u></b>          To embed understanding of the different areas of the industry.          Learning practical skills to enable students to achieve complex skill grading in their exam</p>	<p><b><u>Why are we teaching this now?</u></b></p>	<p><b><u>Why are we teaching this now?</u></b></p>	<p><b><u>Why are we teaching this now?</u></b></p>
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Topic 1. Hospitality and Catering Providers							
	<p><b><u>What is Hospitality and Catering?</u></b></p> <p><b><u>What are the 4 groups of providers of Hospitality and Catering and how do they differ?</u></b></p> <p><b><u>What types of service are available in commercial and non-commercial provisions</u></b></p>	<p><b>THEORY</b>  <i>Commercial (residential)</i>  <i>Commercial (non-residential)</i>  <i>Non Commercial (residential)</i>  <i>Non Commercial (non-residential)</i>  <i>Food Service</i>  <i>Residential service</i></p>	<p><b><u>Cooks and techniques Covered...</u></b></p> <p>Victoria Sponge sandwich (creaming method) practicing presentation techniques</p> <p>Stuffed peppers – presentation of basic foods.</p> <p><b><u>Skills/techniques</u></b>          Using electrical equipment          Knife skills          Shallow frying          Grilling          Baking          Use of appropriate small equipment          Presentation techniques          Whisking          Weighing and measuring</p> <p><b><u>Outcomes</u></b>          Practical tasks of medium and complex dishes.          Successful and attractive presentation techniques which could aid portion control.</p>	<p><b><u>Key terms / literacy/numeracy</u></b></p> <p>Providers          Customers</p> <p>Accommodation          Guest house          B &amp; B          En suite</p> <p>Occupancy</p> <p>Star ratings          AA rosette          Michelin Stars</p>	<p><b><u>Assessment/homework</u></b></p> <p>Booklet (homework)</p> <p>Termly assessment</p> <p>On-going assessment and evaluations of cooks</p>	<p><b><u>Resources</u></b></p> <p>WJEC text book          From page 2</p> <p>Prepared worksheets</p> <p>Page 6 onwards in H text book</p>	
			<p><b><u>What will they achieve?</u></b></p>				Speakers both internal and external with experience of working in the

		<p>Assessment guide to be given to the students and an explanation of this document offered.</p> <p>Key command words located <i>(page 4-8) these can be filed to refer back to during the course)</i></p> <p><b>Activity:</b> List and explain Key command words</p>	<p>A basic understanding of the main factors of the Hospitality and catering industry.</p> <p>Knowledge relating to presentation of sweet and savoury dishes.</p> <p>Knowledge relating to a high complexity skill by portioning a chicken.</p> <p>Knowledge of prevention of food waste</p> <p>Students will be familiarised with the Assessment Guide and course contents</p>				<p>industry, to talk to the students. This will inform the students about 'real life' relevance of the subject that they are studying and what they can expect if they go on to work in the industry – although this is not an expectation at this point.</p>
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**Topic 2 - Food Safety Theory and Practices**

	<p><b><u>Why is food safety important?</u></b></p>	<p><b>THEORY</b></p> <p><b>Activity:</b> Learners could undertake an external food safety course level 1 and/or 2. <b>Activity:</b> Learners should sit a test or create a PowerPoint on</p>	<p><b><u>1.3.2 Food safety</u></b> Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</p>	<p>Hazards Control points Contamination Biological Chemical Physical allergenic</p>	<p><b>Homework:</b> Complete a HACCP Form linked to Practical</p>	<p>WJEC text book. Page 82</p>	
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	<p><b><u>What are the implications if food safety is not adhered to ?</u></b></p>	<p>knowledge acquired from Health and Safety lessons.</p> <p><i>All: Pass: know the importance of food safety and awareness of possible issues. Know the preventative measures with some guidance.</i></p> <p><i>Most: Merit: Understand the importance of food safety, the causes and the preventative measures to be taken without guidance</i></p> <p><i>Some: Distinction: understand the causes, effects and procedures for any potential or actual food related unsafe practices</i></p> <p><b>PRACTICAL</b></p> <p><b>Activity:</b></p> <p>Learners could complete a number of dishes categorised in the basic, medium and complex techniques.</p> <p>Learners could complete a HACCP form on one or more of these dishes (Unit 1: 1.3.2) this could be completed as a homework task. (see HW column)</p> <p><i>All: Pass</i></p>	<ul style="list-style-type: none"> <li>• identify any critical control points and ensure that risks are removed or reduced to safe levels</li> <li>• decide on what actions to take if something goes wrong</li> <li>• complete a HACCP document</li> <li>• complete records to show that procedures are working</li> </ul> <p><b><u>1.4.1 Food related causes of ill health</u></b></p> <p>Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> <li>• allergies</li> <li>• bacteria</li> <li>• chemicals</li> <li>• intolerances.</li> </ul> <p>Learners should be aware of the following food poisoning causes:</p> <ul style="list-style-type: none"> <li>• bacillus cereus</li> <li>• campylobacter</li> <li>• clostridium perfringens</li> <li>• e-coli</li> <li>• listeria</li> <li>• salmonella</li> <li>• staphylococcus aureus.</li> </ul> <p>Learners should be aware of the following:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> </ul>	<p>Bacteria Spoilage Pests (insects and mammals)</p> <p>bacillus cereus</p> <ul style="list-style-type: none"> <li>• campylobacter</li> <li>• clostridium perfringens</li> <li>• e-coli</li> <li>• listeria</li> <li>• salmonella</li> <li>• staphylococcus aureus.</li> </ul>	<p>Health and Safety based assessment.</p>		
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		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b>  <b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<ul style="list-style-type: none"> <li>• food hygiene.</li> </ul> <p><b><u>2.3.3 Food safety practices</u></b>  Learners should know, understand and be able to demonstrate how to work safely, follow correct personal and food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities</p> <p><b><u>2.3.1 How to prepare and make dishes</u></b>  Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes  The preparation and cooking techniques are categorised as follows:  <b>Basic* Medium**</b>  <b>Complex***</b></p>				
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			<u>Cooks and techniques Covered</u> Crumble (pastry) modify Quiche over 2 lessons				
<b>Topic 3: Understanding the importance of nutrition</b>							
	<u>How do dietary needs change through different life stages?</u>	<p><b>THEORY</b></p> <p><b>Activity:</b> Learners could create an educational poster of nutrients required by the body. They could label why and where they are needed and which foods offer which nutrient.</p> <p><b>Activity:</b> Learners could create a spreadsheet (DCF) Digital Competence Framework of nutrient requirements/where they are found and why they are needed in the body.</p> <p><b>Activity:</b> Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.</p> <p><b>All: Pass:</b> Will know the main 5 nutrients and the food groups. Will now that different age groups have different dietary needs. Are able to list appropriate dishes with guidance</p>	<p><u>2.1.1 Understanding the importance of nutrition</u></p> <p>Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:</p> <p>Macro-nutrients:</p> <ul style="list-style-type: none"> <li>• carbohydrate</li> <li>• fat</li> <li>• protein.</li> </ul> <p>Micro-nutrients:</p> <p>Vitamins:</p> <ul style="list-style-type: none"> <li>• fat soluble vitamin A and vitamin D</li> <li>• water soluble: vitamin B group and vitamin C.</li> </ul> <p>Minerals:</p> <ul style="list-style-type: none"> <li>• calcium</li> <li>• iron</li> <li>• sodium</li> <li>• potassium</li> <li>• magnesium as well as:</li> <li>• dietary fibre (NSP)</li> <li>• water.</li> </ul> <p>Learners should be able to apply their knowledge of nutrition to:</p>	<p><u>prepare and make dishes</u></p> <p>Preparation techniques:</p> <p><i>blending*</i></p> <p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>piecing***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/seeds) **</i></p> <p><i>unmoulding***</i></p>	<p><b>Homework:</b></p> <p>Produce person appropriate menus for 2 life stages</p> <p>Subject specific work sheets</p> <p>Termly assessment</p> <p>On-going assessment and evaluations of cooks</p>	Page 125 onwards	

