

Subject Hospitality and Catering

Year 9-11

Scheme of Learning 2026 - 2027

Subject leader: Miss E Jones, Mrs Bawn

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

	Cooking methods Cooking with water, fat, dry heat.		Sensory evaluation, tasting, sensory tests and star profiles. Reviewing own performance			
	<i>Pre-requisites</i> KS3 – Basic cooking skills KS3 – Basic hygiene and safety KS3 – Safe use of equipment	<i>Pre-requisites</i> 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	<i>Pre-requisites</i> Learners should now understand raising agents, food preparation and shaping techniques, sauce making, setting mixtures, dough and pastry production, and be able to plan and sequence tasks effectively using a practical assessment time plan.	<i>Pre-requisites</i> Learners should now understand the principles of nutrition, dietary needs and food-related ill health, recognise the effects of cooking on nutritional value, apply basic food costing and presentation techniques, and evaluate dishes and personal performance using sensory analysis methods.	<i>Pre-requisites</i> Learners should now be aware of the structure of the hospitality and catering industry, including front- and back-of-house operations, how provision is adapted to meet specific customer requirements, and be able to review dishes and evaluate their own performance.	<i>Pre-requisites</i> Learners will now be able to prepare and cook a range of basic, medium and complex dishes, plan and organise food production, understand factors that influence menu planning, apply effective presentation techniques, and evaluate dishes and their own performance.
	Why are we teaching this now? Required medium and complex skill development is taught now to enable learners to build the practical expertise required for the WJEC Hospitality and Catering qualification. Producing effective time plans in line with WJEC requirements helps learners develop the organisational skills needed to work independently and efficiently during assessments. Working towards higher-level presentation skills allows learners to refine the appearance of their dishes, meet assessment criteria and maximise their potential to achieve higher grades.	Why are we teaching this now? Required medium and complex skill development is taught now to ensure learners can confidently perform the practical techniques required for success in the WJEC Hospitality and Catering qualification. Producing effective time plans in line with WJEC requirements helps learners develop the organisation and independence needed to manage practical assessments efficiently. Working towards higher-level presentation skills enables learners to refine the appearance of their dishes, meet WJEC assessment criteria and maximise opportunities to achieve higher grades.	Why are we teaching this now? Required medium and complex skill development is taught at this stage to build learners' confidence and competence in the practical techniques expected within the WJEC Hospitality and Catering qualification. Producing effective time plans in line with WJEC requirements helps learners develop organisational skills and work efficiently under assessment conditions. Working towards higher-level presentation skills enables learners to understand how the visual appearance of dishes contributes to success in practical assessments and supports them in achieving the highest possible grades.	Why are we teaching this now? These topics and skills development are taught at this stage to ensure learners can confidently demonstrate the medium and complex practical skills required for assessment. Learners develop their ability to produce detailed and effective time plans in line with WJEC requirements, enabling them to work independently and efficiently under assessment conditions. A continued focus on presentation skills helps learners understand how to achieve higher marks by meeting WJEC expectations for the appearance and service	Why are we teaching this now? These topics build on learners' existing food preparation skills by developing their ability to prepare a wider range of dishes, plan and manage production effectively, and make informed menu-planning decisions. It prepares learners for practical assessments by strengthening organisation, presentation, evaluation and reflective practice, enabling them to produce dishes independently and to industry-standard expectations.	Why are we teaching this now? These topics consolidate learners' understanding of health and safety in hospitality and catering, ensuring they can apply safe working practices confidently in both written and practical contexts. It provides an opportunity to revisit and reinforce key knowledge and skills from across the course while preparing for end-of-year assessments, including Unit 1-style examinations and a mini NEA-style practical. Throughout the unit, learners continue to develop their ability to evaluate dishes and reflect on their own performance to support ongoing improvement

				of dishes, while reviewing dishes and evaluating their own performance supports ongoing improvement and examination success.		and success in future assessments.
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Specification o References	Big questions:	Topic area: main Items and optional learning objectives	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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.							
	Topic 1: General practical skills						
	What practical skills must I develop? (HATTIE, Mis en place) What methods can we use to weigh and measure solids and liquids? Why is it important to understand when food is properly cooked (food safety)?	THEORY Learn the importance of hygiene and preparation prior to handling food (including HATTIE AND mis en place) Temperature control Learn about the various ways to accurately weigh and measure ingredients. Learn about safe food temperature and foodborne illnesses when procedures are not followed. Learn how long to cook food, testing for flavour and seasoning, presentation and food styling. Evaluate, review and suggest modifications for all dishes made.	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. What will they achieve? An understanding of the importance of hygiene and safety. The ability to accurately weigh and measure, understand the need for accuracy. The ability to test the readiness of cooked food in order to prevent food poisoning and serve at its best. Cooks and techniques Covered Make a drink and present it attractively (measure liquid) smoothie. Biscuits (oaty biscuits with the smoothie). Fruit salad. Coleslaw with mayonnaise	Mis en place Litres (L) Millilitres (ml) Kilogrammes (K) Grammes (g) Tsp Tbsp Cup (USA) Centimetre (Cm) Centigrade Danger zone (temperature) Bacteria Spongy Al dente	Homework: X1 Hour PW See Scheme of Homework Assessment Green Practical Unit 2- AO2, AO3- Coleslaw with mayonnaise General practical skills, Knife skills, using electrical equipment- (Complex skill Emulsion) Feedback and PIT Assessment Green Written Unit 1- AO1 1, 2, 3- Use of Equipment Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice)	Exploring food and nutrition (KS3) P.48, P.50 P.90 Scales Measuring spoons Measuring jugs Food Probe (temperature gauge)	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.

	How can we ensure food is ready for serving (flavour)? Testing seasoning, presentation and food styling, garnish and decoration	Practical Activities: Stretch and Challenge: <i>Explain and justify why general practical skills must be consistently demonstrated to achieve distinction-level outcomes.</i>	Shortcrust pastry (cheese straws) 4 ways with eggs (boiled, scrambled, coddled, omelette) Teacher dem only for large group		You Do (Independent Practice) Pace and Participation		
	Topic 2: Knife Skills						
	What are the safety rules for knife use? What simple food styling could we use for fruit and vegetables? How are fruit and vegetables prepared for use in various meals. What are the different vegetable cuts (recap, practice again)	THEORY: Listing the safety rules for knife use. Identifying different knives and their uses PRACTICAL: Knife skills Safety, types of knives, how to hold and cut fruit and vegetables. Vegetable cuts. Methods of preparing fruit and vegetables. Where these could be used Students will use sheets to show the various methods of cutting for cooking and presentation. All: Pass – safely use a knife and show basic skills Most: Merit – safely and effectively use a knife to show medium skills. Some: Distinction – safely, effectively and accurately use a knife to show complex knife skills.	What will they know? The importance of working safely with a knife. What will they achieve? The ability to prepare and present a range of fruits and vegetables to achieve complex skills. Cooks and techniques Covered Dips and crudities Fruit and vegetable cuts (practicing complex cuts) Fruit styling Fruit salad Vegetable lasagne/curry			Exploring food and nutrition (KS3) P.92 Example sheets/templates Cooks knives Green Chopping boards Various fruit and vegetables	
	Topic 3: Using the cooker						