		<p><b>Most: Merit:</b> will understand the how to nutritionally cater for different age groups with some guidance and can produce a comprehensive appropriate menu</p> <p><b>Some: Distinction:</b> will independently understand the how to nutritionally cater for different age groups. Can produce a comprehensive appropriate menu</p> <p><b>PRACTICAL</b></p> <p><b>Activity:</b> Learners could complete a number of dishes categorised in the basic, medium and complex techniques.</p> <p>Learners could complete a HACCP form on one or more of these dishes (Unit 1: 1.3.2) this could be completed as a homework task. (see HW column)</p> <p><b>All: Pass</b> The preparation and cooking techniques are categorised as: <b>Basic*</b></p> <p><b>Most: Merit</b> The preparation and cooking techniques are categorised as: <b>Medium**</b></p> <p><b>Some: Distinction</b></p>	<p>Different life-stages:</p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers</li> </ul> <p>Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> </ul> <p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should know and understand that some dishes require the use of more complex, skills than other dishes. Learners should be able to demonstrate a range of the following food preparation and cooking techniques for the production of dishes</p> <p>The preparation and cooking techniques are categorised as follows: <b>Basic* Medium** Complex***</b></p> <p><b><u>Cooks and techniques</u></b> <b><u>Covered</u></b> Fish cakes /tartar sauce Paremsan Chicken nuggets</p>	<p><i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i></p>		
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		<p><i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p> <p><b>THEORY:</b> <b>Activity:</b> Complete PowerPoint/written work on each life stage and SDN requirements.</p> <p>Discuss 1.4.1: Food related ill health, food labelling laws, food safety legislation, food hygiene 2.3.3 Food safety practices through practical lessons.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1</li> </ul> <p>Discuss nutrients in each dish during each practical lesson.</p> <ul style="list-style-type: none"> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>A</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>Mac and cheese Scotch Eggs Shepherds Pie (2 lessons) Traybakes Pastries</p> <p>i</p>	<p><i>grilling*</i></p>		
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**Term 2 Food related causes of ill health. Symptoms and signs of food-induced ill health. How to prepare and make dishes. How to plan production. Factors affecting Menu planning. Presentation techniques**

**Topic 1: Food related causes of ill health**

**What are the causes of food related ill health?**

**How can food related causes of ill health be avoided?**

**PRACTICAL:**

Build preparation and cooking skills and learn through practice:

- Unit 2: 2.3.1 x 2 Discuss nutrients in each dish during each practical lesson.
- 2.3.3 Food safety practices.

**All: Pass**

*The preparation and cooking techniques are categorised as:*

**Basic\***

**Most: Merit**

*The preparation and cooking techniques are categorised as:*

**Medium\*\***

**Some: Distinction**

*The preparation and cooking techniques are categorised as:*  
**Complex\*\*\***

*Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.*

**THEORY:**

**Activity:**

Learners could bring in a range of food packaging to

Learners should recognise the food poisoning causes:

- bacillus cereus
- campylobacter
- clostridium perfringens
- e-coli
- listeria
- salmonella
- staphylococcus aureus

**Unit 1: 1.4.1 Food related causes of ill health**

Introduction Learners should know and understand the following food related causes of ill health: Food allergies:

- cereals (gluten)
- crustaceans
- dairy products
- eggs
- fish
- fruit and vegetables
- lupin
- molluscs
- nuts
- peanuts
- sesame seeds
- soya
- wheat.

Food intolerance:

**prepare and make dishes**

Preparation techniques:

- blending\**
- beating\**
- creaming\*\**
- crimping\*\*\**
- dehydrating\*\**
- folding\*\**
- grating\**
- hydrating\**
- juicing\**
- kneading\*\**
- laminating (pastry)\*\*\**
- marinating\**
- mashing\**
- measuring\*\**
- melting\**
- melting using bain-marie\*\*\**
- mixing\*\**
- piecing\*\*\**
- proving\**
- puréeing\*\**
- rub-in\*\**
- rolling \*\**
- shaping\*\*\**
- shredding\**
- sieving\**
- skinning\*\**
- tenderising\**
- toasting(nuts/seeds) \*\**

**Assessment:**

Mini NEA Style Practical

**Homework:**

Sheets to complete

		<p>analyse in reference to: food labelling laws (2006), food intolerances and allergies. Learners could review restaurant menus online to compare different styles of highlighting the ingredients that people may be allergic to.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<ul style="list-style-type: none"> <li>• gluten</li> <li>• lactose</li> <li>• aspartame</li> <li>• MSG.</li> </ul> <p>Learners should be aware of the following:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> </ul> <p><u>Cooks and techniques Covered...</u></p> <p>Portion a whole chicken: Use sections as follows.. BBQ wings and drumsticks Stuffed chicken breast. Curry (thighs). Appropriate sides and accompaniments.</p> <p>Breakfast options (to demonstrate portion control/time of day/presentation skills)</p> <p>Lunch options (to demonstrate portion control/time of day/presentation skills)</p>	<p><i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i></p>		
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				griddling** grilling*			
<b>Topic 2: Symptoms and signs of food-induced ill health</b>							
<b><u>Big Question</u></b>	<b>THEORY:</b>	<b>Unit 1: 1.4.2 Symptoms and signs of food-induced ill health</b>	<b>2.3.1 How to prepare and make dishes</b>	<b>Homework:</b>			
<b><u>What are the visible and non-visible signs and symptoms of food induced ill health?</u></b>	<p><b>Activity:</b> Produce an informative piece of literature showing the signs and symptoms as a working document in work environment</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <p>Identify areas of dishes which could cause allergic/intolerance reactions</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b> <b>Most: Merit</b></p>	<p>Learners should know and understand the following symptoms of food induced ill health: Visible:</p> <ul style="list-style-type: none"> <li>• anaphylactic shock</li> <li>• bloating</li> <li>• breathing difficulties</li> <li>• chills</li> <li>• diarrhoea</li> <li>• facial swelling</li> <li>• pale or sweating skin</li> <li>• rash</li> <li>• vomiting</li> <li>• weight loss.</li> </ul> <p>Non-visible:</p> <ul style="list-style-type: none"> <li>• constipation</li> <li>• feeling sick</li> <li>• painful joints</li> <li>• stomach-ache</li> <li>• weakness</li> <li>• wind/flatulence.</li> </ul> <p><b>Unit 1: 1.4.3 Preventative control measures of food-induced ill health.</b></p> <p>Learners should know and understand the control</p>	<p>Preparation techniques:</p> <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating (pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>pipng***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> <li><i>rub-in**</i></li> <li><i>rolling **</i></li> <li><i>shaping***</i></li> <li><i>shredding*</i></li> <li><i>sieving*</i></li> <li><i>skinning**</i></li> <li><i>tenderising*</i></li> <li><i>toasting(nuts/seeds) **</i></li> <li><i>unmoulding***</i></li> </ul>	<p>Sheets and booklet</p>			

		<p>The preparation and cooking techniques are categorised as: <b>Medium**</b></p> <p><b>Some: Distinction</b></p> <p>The preparation and cooking techniques are categorised as: <b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p>	<p>measures to prevent food induced ill health:</p> <ul style="list-style-type: none"> <li>• cross contamination</li> <li>• correct temperature in delivery, storage, preparation and service</li> <li>• physical contamination.</li> </ul> <p><b><u>Cooks and techniques Covered</u></b></p> <p>Vegetable samosa  Chicken shish kebabs  Tuna pasta bake  Burger (up-skill)</p>	<p><i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i></p>		
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				grilling*		
<b>Topic 3: How to prepare and make dishes</b>						
	<p><b>Big question</b></p> <p><b><u>How do we produce dishes to meet the requirements of the NEA (non exam assessment)?</u></b></p>	<p><b>PRACTICAL (see also Term 1 Topic 2):</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b>Unit 2: 2.3.1 How to prepare and make dishes</b> Learners should be able to identify types of skills and skill levels when selecting dishes to produce. Learners should be able to demonstrate a range of the food preparation and cooking techniques for the production of dishes: The prepare and cooking techniques are categorised as follows: <b>Basic* Medium** Complex***</b></p> <p><b>2.3.2 Presentation techniques</b> Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b>Cooks and techniques Covered...</b> A variety of dishes chosen by the students from a list offered.</p>	<p><b>2.3.1 How to prepare and make dishes</b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i></p>	<p><b>Homework:</b> Produce a menu to suit a specific scenario using mainly medium and complex skills.</p>	

				<i>whisking(aeration)***</i> <i>zesting*</i>  Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>  Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>		
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Topic 4: Factors affecting menu planning						
	<p><b><u>Big questions</u></b></p> <p><b><u>What factors must be considered in the planning of a menu?</u></b></p> <p><b><u>How can the 3 R's be taken into consideration?</u></b>  <b><u>Reduce, reuse, recycle.</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>  Visit / research different provisions commercial and non-commercial. Discuss factors affecting the menu planning of establishments.</p> <p><b>Activity:</b>  Visit/research a sustainable provision and discuss measures of decreasing environmental issues (3 R's). Learners to design and create their own provision and annotated areas where the 3R's could be implemented.</p> <p><b>THEORY:</b>  <b>Activity:</b>  Create a planned production for 2 simple meals to introduce learners to the sequencing, timing and relevant check points.</p> <p><b>PRACTICAL:</b>  Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul>	<p><b><u>Unit 2: 2.2.1 Factors affecting menu planning</u></b></p> <p>Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> <li>• time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.</li> </ul>	<p><b><u>prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating (pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>piping***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> <li><i>rub-in**</i></li> <li><i>rolling **</i></li> <li><i>shaping***</i></li> <li><i>shredding*</i></li> <li><i>sieving*</i></li> <li><i>skinning**</i></li> <li><i>tenderising*</i></li> <li><i>toasting(nuts/seeds) **</i></li> <li><i>unmoulding***</i></li> <li><i>weighing**</i></li> <li><i>whisking(aeration)***</i></li> <li><i>zesting*</i></li> </ul>	<p><b><u>Assessment</u></b></p> <p>Underpinning knowledge: learners should complete a mock assessment on 2.2.2, feedback can be given on grades and then suggested for areas of improvement and for progression.</p>	<p>Visit food different provisions commercial and non-commercial.</p>