	What are the different areas of the cooker called and what safety precautions must we take when using these areas? Why do we cook food? (p.80) How is heat transferred during cooking and what are the effects of heat on sensory and nutritional properties? (p 80 and 82)	THEORY: Looking at the areas of the cooker and identifying safety concerns. Identify the uses of the different areas of the cooker Labelling the areas of the cooker. PRACTICAL: Using the cooker The hob, grill and oven to produce a range of both sweet and savoury dishes. Stretch and Challenge: <i>Explain how advanced techniques, precision, and consistency contribute to the production of high-complexity dishes at distinction standard.</i>	Understanding of how the cooker works. Be confident in the safety aspects of the cooker What will they know? 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. What will they achieve? The ability to use the cooker confidently, accurately and independently. Skills in developing existing dishes. Cooks and techniques Covered Simple bread rolls and butter (possibly flavoured) OVEN Grilled sausages in a tomato reduction sauce. GRILL AND HOB	Grill Heat setting Centigrade Fan Hob Oven Gas Convection Conduction Radiation Hollow (bread) Rise Prove Shape Short (pastry) Setting tenderise		Exploring food and nutrition (KS3) P.96 Page 80 and 82 Food and Nutrition (KS3)	
	Topic 4: Using electrical equipment						
	When and how do we use electrical equipment? What dishes can be made using SMALL electrical appliances?	THEORY: Learning the uses and benefits of basic electrical equipment. PRACTICAL: Safe and efficient use of Hand Blender, food processor, hand held mixer, deep fat fryer, electric hand whisk, air fryer. Stretch and Challenge: <i>Demonstrate independent and safe use of equipment, explaining how</i>	Students will be able to select appropriate electrical equipment in relation to their cooks. What will they know? That electrical equipment must be used safely, in line with manufacturers instruction. That electrical equipment is a beneficial way of preparing foods. What will they achieve?	Pulse Whisk Blend Grate Slice Combine Puree Deep fry Safety		Exploring Food and Nutrition (KS3) P102/103	

		<i>skills can be adapted and developed to complete more complex practical tasks.</i>	The ability to safely, independently and appropriately use equipment <i>Possible Cooks</i> Soup Hummus and flatbread muffins				
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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

Topic 1: Raising agents							
	What are raising agents? Chemical, biological, mechanical. How do the different raising agents work?	THEORY: Watch clip on raising agents Youtube.be/OUSi4DbRVVQ PRACTICAL: Efficiently and safely produce a variety of foods which incorporate raising agents. Raising agents Stretch and Challenge: <i>Explain how different raising agents work and justify their use in different baked products.</i>	What will they know? That there are three types of raising agents. Chemical, biological and mechanical. What will they achieve? An understanding of the different techniques of adding bulk/rise to foods <i>Cooks and techniques Covered</i> Gingerbread men (bicarbonate of soda /chemical) Choux pastry (mechanical/steam) Bread based pizza (biological)		Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical</i> <i>Unit 2- AO2, AO3- Bread rolls and butter</i> <i>Raising Agents, Preparing combining, shaping food, Setting mixtures</i> Feedback and PIT Assessment <i>Yellow Practical as mini NEA</i> <i>Unit 2- AO2, AO3- Set dessert for a children's party</i> <i>General practical skills, Knife skills, Using the hob, using electrical equipment, Sauce making.</i> Feedback and PIT Every Lesson	Exploring Food and Nutrition (KS3)	

					Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
	Topic 2: Preparing, combining and shaping food						
	What methods are used to shape food?	THEORY: Identify a range of different recipes for each of the method used to shape foods. Produce a piece of literature outlining these. PRACTICAL: Preparing, combining and shaping food. Roll, wrap, skewer, mix, coat, layer. Shaping and binding wet mixtures. Stretch and Challenge: <i>Explain how different shaping and forming techniques affect the appearance, texture, and quality of finished dishes, using a range of examples.</i>	What will they know? The many ways to shape and form food. What will they achieve? The ability to produce a range of dishes which are shaped and formed in various ways. Cooks and techniques Covered Coated potato croquettes and fish cakes. Layered pasta salad and lasagne. Wrap – filling selected from specific options 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	Roll Wrap Skewer Mix Coat Layer bind		Exploring Food and Nutrition (KS3) Page 112/3	
	Topic 3: Sauce making						
		THEORY: Research the uses of sauces and how they differ.	What will they know?	Sauce Reduction		Exploring Food and Nutrition (KS3)	