		<p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b>  <b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<ul style="list-style-type: none"> <li>• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water?</li> </ul> <p>Learners should know and understand the following terms:</p> <ul style="list-style-type: none"> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> <li>• sustainability</li> <li>• time of year – seasonality of commodities</li> <li>• organoleptic qualities</li> </ul> <p><b><u>Unit 2: 2.2.2 How to plan production</u></b>  Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"> <li>• commodity list with quantities</li> <li>• contingencies</li> <li>• equipment list</li> <li>• health, safety and hygiene</li> <li>• Quality points</li> <li>• sequencing/dove-tailing • timing</li> <li>• mise en place</li> <li>• cooking</li> <li>• cooling</li> <li>• hot holding</li> <li>• serving</li> <li>• storage.</li> </ul>	<p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
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			<p><b><u>Cooks and techniques Covered...</u></b> A variety of dishes chosen by the students from a list offered.</p>			
<b>Topic 5: Presentation techniques</b>						
	<p><u>Big Questions</u></p> <p><b><u>Which presentation techniques would make dishes more attractive to the customer?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Learners could complete the Dunnock tea cake challenge to experiment with presentational skills and techniques.</p> <p><b>Activity:</b> Visiting a provision in the area that is renowned for presentation of dishes.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b> <b>Most: Merit</b></p>	<p><b><u>2.3.2 Presentation techniques</u></b> Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b> A variety of techniques will be used to present dishes to a higher standard: Crimping Piping Brunoise Julienne Segmenting</p>	<p><b><u>prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i></p>	<b>Homework:</b>	<p>Visiting a provision in the area that is renowned for presentation of dishes.</p>

		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <i>Some: Distinction</i>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>Caramelising</p>	<p><i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i></p>			
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				<i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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**Term 3 How cooking methods can impact on nutritional value. Factors affecting Menu planning. Presentation techniques. Reviewing dishes**

<b><u>Topic 1: How cooking methods can impact on nutritional value</u></b>							
	<p><b><u>What are the effects of different cooking methods on food?</u></b></p> <p><b><u>How could the value be preserved?</u></b></p>	<p><b>THEORY:</b></p> <p><b>Activity:</b> Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked.</p>	<p><b><u>Unit 2: 2.1.2 How cooking methods can impact on nutritional value</u></b></p> <p>Introduction Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying</li> </ul>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i></p>	<p><b>Assessment:</b> Unit 1 Written</p> <p><b>Homework:</b> Worksheets / booklet</p>		

				<i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i>  Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>  Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i>		
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				grilling*			
<b>Topic 2: Factors affecting menu planning (revisited)</b>							
<p><b>Big Qs....</b>  <u>What factors need to be taken into account when planning a menu?</u></p> <p><u>What issues could arise if these factors are not considered ?</u></p>	<p><b>THEORY:</b>  <b>Activity:</b></p>	<p><b>Unit 2: 2.2.1 Factors affecting menu planning</b>  Learners should be aware of the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> <p>Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> <li>• time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare,</li> </ul>	<p><i>prepare and make dishes</i>  Preparation techniques:  <i>blending*</i>  <i>beating*</i>  <i>creaming**</i>  <i>crimping***</i>  <i>dehydrating**</i>  <i>folding**</i>  <i>grating*</i>  <i>hydrating*</i>  <i>juicing*</i>  <i>kneading**</i>  <i>laminating (pastry)***</i>  <i>marinating*</i>  <i>mashing*</i>  <i>measuring**</i>  <i>melting*</i>  <i>melting using bain-marie***</i>  <i>mixing**</i>  <i>pipng***</i>  <i>proving*</i>  <i>puréeing**</i>  <i>rub-in**</i>  <i>rolling **</i>  <i>shaping***</i>  <i>shredding*</i>  <i>sieving*</i>  <i>skinning**</i>  <i>tenderising*</i>  <i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i></p>	<p><b>Homework:</b></p>		<p>Visit food different provisions commercial and non-commercial.</p>	

		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>cook and present more than one dish at the same time.</p> <ul style="list-style-type: none"> <li>• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms:</li> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> <li>• sustainability</li> <li>• time of year – seasonality of commodities</li> <li>• organoleptic qualities</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b> A variety of dishes chosen by the students from a list offered.</p>	<p><i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglaizing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i></p>		
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<b>Topic 3: Presentation techniques</b>							
	<b>Big Questions</b>  <u>How can the appearance of dishes be improved?</u>	<p><b>THEORY:</b> <b>Activity:</b> See also Term 2 Topic 6</p> <p><b>Activity:</b> See also Term 2 Topic 6</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b>2.3.2 Presentation techniques</b> Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b>Cooks and techniques Covered...</b> A variety of dishes chosen by the students from a list offered.</p>	<p><b>prepare and make dishes</b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pieing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p>	<b>Homework:</b>  <b>Produce an improvement plan for at least 3 dishes of students choice</b>		Visiting a provision in the area that is renowned for presentation of dishes.

				<p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat</i></p> <p><i>frying***</i></p> <p><i>deglazing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
<b><u>Topic 4: Reviewing dishes</u></b>							

	<p><b><u>Big questions</u></b></p> <p><b><u>Why is it important to give an honest and full review of own performance?</u></b></p> <p><b><u>What points should be commented upon?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b></p> <p><b>PRACTICAL:</b> Peer mark work against AO and bands. Use ‘what went well’ and ‘even better if’ assessment techniques. Teacher assessment with formal written feedback of areas to develop for Controlled Assessment.</p> <p><i>All: Pass</i> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><i>Most: Merit</i> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><i>Some: Distinction</i> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b><u>Unit 2.4.2 Reviewing own performance</u></b> Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b> A variety of dishes chosen by the students from a list offered.</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b> Preparation techniques:</p> <p><i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p>	<p><b>Homework:</b> Write a review of a dish you have made. Include aspects of your own performance</p>		
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				<p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat</i></p> <p><i>frying***</i></p> <p><i>deglazing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
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**Term 4: Introduction to the Controlled Assessment**

**Topic 12: Review specification amplification/specification stems/command words/AOs.**

**Big questions**

**What is the NEA?**

**How do I work through the Nea?**

**What information must I include in the NEA?**

**Activity:**

Mock CAT covering all Assessment Objectives.

**Analyse the brief**

**Explain the impact of cooking methods on the nutritional value of the chosen dishes.**

**Discuss the factors which affected choice of dishes.**

**Demonstrate knowledge of the factors that affected choice of dishes.**

**Theory-**

1. *Importance of Nutrition*
2. *How cooking methods can impact nutritional value*
3. *Factors affecting menu planning*
4. *How to plan production*
5. *How to prepare and make dishes*
6. *Presentation techniques*
7. *Food Safety practices*
8. *Reviewing dishes*
9. *Reviewing own performance*

**Unit 2 Covering the following content:**

- 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
- 2.4.2 Reviewing own performance.

**Cooks and techniques Covered...**

A variety of dishes chosen by the students from a list offered.

**2.3.1 How to prepare and make dishes**

- Preparation techniques:
- blending\**
  - beating\**
  - creaming\*\**
  - crimping\*\*\**
  - dehydrating\*\**
  - folding\*\**
  - grating\**
  - hydrating\**
  - juicing\**
  - kneading\*\**
  - laminating (pastry)\*\*\**
  - marinating\**
  - mashing\**
  - measuring\*\**
  - melting\**
  - melting using bain-marie\*\*\**
  - mixing\*\**
  - pipng\*\*\**
  - proving\**
  - puréeing\*\**
  - rub-in\*\**
  - rolling \*\**
  - shaping\*\*\**
  - shredding\**
  - sieving\**
  - skinning\*\**
  - tenderising\**
  - toasting(nuts/seeds) \*\**
  - unmoulding\*\*\**
  - weighing\*\**

**Assessment:**

Mini NEA style  
Practical

**Homework:**

				<i>whisking(aeration)***</i> <i>zesting*</i>  Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>  Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Term 5: MOCK NEA BEGINS							
Topic 12: 5hr Theory followed by 3 ½ hour practical Exam							
<p><b>Big questions</b></p> <p><b><u>What must I do to succeed in the NEA?</u></b></p>	<p><b>Activity:</b> Mock CAT covering all Assessment Objectives.</p>	<p><b>Unit 2 Covering the following content:</b></p> <p>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 2.4.2 Reviewing own performance.</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>piecing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i></p>	<p><b>Assessment:</b> Mock Controlled assessment on: 2.1.1 and 2.1.2 feedback to learners on banding and areas to progress and develop.</p> <p><b>Homework:</b></p>			
	<p><b>MOCK NEA BEGINS</b></p> <p><b>5hrs Theory-</b></p> <p>10. <i>Understanding the Importance of Nutrition</i> 11. <i>How cooking methods can impact nutritional value</i> 12. <i>Factors affecting menu planning</i> 13. <i>How to plan production</i> 14. <i>How to prepare and make dishes</i> 15. <i>Presentation techniques</i> 16. <i>Food Safety practices</i> 17. <i>Reviewing dishes</i> 18. <i>Reviewing own performance</i></p> <p><b><u>Analyse the brief showing Understanding of macro nutrients and micro nutrients-</u></b> <i>Typed response 2 hours</i></p> <p><b><u>Explain the impact of cooking methods on the nutritional value of the chosen dishes.</u></b></p> <p><b><u>Discuss the factors which affected choice of dishes.</u></b></p> <p><b><u>Demonstrate knowledge of the factors that affected choice of dishes-</u></b> <i>Typed response 1 hour</i></p> <p><b><u>Plan to produce two dishes-</u></b></p>						

		<p><i>Production plan 2 hours</i></p> <p><b><u>Practical Assessment- Teacher Observation record 3 ½ hours</u></b>          Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.          Prepare the dishes, demonstrating a variety of basic, medium, and complex preparation and knife techniques.          Cook the dishes, demonstrating a variety of basic, medium, and complex cooking techniques.          Present the dishes in a way that is appropriate for the brief.</p> <p><b><u>Assess the production of the presented dishes-</u></b>  <i>Typed written report/voice recording 1 ¾ hrs</i></p> <p><b><u>Review own performance-</u></b>  <i>Typed written report 1 ¾ hrs</i></p>		<p><i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
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<b>Term 6 Health and safety in hospitality and catering provision 1.3.1. Health and safety in hospitality and catering provision for the front of house. The Environmental Health officer (EHO). Customer requirements</b>							
<b>Topic 1: Health and safety in hospitality and catering provision</b>							
<u>Big questions</u>  <u>When and why should food providers implement food safety measures?</u>	<b>THEORY:</b> <b>Activity:</b> Complete mock accident forms and risk assessments for different scenarios. Learners could walk around the centre and find hazards and develop a risk assessment for each and state who they would report to.	<u>Unit 1: 1.3.1 Health and safety in hospitality and catering provision</u> Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers,</li> </ul>	<u>prepare and make dishes</u> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i>	<b>Assessment:</b> <b>Unit 1 Written</b>  <b>Homework:</b>  <b>Revision</b>			

		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic</i></p>	<p>employees, suppliers and customers.</p> <p>Learners should know the importance of and be able to complete the following documentation:</p> <ul style="list-style-type: none"> <li>• accident forms</li> <li>• risk assessments.</li> </ul> <p>Learners should know that employers are responsible for the health and safety training needs of all staff</p> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>A variety of dishes chosen by the students from a list offered.</p>	<p><i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i></p>		
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				freezing* frying** griddling** grilling*			
<b>Topic 14: Health and safety in hospitality and catering provision of the kitchen and front of house</b>							
	<p><u>Big questions:</u></p> <p><u>What are the Health and safety in ho provisions required for the front of house and kitchen areas?</u></p> <p><u>How are they implemented?</u></p>	<p><b>THEORY:</b> <b>Activity:</b> Learners could take an external food safety course level 2/3, either online or through an external agency covering an overview of content covered in Year 10 Term 1.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>All: Pass</i> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b> <b>Most: Merit</b></p>	<p><b>Theory: Unit 1:1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house</b></p> <p>1.3.2 Food Safety</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>1.3.1 Health and safety in hospitality and catering provision</p>	<p><b>2.3.1 How to prepare and make dishes</b></p> <p>Preparation techniques:</p> <p>blending* beating* creaming** crimping*** dehydrating** folding** grating* hydrating* juicing* kneading** laminating (pastry)*** marinating* mashing* measuring** melting* melting using bain-marie*** mixing** piping*** proving* puréeing** rub-in** rolling** shaping*** shredding* sieving* skinning** tenderising* toasting(nuts/se</p>	<p><b>Homework</b></p> <p>Produce a Health and safety guide for either the front of house or kitchen area of an establishment of students choice</p>		

		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b>  <i>Some: Distinction</i>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>eds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i></p>		
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				freezing* frying** griddling** grilling*			
<b>Topic 14: The Environmental Health Officer (EHO)</b>							
<b><u>What is the role of the Environmental Health Officer?</u></b>	<p><b>THEORY:</b> <b>Activity:</b> Classroom set up with hazards/cross contamination scenes/food poisoning hazards. Learners to become an EHO and complete the responsibilities of an EHO. A mock court could be set up and EHO to present evidence.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b> <b>Most: Merit</b></p>	<p><b>Unit 1: 1.4.4 The Environmental Health Officer (EHO)</b> Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include:</p> <ul style="list-style-type: none"> <li>• collecting evidence including samples for testing, photographs, interviews</li> <li>• enforcing environmental health laws follow up complaints</li> <li>• follow up outbreaks of food poisoning</li> <li>• inspecting business for food safety standards</li> <li>• giving evidence in prosecutions</li> <li>• maintaining evidence</li> <li>• submitting reports.</li> </ul> <p><b>Cooks and techniques Covered...</b> A variety of dishes chosen by the students from a list offered.</p>	<p><b><u>prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i></p>				

		<p>The preparation and cooking techniques are categorised as:  <b>Medium**</b>  <i>Some: Distinction</i>  The preparation and cooking techniques are categorised as:  <b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p>		<p>unmoulding***  weighing**  whisking(aeration)***  zesting*</p> <p>Knife techniques:  Chopping*  bâton**  chiffonade**  brunoise***  dicing**  julienne***  mincing***  slicing**  deboning***  deseeding**  filleting***  peeling*  segmenting***  spatchcock**  trimming*</p> <p>Cooking techniques:  basting*  baking**  baking blind***  blanching**  boiling*  braising**  caramelising***  chilling*  cooling*  deep fat  frying***  deglazing**  dehydrating*  emulsifying***  freezing*  frying**</p>		
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				griddling** grilling*			
<b>Topic 15: Customer requirements in hospitality and catering</b>							
<b><u>How are the requirements of the customer efficiently catered for?</u></b>	<p><b>THEORY:</b> <b>Activity:</b> Learners are given a number of customers with different requirements and needs. Learners to identify how to cater efficiently to meet the needs of all.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the</i></p>	<p><b><u>Unit 1: 1.2.2 Customer requirements in hospitality and catering</u></b> Learners should know and understand how hospitality and catering provision meets the requirements of:</p> <ul style="list-style-type: none"> <li>• customer needs (catering, equipment, accommodation)</li> <li>• customer rights and inclusion (disability)</li> <li>• equality.</li> </ul> <p><b><u>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</u></b></p>	<p><b><u>prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i></p>	<b>Homework:</b>			

		<p><i>preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
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# Subject Hospitality and Catering