	What are sauces and how are they used? How are starches used in sauce making?	Look at sweet and savoury sauces. 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. PRACTICAL: Sauce making Starch based sauces, reduction sauces, bechamel. Stretch and Challenge: <i>Explain how ingredients, methods, and cooking processes affect the quality of sauces and demonstrate the skills needed to produce complex sauces independently.</i>	The various types of sauces available for recipe enhancement What will they achieve? Skills relating to medium and complex level dishes. An understanding of the benefits of a successful sauce Cooks and techniques Covered BBQ sauce Macaroni cheese (roux) Chocolate sauce <i>Bechamel – watch video</i> <i>Hollandaise – watch video</i>	Gelatinisation Roux Bechamel		114/115 Video for sauce making (YouTube)	
	Topic 4: Setting mixtures. Removing heat / using protein						
	What methods are used to set mixtures? How will removing heat or using protein affect the texture of a mixture?	THEORY: Watch a demonstration on gelation (blancmange) and write a commentary on what is happening to the starch mixture. Research setting agents such as gelatin. PRACTICAL: Setting mixtures Make a dish which demonstrates how protein sets a mixture. Make a dish which uses gelatine as a setting agent Stretch and Challenge: <i>Explain how setting agents work and justify their use when producing complex dishes with effective finishing techniques such as garnishes and decoration.</i>	What will they know? How to set a mixture using various commodities What will they achieve? Knowledge and understanding of why we set mixtures, they will learn a variety of dishes in this category Cooks and techniques Covered Chocolate blancmange recipe page 120 Custard Mousse or pannacotta Bread and butter pudding Stuffed peppers (egg filling)	Gelation Heat Protein Coagulation set		Exploring Food and Nutrition (KS3) p120/121	

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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.

Topic 1: Course overview							
	What are the main points to the Hospitality and Catering course? What dishes are produced using basic, medium and complex skills?	THEORY: Assign learners a copy of: Assessment guide (AG) and Learner Guide. Discuss: Assignment overview: - Unit 1 The Hospitality and Catering industry 40% of qualification (80 marks) - Unit 2 Hospitality and Catering in action 60% qualification (120 marks) Topics of content /Assessment Objectives Key command words located AG (page 4-8) these can be filed to refer back to during the course) Structure: bands and grade boundaries: - Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction * - Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction * The prepare and cooking techniques categories: - basic, medium and complex. 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.	Students will be familiarised with the Assessment Guide and course contents Students will gain insight as to what Hospitality and Catering actually means. Cooks and techniques Covered Develop knife skills for use in presentation of dishes. - Pastries (various types) - Piping (mash) - Fruit tart (baking blind) over two lessons - Student choose dishes from a given list Topic 2: Produce / Develop dishes in relation to nutrition. High protein bars, protein rich dishes, middle eastern style baked eggs, Scotch eggs Topic 3 and 4: Produce dishes using high risk ingredients.: Chicken, fish, eggs, red meat, dairy products. Topic 5: Produce dishes using various cooking methods (boiling, frying, steaming, stir fry) to investigate nutritional loss. Soup, oven roasted Mediterranean vegetables, Topic 6: Producing dishes low in cost or waste.	Key Terms/ concepts Literacy Numeracy 2.3.1 How to prepare and make dishes 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/seed s) **</i> <i>unmoulding***</i>	Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical Unit 2- AO2, AO3- Pasta dish with choice of sauce</i> <i>General practical skills, Knife skills, Using the cooker, using electrical equipment, Sauce making (Roux as complex skill)</i> <i>Presentation</i> <i>Feedback and PIT</i> Assessment <i>Green Written Unit- 1 AO1 1, 2, 3- Nutrition and food related causes of ill health</i> <i>Feedback and PIT</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Resources Recipe sheets (FAFOL)	Personal Development curriculum links (SMSC, British Values, PSHE)