**Year 11**

**Scheme of Learning 2023 - 2024**

**Subject leader: Miss E Jones and Mrs J Gower**

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topics taught</b>  <b>CAT &amp; WRITTEN EXAM</b>	Unit 1 and 2 <i>(Unit 2 Brief released)            September 1<sup>st</sup></i>  <u>Customer requirements</u>  <u>How cooking methods can impact on nutritional value</u>  <u>Factors affecting Menu planning including people groups</u>  <u>Presentation techniques</u>  <u>Reviewing dishes</u>  <u>Hospitality and catering provision to meet specific requirements</u>  <u>The Environmental Health officer (EHO)</u>  Revising for Mock Unit 1r	Unit 1 and 2  <b>Controlled Assessment task</b>  <u>Introduction to the Controlled Assessment</u>  <u>Analyse the brief showing Understanding of macro nutrients and micro nutrients</u>  <u>Explain the impact of cooking methods on the nutritional value of the chosen dishes.</u>  <u>Discuss the factors which affected choice of dishes.</u>  <u>Demonstrate knowledge of the factors that affected choice of dishes</u>  <u>Plan to produce two dishes</u>  <i>Production plan 2 hours</i>  <b>Practical Assessment</b>	Unit 2  <u>Assess the production of the presented dishes</u>  <u>Review own performance</u>  <b>MUST BE ASSESSED BY FRIDAY 25<sup>TH</sup> APRIL</b>  <i>(allows for marking and 2 wks. for student appeals/reviews)</i>  Unit 1  Revision focus  <u>Hospitality and catering providers</u>  <u>The operation of front and back of house</u>  <u>Working in the hospitality and catering industry</u>	Unit 1  Revision focus  <u>Health and safety in hospitality and catering provision for the front of house</u>  <u>Health and safety in hospitality and catering provision 1.3.1</u>  <u>The Operation of the Front and Back of House</u>  <u>The Environmental Health officer (EHO)</u>  <u>Customer requirements</u>	Unit 1  Revision focus  <u>Working in the hospitality and catering industry</u>  <u>Working conditions in the hospitality and catering industry</u>  <u>Contributing factors to the success of hospitality and catering provision</u>	

	<p><b>Pre-requisites</b></p> <p>Sound knowledge of nutrition and the needs of people groups.          Understanding of nutritional foods and how to cook and present these foods whilst maintaining optimal nutritional value.          Experience of planning for specific people groups to ensure choice factors are catered for.</p>	<b>Pre-requisites</b>	<b>Pre-requisites</b>	<b>Pre-requisites</b>	<b>Pre-requisites</b>	<b>Pre-requisites</b>
	<p><b><u>Why are we teaching this now?</u></b></p> <p>Students must be ready for their NEA. All learning prior to this is specifically focused on a successful outcome to the task.</p>	<b><u>Why are we teaching this now?</u></b>				

Specification o References	Big questions	Topic area: main Items and optional learning objectives <b>All: grades 1-3</b> <b>Most: grades 4-6</b> <b>Some: grades 7-9</b>	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
<b>Term 1 Introduction to the Controlled Assessment. Customer requirements. How cooking methods can impact on nutritional value. Factors affecting Menu planning including people groups. Presentation techniques. Reviewing dishes. Hospitality and catering provision to meet specific requirements.</b>							
<b>Topic 1: Customer requirements in hospitality and catering- Light touch</b>							
	<p><b><u>How can customer needs be effectively met?</u></b></p> <p><b><u>How do the needs of customers differ?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Learners are given a number of customers with different requirements and needs. Learners to identify how to cater effectively to meet the needs of all.</p> <p><b>All: Pass</b> – Students understand that customer requirements will vary greatly. <b>Most: Merit</b> – and, with some guidance can meet these needs producing mainly medium complexity dishes <b>Some: Distinction:</b> Independent working with the knowledge and understanding of the needs of customers in relation to nutrition, cooking methods, portion control etc</p>	<p><b><u>Unit 1: 1.2.2 Customer requirements in hospitality and catering</u></b> Learners should know and understand how hospitality and catering provision meets the requirements of:</p> <ul style="list-style-type: none"> <li>customer needs (catering, equipment, accommodation)</li> <li>customer rights and inclusion (disability)</li> <li>equality.</li> </ul> <p><b><u>Cooks and techniques</u></b></p> <p>Working on dishes suitable for batch/volume making</p> <p>Bolognaise or chilli</p>	<p><b><u>prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pieing***</i> <i>proving*</i> <i>puréeing**</i></p>	<p><b>Assessment:</b> End of term assessment</p> <p><b>Homework:</b> <b>Produce a suitable menu for a given scenario</b></p>	<p>Hospitality and catering Text book</p>	<p>Speakers both internal and external with experience of working in the industry, to talk to the students. This will inform the students about 'real life' relevance of the subject that they are studying and what they can expect if they go on to work in the industry – although this is not an expectation at this point.</p>

		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul>	<p>Tray bakes</p> <p>Individually portioned foods</p> <p><i>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</i></p>	<p><i>rub-in** rolling ** shaping*** shredding* sieving* skinning** tenderising* toasting(nuts/seeds) ** unmoulding*** weighing** whisking(aeration)*** zesting*</i></p> <p>Knife techniques: <i>Chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming*</i></p> <p>Cooking techniques: <i>basting* baking** baking blind*** blanching** boiling* braising** caramelising***</i></p>			<p>Visit to a catering college.</p> <p>Visit from the RN as part of their Recruitment Programme. This enables students to see how wide Hospital and Catering is in terms of relevance to modern British life.</p>
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				<i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Topic 2: How cooking methods can impact on nutritional value							
	<p><u>How are cooking methods linked to nutrition?</u></p> <p><u>What are the effects of different cooking methods on food?</u></p> <p><u>How could the value be preserved?</u></p>	<p><b>THEORY:</b>  <b>Activity:</b>            Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked.</p> <p><i>All: Pass know that cooking methods affect nutritional value.</i></p> <p><i>Most: Merit understand how nutritional value is affected in various cooking methods</i></p> <p><i>Some: Distinction, as above and can apply this knowledge to produce a range of suitable balanced meals aimed at specific people groups</i></p> <p><b>PRACTICAL:</b>            Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p>	<p><b><u>Unit 2: 2.1.2 How cooking methods can impact on nutritional value</u></b></p> <p>Introduction Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Own choice of dish from a bank offered which will incorporate various cooking methods.</p> <p>Presentation and portioning methods/skills</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <p><i>blending*</i></p> <p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>pipng***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/s eeds) **</i></p>	<p><b><u>Homework:</u></b></p> <p><b>Booklet</b></p>	<p>Hospitality and catering text book</p> <p>Food a fact of life</p> <p>BBC Bitesize</p>	

		<p><b>All: Pass</b> The preparation and cooking techniques are categorised as:</p> <p><b>Basic*</b></p> <p><b>Most: Merit</b> The preparation and cooking techniques are categorised as:</p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b> The preparation and cooking techniques are categorised as:</p> <p><b>Complex***</b></p> <p>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</p>		<p><i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking</i> <i>blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising**</i> <i>*</i> <i>chilling*</i> <i>cooling*</i></p>			
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				<i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i> <i>grilling*</i>			
<b><u>Topic 3: Factors affecting menu planning including people groups</u></b>							
	<b><u>What factors relating to people groups will influence menu selection?</u></b>	<b>THEORY:</b> <b>Activity:</b> <b>Plan a meal, with accompaniments, for two specific person groups</b>  <b>Activity:</b> <b>Prepare and present 1 of these dishes.</b>	<b>Unit 2: 2.2.1 Factors affecting menu planning</b> Learners should be aware of the following factors when planning menus: <ul style="list-style-type: none"> <li>• cost</li> <li>• portion control</li> <li>• balanced diets/current nutritional advice</li> <li>• time of day</li> <li>• clients/customers.</li> </ul> Learners should know and understand the following factors when planning menus: <ul style="list-style-type: none"> <li>• equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.</li> <li>• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer.</li> </ul>	<b><u>prepare and make dishes</u></b> Preparation techniques: <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating (pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>piecing***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> <li><i>rub-in**</i></li> <li><i>rolling**</i></li> <li><i>shaping***</i></li> <li><i>shredding*</i></li> </ul>	<b>Homework:</b>  Prepare a menu for a specific people group. Explain reasons for choice. Give information relating to nutrition.		Visit food different provisions commercial and non-commercial.

		<p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<ul style="list-style-type: none"> <li>• time available – and type of provision e.g., service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.</li> <li>• environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Learners should know and understand the following terms: <ul style="list-style-type: none"> <li>• reduce</li> <li>• reuse</li> <li>• recycle</li> <li>• sustainability</li> <li>• time of year – seasonality of commodities</li> <li>• organoleptic qualities</li> </ul> </li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Selection of medium and complex skill dishes</p>	<p><i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p> <p>Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i></p> <p>Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat frying***</i></p>			
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				<i>deglaing** dehydrating* emulsifying*** freezing* frying** griddling** grilling*</i>			
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<b>Topic 4: Presentation techniques</b>						
	<p><b><u>Big questions</u></b></p> <p><b><u>How can the appearance of dishes be improved?</u></b></p> <p><b><u>What skills are needed in presentation of dishes?</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>            See also Term 2 Topic 6</p> <p><b>Activity:</b>            See also Term 2 Topic 6</p> <p><b>PRACTICAL:</b>            Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Basic*</b></p> <p><b>Most: Merit</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Medium**</b></p> <p><b>Some: Distinction</b>  <i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b><u>2.3.2 Presentation techniques</u></b>            Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:            Presentation techniques:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• garnish and decoration</li> <li>• portion control</li> <li>• accompaniments.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Selection of medium and complex skill dishes</p>	<p><b><u>prepare and make dishes</u></b>            Preparation techniques:</p> <p><i>blending*</i>  <i>beating*</i>  <i>creaming**</i>  <i>crimping***</i>  <i>dehydrating**</i>  <i>folding**</i>  <i>grating*</i>  <i>hydrating*</i>  <i>juicing*</i>  <i>kneading**</i>  <i>laminating (pastry)***</i>  <i>marinating*</i>  <i>mashing*</i>  <i>measuring**</i>  <i>melting*</i>  <i>melting using bain-marie***</i>  <i>mixing**</i>  <i>pieing***</i>  <i>proving*</i>  <i>puréeing**</i>  <i>rub-in**</i>  <i>rolling **</i>  <i>shaping***</i>  <i>shredding*</i>  <i>sieving*</i>  <i>skinning**</i>  <i>tenderising*</i>  <i>toasting(nuts/seeds) **</i>  <i>unmoulding***</i>  <i>weighing**</i>  <i>whisking(aeration)***</i>  <i>zesting*</i></p>	<p><b>Homework:</b></p>	<p>Visiting a provision in the area that is renowned for presentation of dishes.</p>

				<p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat</i></p> <p><i>frying***</i></p> <p><i>deglazing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
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**Topic 5: Reviewing dishes**

	<p><b><u>Big Questions</u></b></p> <p><b><u>Why is it important to make a review of the dishes?</u></b></p> <p><b><u>What elements should be included in a review?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b></p> <p><b>PRACTICAL:</b> Peer mark work against AO and bands. Use 'what went well' and 'even better if' assessment techniques. Teacher assessment with formal written feedback of areas to develop for Controlled Assessment.</p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p><b>Unit 2.4.2 Reviewing own performance</b> Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• organisation</li> <li>• planning – including the advantages and disadvantages of chosen options and how they meet specific needs</li> <li>• time management.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p>Selection of medium and complex skill dishes</p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b> Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating (pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using bain-marie***</i> <i>mixing**</i> <i>pipng***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seeds) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i></p>	<p><b>Homework:</b></p>		
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				<p>Knife techniques:</p> <p><i>Chopping*</i></p> <p><i>bâton**</i></p> <p><i>chiffonade**</i></p> <p><i>brunoise***</i></p> <p><i>dicing**</i></p> <p><i>julienne***</i></p> <p><i>mincing***</i></p> <p><i>slicing**</i></p> <p><i>deboning***</i></p> <p><i>deseeding**</i></p> <p><i>filleting***</i></p> <p><i>peeling*</i></p> <p><i>segmenting***</i></p> <p><i>spatchcock**</i></p> <p><i>trimming*</i></p> <p>Cooking techniques:</p> <p><i>basting*</i></p> <p><i>baking**</i></p> <p><i>baking blind***</i></p> <p><i>blanching**</i></p> <p><i>boiling*</i></p> <p><i>braising**</i></p> <p><i>caramelising***</i></p> <p><i>chilling*</i></p> <p><i>cooling*</i></p> <p><i>deep fat</i></p> <p><i>frying***</i></p> <p><i>deglaing**</i></p> <p><i>dehydrating*</i></p> <p><i>emulsifying***</i></p> <p><i>freezing*</i></p> <p><i>frying**</i></p> <p><i>griddling**</i></p> <p><i>grilling*</i></p>			
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Topic 6: Hospitality and Catering Provision to Meet Specific Requirements							
	<p><b><u>Big Questions</u></b></p> <p><b><u>In what areas must the provisions adapt to meet customer needs?</u></b></p> <p><b><u>How could a provision attract more customers to their establishment?</u></b></p>	<p><b>THEORY:</b>  <b>Activity:</b>  Learners could complete the Tunnocks tea cake challenge to experiment with presentational skills and techniques.</p> <p><b>Activity:</b>  Visiting a provision in the area that is renowned for presentation of dishes.</p> <p><b>PRACTICAL:</b>  Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><i>Reviewing dishes</i></p> <p><i>Reviewing own performance</i></p> <p><b>All: Pass</b>  <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b>  <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b></p>	<p><b><u>Unit 1: 1.2.3 Hospitality and catering provision to meet specific requirements</u></b></p> <p>Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p> <ul style="list-style-type: none"> <li>• customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available</li> <li>• customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality</li> <li>• customer demographics: age, location, accessibility, money available, access to establishments/provision.</li> </ul> <p><b><u>Cooks and techniques Covered...</u></b></p> <p><b>Selection of medium and complex skill dishes</b></p>	<p><b><u>2.3.1 How to prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <ul style="list-style-type: none"> <li><i>blending*</i></li> <li><i>beating*</i></li> <li><i>creaming**</i></li> <li><i>crimping***</i></li> <li><i>dehydrating**</i></li> <li><i>folding**</i></li> <li><i>grating*</i></li> <li><i>hydrating*</i></li> <li><i>juicing*</i></li> <li><i>kneading**</i></li> <li><i>laminating (pastry)***</i></li> <li><i>marinating*</i></li> <li><i>mashing*</i></li> <li><i>measuring**</i></li> <li><i>melting*</i></li> <li><i>melting using bain-marie***</i></li> <li><i>mixing**</i></li> <li><i>piecing***</i></li> <li><i>proving*</i></li> <li><i>puréeing**</i></li> <li><i>rub-in**</i></li> <li><i>rolling **</i></li> <li><i>shaping***</i></li> <li><i>shredding*</i></li> <li><i>sieving*</i></li> <li><i>skinning**</i></li> <li><i>tenderising*</i></li> <li><i>toasting(nuts/seeds) **</i></li> <li><i>unmoulding***</i></li> <li><i>weighing**</i></li> <li><i>whisking(aeration)***</i></li> </ul>			

		<p><i>The preparation and cooking techniques are categorised as:</i>  <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>		<p><i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat</i>  <i>frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>			
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**Term 2 Controlled Assessment**

**Topic 1: Introduction to the controlled assessment**

**Big Questions**

**What is the task set by the exam board?**

**What must be done to achieve well?**

**THEORY:**

**Controlled assessment task: 12 hours**

Review assessment objectives Specification stems Command words

**Analyse the brief showing Understanding of macro nutrients and micronutrients-** *Typed response 2 hours*

**Explain the impact of cooking methods on the nutritional value of the chosen dishes.**

**Discuss the factors which affected choice of dishes.**

**Demonstrate knowledge of the factors that affected choice of dishes-** *Typed response 1 hour*

**Unit 2 Content:**

- 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
- 2.4.2 Reviewing own performance.

**2.3.1 How to prepare and make dishes**

- Preparation techniques:
- blending\**
  - beating\**
  - creaming\*\**
  - crimping\*\*\**
  - dehydrating\*\**
  - folding\*\**
  - grating\**
  - hydrating\**
  - juicing\**
  - kneading\*\**
  - laminating (pastry)\*\*\**
  - marinating\**
  - mashing\**
  - measuring\*\**
  - melting\**
  - melting using bain-marie\*\*\**
  - mixing\*\**
  - piecing\*\*\**
  - proving\**
  - puréeing\*\**
  - rub-in\*\**
  - rolling \*\**
  - shaping\*\*\**
  - shredding\**
  - sieving\**
  - skinning\*\**
  - tenderising\**
  - toasting(nuts/seeds) \*\**
  - unmoulding\*\*\**

**Assessment:**

Practical Exam

3.5 hours

December

**Homework:**

				<i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i>  Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>  Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i> <i>griddling**</i>		
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				grilling*			
<b>Topic 2: The Practical</b>							
	<p><b><u>What dishes will fit the brief in all areas?</u></b></p> <p><b><u>Which are the complex skilled dishes to fit the brief?</u></b></p>	<p><b>PRACTICAL:</b></p> <p><b>Plan to produce two dishes-</b> <i>Production plan 2 hours</i></p> <p><b><u>Practical Assessment- Teacher Observation record</u></b> <b><u>3 ½ hours</u></b></p> <p>Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.</p> <p>Prepare the dishes, demonstrating a variety of basic, medium, and complex preparation and knife techniques.</p> <p>Cook the dishes, demonstrating a variety of basic, medium, and complex cooking techniques.</p> <p>Present the dishes in a way that is appropriate for the brief.</p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p>					

		<p><b>Most: Merit</b> The preparation and cooking techniques are categorised as:</p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b></p>					
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**Term 3 Finishing NEA Assessing the production of the presented dishes. Hospitality and catering providers**