			Using leftovers. Vegetable –v- meat dishes for cost effectiveness. Reducing food waste by redeveloping.	<i>weighing**</i> <i>whisking(aeration)</i> <i>***</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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Topic 2: Understanding the importance of nutrition							
	What are nutrients and where are they found?	THEORY: 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.	2.1.1 Understanding the importance of nutrition Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet:	2.3.1 How to prepare and make dishes 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>	Homework: X1 Hour PW See Scheme of Homework		
	How can we follow a nutritionally balanced diet throughout all life stages?	Learners could create a spreadsheet (DCF) Digital Competence Framework of nutrient requirements/where they are found and why they are needed in the body. Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.	Macro-nutrients: • carbohydrate • fat • protein. Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium as well as: • dietary fibre (NSP) • water. Learners should be able to apply their knowledge of nutrition to: Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers Special dietary needs for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance,	Knife techniques: <i>Chopping*</i> <i>bâton**</i>			

		Learners could complete a number of dishes categorised in the basic, medium and complex techniques. <i>Reviewing dishes</i> <i>Reviewing own performance</i> 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) Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i> THEORY: Complete PowerPoint/written work on each life stage and SDN requirements. 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. Complete HACCAP form (Unit 1: 1.3.2) See Homework column. PRACTICAL:	gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans. 2.3.1 How to prepare and make dishes 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: <i>Basic* Medium** Complex***</i> <i>Cooks and techniques</i> Unit 2: 2.1.1 Continued Introduction Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. Special dietary needs (SDN) for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level	<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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		Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	• require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans.				
	Topic 3: Food related causes of ill health						
	What measures are in place to help prevent food related illness?	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. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and</i>	Learners should know the following 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	<i>2.3.1 How to 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>cooking of dishes are all classed as basic.</i> THEORY: 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. PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	• eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. Food intolerance: • gluten • lactose • aspartame • MSG. Learners should be aware of the following: • food labelling laws • food safety legislation	<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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i>			
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				<i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 4: Symptoms and signs of food-induced ill health						
	What are the symptoms of food related ill health? What are the control methods?	THEORY: Label a person outline with symptoms and control methods PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 1: 1.4.2 Symptoms and signs of food-induced ill health Introduction Learners should know and understand the following symptoms of food-induced ill health: Visible and Non-visible Learners should know and understand the following symptoms of food induced ill health: Visible: • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence. Unit 1: 1.4.3 Preventative control measures of food-induced ill health. Learners should know and understand the control	2.3.1 <i>How to 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>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/seed s)**</i>			

			measures to prevent food induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination.	<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 5: How cooking methods can impact on nutritional value						
	How are cooking methods linked to nutrition?	THEORY: Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked.	Unit 2: 2.1.2 How cooking methods can impact on nutritional value Introduction Learners should know and understand how the following cooking methods impact on nutritional value:	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i>			

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	• boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying	<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> <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>			
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				<i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i>			
				Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 6: Costing Food						
	How do you calculate the cost of a recipe? What are the ways to help prevent food waste and therefore money loss?	THEORY: Costing exercises PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate</i>	What will they know? Why it is important to know the cost of a recipe. What will they achieve? The ability to cost a recipe and budget ingredients	2.3.1 How to prepare and make dishes 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>		Page 60 Exploring food and nutrition	

		<i>greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i>			
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				<i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 7: Presentation Techniques						
	What is the importance of good food presentation? How can make food look more attractive with methods of food presentation.	THEORY: Learners could complete the Dunnock tea cake challenge to experiment with presentational skills and techniques. Visiting a provision in the area that is renowned for presentation of dishes. PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: - creativity - garnish and decoration - portion control - accompaniments. Cooks and techniques Covered... Various ways of garnish and decoration. Plating food Chocolate work Sugar work Using stencils Knife techniques Cake decoration using piping and icing Garnish of savoury food	2.3.1 <i>How to prepare and make dishes</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>			Visiting a provision in the area that is renowned for presentation of dishes.
	Topic 8: Reviewing of Dishes						

	What is the importance of reviewing planning, preparation and cooking dishes?	THEORY: What will they learn? PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 2: 2.4.1 Reviewing of dishes Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider: • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste.	2.3.1 <i>How to 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>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> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 9: Reviewing own performance						
	What is the importance of recognising personal strengths and weaknesses?	THEORY: 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. PRACTICAL: Students to choose own dishes from a teacher given selection	Unit 2.4.2 Reviewing own performance Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management. Cooks and techniques Covered...	2.3.1 How to prepare and make dishes 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>			

		Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Students to choose own dishes from a teacher given selection	<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> 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* baking**</i>			
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				<i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Term 4- Hospitality and Catering Provision to Meet Specific Requirements. Operation of the front and back of house.