<b>Topic 1: (Final stage of NEA) Assess the production of the presented dishes</b>							
	<p><b><u>Big questions</u></b></p> <p><b><u>What points should be included when assessing the final dishes and own performance?</u></b></p>	<p><b>Assess the production of the presented dishes-</b> <i>Typed written report/voice recording 1 ¼ hrs</i></p> <p><b>Review own performance-</b> <i>Typed written report 1 ¼ hrs</i></p> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i></p> <p><b>Medium**</b></p> <p><b>Some: Distinction</b></p>			<p><b>Assessment:</b> <b>Written Mock Exam</b> January/February</p>		

<b><u>Topic 2: Hospitality and Catering Providers</u></b>							
	<p><b><u>Big questions</u></b></p> <p><b><u>Who are the providers of Hospitality and catering?</u></b></p> <p><b><u>What are the recognised categories?</u></b></p>	<p><b>THEORY</b></p> <p><i>Commercial (residential)</i>  <i>Commercial (non-residential)</i>  <i>Non Commercial (residential)</i>  <i>Non Commercial (non-residential)</i>  <i>Food Service</i>  <i>Residential service</i></p> <p><i>All: Pass – know the providers</i>  <i>Most: Merit – understand the difference between the categories of providers</i>  <i>Some: Distinction – could explain the differences between the providers</i></p>				<p><b>Homework:</b></p> <p><b>Revision</b></p>	

Term 4

Health and safety in hospitality and catering provision for the front of house. Health and safety in hospitality and catering provision **1.3.1**. The Operation of the Front and Back of House. The Environmental Health officer (EHO). Customer requirements

Topic 1: Health and safety in hospitality and catering provision of the kitchen and front of house

When and why should food providers implement food safety measures?

**THEORY:**

**Activity:**

Work through given scenarios relating to an EHO visit .

*All: Pass – know what an EHO is*  
*Most: Merit – know the roles and responsibilities of the EHO*  
*Some: Distinction – know, understand and clearly explain the role, responsibilities and parameters of the EHO*

**PRACTICAL:**

- Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.
- 2.3.3 Food safety practices.

Theory: Unit 1:1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house

- 1.3.2 Food Safety
- 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
- 1.3.1 Health and safety in hospitality and catering provision

2.3.1 How to prepare and make dishes

- Preparation techniques:
- blending\*
  - beating\*
  - creaming\*\*
  - crimping\*\*\*
  - dehydrating\*\*
  - folding\*\*
  - grating\*
  - hydrating\*
  - juicing\*
  - kneading\*\*
  - laminating (pastry)\*\*\*
  - marinating\*
  - mashing\*
  - measuring\*\*
  - melting\*
  - melting using bain-marie\*\*\*
  - mixing\*\*
  - pipng\*\*\*
  - proving\*
  - puréeing\*\*
  - rub-in\*\*
  - rolling \*\*
  - shaping\*\*\*
  - shredding\*
  - sieving\*
  - skinning\*\*
  - tenderising\*
  - toasting(nuts/seeds) \*\*

**Assessment:**

**Homework:**  
**Revision**

				<i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i> <i>zesting*</i>		
				Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i> <i>dicing**</i> <i>julienne***</i> <i>mincing***</i> <i>slicing**</i> <i>deboning***</i> <i>deseeding**</i> <i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>		
				Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling*</i> <i>cooling*</i> <i>deep fat</i> <i>frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing*</i> <i>frying**</i>		

				griddling** grilling*			
<b>Topic 2: Health and safety in hospitality and catering provision</b>							
<p><u>Big Questions</u></p> <p><u>What is an accident report form  ?</u></p> <p><u>Who is responsible to completing accident reports</u></p> <p><u>What is a risk assessment?</u></p> <p><u>Who completes a risk assessment?</u></p>	<p><b>THEORY:</b></p> <p><b>Activity:</b></p> <p>Complete mock accident forms and risk assessments for different scenarios.</p> <p><i>All: Pass – know that Hospitality and catering establishments have H&amp;S regulations</i></p> <p><i>Most: Merit – know the names and how to complete the forms relating to the H&amp;S regulations</i></p> <p><i>Some: Distinction – could independently and conclusively explain accident reporting systems and risk assessment systems</i></p>	<p><b><u>Unit 1: 1.3.1 Health and safety in hospitality and catering provision</u></b></p> <p>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:</p> <ul style="list-style-type: none"> <li>• Control of Substances Hazardous to Health Regulations (COSHH) 2002</li> <li>• Health and Safety at Work Act 1974</li> <li>• Manual Handling Operations Regulations 1992</li> <li>• Personal Protective Equipment at Work Regulations (PPER) 1992</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>• Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.</li> </ul> <p>Learners should know the importance of and be able</p>	<p><b><u>prepare and make dishes</u></b></p> <p>Preparation techniques:</p> <p><i>blending*</i></p> <p><i>beating*</i></p> <p><i>creaming**</i></p> <p><i>crimping***</i></p> <p><i>dehydrating**</i></p> <p><i>folding**</i></p> <p><i>grating*</i></p> <p><i>hydrating*</i></p> <p><i>juicing*</i></p> <p><i>kneading**</i></p> <p><i>laminating (pastry)***</i></p> <p><i>marinating*</i></p> <p><i>mashing*</i></p> <p><i>measuring**</i></p> <p><i>melting*</i></p> <p><i>melting using bain-marie***</i></p> <p><i>mixing**</i></p> <p><i>pipng***</i></p> <p><i>proving*</i></p> <p><i>puréeing**</i></p> <p><i>rub-in**</i></p> <p><i>rolling **</i></p> <p><i>shaping***</i></p> <p><i>shredding*</i></p> <p><i>sieving*</i></p> <p><i>skinning**</i></p> <p><i>tenderising*</i></p> <p><i>toasting(nuts/seeds) **</i></p> <p><i>unmoulding***</i></p> <p><i>weighing**</i></p>	<p><b>Homework:</b></p> <p><b>Revision</b></p>			

		<p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul>	<p>to complete the following documentation:</p> <ul style="list-style-type: none"> <li>• accident forms</li> <li>• risk assessments.</li> </ul> <p>Learners should know that employers are responsible for the health and safety training needs of all staff</p>	<p><i>whisking(aeration)***</i>  <i>zesting*</i></p> <p>Knife techniques:  <i>Chopping*</i>  <i>bâton**</i>  <i>chiffonade**</i>  <i>brunoise***</i>  <i>dicing**</i>  <i>julienne***</i>  <i>mincing***</i>  <i>slicing**</i>  <i>deboning***</i>  <i>deseeding**</i>  <i>filleting***</i>  <i>peeling*</i>  <i>segmenting***</i>  <i>spatchcock**</i>  <i>trimming*</i></p> <p>Cooking techniques:  <i>basting*</i>  <i>baking**</i>  <i>baking blind***</i>  <i>blanching**</i>  <i>boiling*</i>  <i>braising**</i>  <i>caramelising***</i>  <i>chilling*</i>  <i>cooling*</i>  <i>deep fat</i>  <i>frying***</i>  <i>deglazing**</i>  <i>dehydrating*</i>  <i>emulsifying***</i>  <i>freezing*</i>  <i>frying**</i>  <i>griddling**</i>  <i>grilling*</i></p>		
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<u>Topic 3: The operation of the front and back of house</u>							
	<p><b><u>How do the front and back of house teams work?</u></b></p>	<p><b>THEORY:</b></p> <p><b>Activity:</b> Design a restaurant kitchen Including: annotation of workflow/delivery/staff area/wash area and storage</p> <p><b>Activity:</b> Design a restaurant front of house Including: seat plan and area layout/counter and bar.</p> <p><b>Activity:</b> Learners could label large and small equipment in a centre catering facility. Large hospitality equipment can be printed onto worksheet if unavailable.</p> <p><b>Activity:</b> Learners should have access to a first aid box, safety and cleaning materials to have visual reference of content. Learners should be able to see how these are stored safely and correctly</p> <p><b>Activity:</b> Learners should have the opportunity to complete: ordering, delivery notes, invoices, food safety documentation and health</p>	<p><b><u>Unit 1: 1.2.1 The operation of the front and back of house</u></b></p> <p>Learners should be aware of the operational requirements of:</p> <ul style="list-style-type: none"> <li>• workflow of the front of house – reception, seating area, counter service, bar</li> <li>• workflow of the catering kitchen – delivery, staffing area, wash area, storage area, prepare and cooking area, serving area, washing/cleaning area.</li> </ul> <p>Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens:</p> <ul style="list-style-type: none"> <li>• large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates</li> <li>• materials for cleaning, first aid kit and safety materials</li> <li>• small equipment</li> <li>• utensils.</li> </ul>		<p><b><u>Homework:</u></b> Revision</p>		

		<p>and safety documentation. (These forms can be created by the centre and do not have to be real documents).</p> <p><b>Activity:</b> Learners could visit a number of provisions to view different dress codes in different type of establishments.</p>	<p>Learners should know and understand the following documentation and administration requirements used in a catering kitchen:</p> <ul style="list-style-type: none"> <li>• stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation.</li> </ul> <p>Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.</p>				
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<b>Topic 3: The Environmental Health Officer (EHO)</b>							
<p><b><u>Big questions</u></b></p> <p><b><u>What is the role of the Environmental Health Officer?</u></b></p> <p><b><u>What powers do the EHO have in relation to H&amp;C providers?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Classroom set up with hazards/cross contamination scenes/food poisoning hazards. Learners to become an EHO and complete the responsibilities of an EHO. A mock court could be set up and EHO to present evidence.</p> <p><b>PRACTICAL:</b></p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul>	<p><b><u>Unit 1: 1.4.4 The Environmental Health Officer (EHO)</u></b> Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include:</p> <ul style="list-style-type: none"> <li>• collecting evidence including samples for testing, photographs, interviews</li> <li>• enforcing environmental health laws follow up complaints</li> <li>• follow up outbreaks of food poisoning</li> <li>• inspecting business for food safety standards</li> <li>• giving evidence in prosecutions</li> <li>• maintaining evidence</li> <li>• submitting reports.</li> </ul>					
<b>Topic 4: Customer requirements in hospitality and catering</b>							
<p><b><u>How are the requirements of the customer efficiently catered for?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Learners are given a number of customers with different requirements and needs. Learners to identify how to</p>	<p><b><u>Unit 1: 1.2.2 Customer requirements in hospitality and catering</u></b> Learners should know and understand how hospitality and catering</p>					

		<p>cater efficiently to meet the needs of all.</p> <p><b>PRACTICAL:</b> Build preparation and cooking skills and learn through practice:</p> <ul style="list-style-type: none"> <li>• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.</li> <li>• 2.3.3 Food safety practices.</li> </ul> <p><b>All: Pass</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Basic*</b></p> <p><b>Most: Merit</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Medium**</b></p> <p><b>Some: Distinction</b> <i>The preparation and cooking techniques are categorised as:</i> <b>Complex***</b></p> <p><i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i></p>	<p>provision meets the requirements of:</p> <ul style="list-style-type: none"> <li>• customer needs (catering, equipment, accommodation)</li> <li>• customer rights and inclusion (disability)</li> <li>• equality.</li> </ul> <p><b><u>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</u></b></p>				
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**Term 5 Working in the hospitality and catering industry. Working conditions in the hospitality and catering industry. Contributing factors to the success of hospitality and catering provision**

Topic 1: Working in the hospitality and catering industry						
<p><b><u>Big Questions</u></b></p> <p><b><u>What are the roles and responsibilities of front of house staff?</u></b></p> <p><b><u>What are the roles and responsibilities of back of house staff?</u></b></p> <p><b><u>What personal attributes and qualifications would benefit H &amp; C staff?</u></b></p>	<p><b>THEORY:</b> <b>Activity:</b> Job interviews: prepare for a job role within the hospitality and catering sector, research jobs, descriptions and rate of pay. Option evening presentation of job roles, rates of pay and qualification and experience required.</p> <p><i>All: Pass – know some of the job roles in H &amp; C industry</i> <i>Most: Merit – know many of the job roles in H&amp;C industry, and the responsibilities.</i> <i>Some: Distinction – know most of the job roles and responsibilities a in the industry</i></p>	<p><b><u>Unit 1: 1.1.2 Working in the hospitality and catering industry</u></b></p> <p>Learners should know and understand the following types of employment roles and responsibilities within the industry:</p> <ul style="list-style-type: none"> <li>• front of house manager, head waiter, waiting staff, concierge, receptionist, maître d’hôte, valets</li> <li>• housekeeping: chambermaid, cleaner, maintenance, caretaker</li> <li>• kitchen brigade: executive chef, sous-chef, chef de parties, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur</li> <li>• management: food and beverage, housekeeping, marketing.</li> </ul> <p>Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles.</p>		<p><b>Assessment:</b></p> <p><b>Homework: Revision</b></p>		

			Personal attributes: <ul style="list-style-type: none"> <li>• organised</li> <li>• hardworking</li> <li>• punctual</li> <li>• hygienic</li> <li>• pleasant</li> <li>• calm</li> <li>• friendly</li> <li>• good communicator</li> <li>• team player</li> <li>• good people skills</li> <li>• willingness to learn and develop</li> <li>• flexible.</li> </ul> Qualifications and experience: <ul style="list-style-type: none"> <li>• apprenticeships</li> <li>• experience in the role/sector – part-time job, summer employment</li> <li>• school, college and/or university qualifications relevant to the job.</li> </ul>				
<b>Topic 2: Working conditions in the hospitality and catering industry</b>							
	<u><b>Big Questions</b></u>  <u><b>What are the different employment contracts in H&amp;C?</b></u>  <u><b>Why do staffing needs change in the industry?</b></u>	<b>THEORY:</b> <b>Activity:</b> Using the Internet pupils should create their own advert for a job role for made up provision. The description should include rate of pay, holiday entitlement, remuneration and contracts. They should complete two job roles: one	<u><b>Theory: Unit 1: 1.1.3 Working conditions in the hospitality and catering industry</b></u> Learners should know and understand the following types of employment contracts and working hours: <ul style="list-style-type: none"> <li>• casual</li> </ul>				

	<p>part-time seasonal and one full-time skilled.</p> <p><b>All: Pass</b> – with support, students could know the different contracts in H&amp;C</p> <p><b>Most: Merit</b> – students should understand the different needs for staff</p> <p><b>Some: Distinction</b> – Independent knowledge and understanding of the roles, responsibilities and needs of/for staff in H&amp;C</p>	<ul style="list-style-type: none"> <li>• full time permanent (temporary)</li> <li>• part-time (temporary)</li> <li>• seasonal</li> <li>• zero hours contract.</li> </ul> <p>Learners should be aware of the following remuneration and benefits in the industry:</p> <ul style="list-style-type: none"> <li>• a salary</li> <li>• a wage (hourly)</li> <li>• holiday entitlement</li> <li>• pension</li> <li>• sickness pay</li> <li>• rates of pay</li> <li>• tips, bonuses and rewards.</li> </ul> <p>The hospitality and catering industry normally provides more part-time than full time contracted positions. Learners should be aware of the fluctuating needs of the industry, such as:</p> <ul style="list-style-type: none"> <li>• supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.</li> </ul>				
<b>Topic 3: Contributing factors to the success of hospitality and catering provision</b>						
<b><u>Big Questions</u></b>	<b>THEORY: Activity:</b>	<b><u>Unit 1: 1.1.4 Contributing factors to the success of</u></b>		<b>Homework: REVISION</b>		

	<p><b><u>How does the economy affect the the success of the industry?</u></b></p> <p><b><u>What does gross and net profit mean?</u></b></p> <p><b><u>What are the effects of new technology on the industry?</u></b></p>	<p>Learners could create a 10-minute presentation of how the economy has affected the hospitality and catering industry. They should highlight areas that have been affected and reasons why. Newspaper research: pupils should research how media can play a positive and negative impact on the hospitality and catering industry, researching the internet to find examples.</p> <p><i>All: Pass – will know that thee are contributing factors to the success on a provision with guidance</i></p> <p><i>Most: Merit – could describe the factors and the effects</i></p> <p><i>Some: Distinction – could explain clearly the factors and impacts on the industry</i></p>	<p><b><u>hospitality and catering provision</u></b></p> <p>Learners should know and understand the following basic costs incurred within the hospitality and catering industry:</p> <ul style="list-style-type: none"> <li>• labour</li> <li>• material</li> <li>• overheads.</li> </ul> <p>Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry.</p> <p>Learners should be aware of how the economy can impact business in the following ways:</p> <ul style="list-style-type: none"> <li>• strength of the economy</li> <li>• value added tax (V.A.T)</li> <li>• value of the pound and exchange rate. Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry through:</li> <li>• seasonality</li> <li>• sustainability: reduce, reuse, recycle.</li> </ul> <p>Learners should know and understand how new</p>				
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			<p>technology impacts the hospitality and catering service industry in a positive way through:</p> <ul style="list-style-type: none"> <li>• cashless systems</li> <li>• innovative digital technology (apps, web-booking, key card access, digital menu)</li> <li>• software.</li> </ul> <p>Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry:</p> <ul style="list-style-type: none"> <li>• printed media (newspaper, magazines)</li> <li>• broadcast (television, radio)</li> <li>• internet (social, websites)</li> <li>• competitive (other establishments).</li> </ul>				
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