Topic 1: Hospitality and Catering Provision to Meet Specific Requirements							
	How does the hospitality and catering industry meet specific requirements?	THEORY: Learners could complete the Tunnocks tea cake challenge to experiment with presentational skills and techniques. PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>The preparation and cooking techniques are categorised as: Complex***</i>	<i>Cooks and techniques Covered</i> Pasta / pasta sauces Pastry / sweet and savoury Vegetarian / vegan options Sides and accompaniments Students to choose own dishes from a teacher given selection: Unit 1: 1.2.3 Hospitality and catering provision to meet specific requirements Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate: - customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available - customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest,	2.3.1 How to prepare and make dishes 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>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Practical Unit 2- AO2, AO3- Tunnocks Teacake Challenge Feedback and PIT Assessment Yellow Written Unit 1- AO1 1, 2, 3- The requirements of specific groups of people A longer question Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice)		

		<i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	environmental concerns, seasonality customer demographics: age, location, accessibility, money available, access to establishments/provision.	<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> 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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>	You Do (Independent Practice) Pace and Participation		
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Topic 2: Operation of the front and back of house							
	What are the 'Front' and 'Back' of house operations of a provider?	THEORY: 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 <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>		2.3.1 How to prepare and make dishes 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/seed s)**</i> <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>			
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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						
	What should be considered when selecting dishes to make?	THEORY: Produce a time plan which effectively directs the production of two dishes	Unit 2: 2.3.1 How to prepare and make dishes 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	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Written		

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	techniques for the production of dishes: The prepare and cooking techniques are categorised as follows: Basic* Medium** Complex*** 2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: • creativity • garnish and decoration • portion control • accompaniments. Vegetable Samosa (filo pastry) Parmesan chicken nuggets Banana Crumble topped muffins Layered desserts Set desserts	<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/seed s)**</i> <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>Unit 1- AO1 1, 2, 3- Factors that influence the choice of dishes</i> <i>Feedback and PIT</i> Assessment <i>Green Practical</i> <i>Unit 2- AO2, AO3- Own choice of dish for specific need</i> <i>How to prepare and make dishes using basic, medium and complex skills</i> <i>Feedback and PIT</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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				<i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i> Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: How to plan production						
	What is included in a successful time plan, how is it presented?	THEORY: Create a planned production for 2 simple meals to introduce learners to the sequencing, timing and relevant check points. 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. PRACTICAL: Build preparation and cooking skills and learn through practice:	Unit 2: 2.2.2 How to plan production Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • Quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage.	2.3.1 How to prepare and make dishes 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>			

		• Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i>			
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				grilling*			
	Topic 3: Factors affecting menu planning						
	What factors should be considered when planning a menu?	THEORY: Visit food different provisions commercial and non-commercial. Discuss factors affecting the menu planning of establishments. 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.	Unit 2: 2.2.1 Factors affecting menu planning Learners should be aware of the following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • 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. • 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: • reduce • reuse • recycle	2.3.1 How to prepare and make dishes 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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration) ***</i> <i>zesting*</i>			Visit food different provisions commercial and non-commercial.

		PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	- sustainability - time of year – seasonality of commodities - organoleptic qualities	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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Term 6- Health and Safety in Hospitality and Catering Provision. Revision for end of Year Exam

Topic 1: Health and Safety							
	What are the Health and Safety requirements of catering provisions?	THEORY: 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.	Unit 1: 1.3.1 Health and safety in hospitality and catering provision Learners should be aware of the responsibilities for personal safety in the workplace of	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Written		

		employers and of employees in relation to the following laws: • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of and be able to complete the following documentation: • accident forms • risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff <i>Cooks and techniques Covered...</i> Portion a whole chicken: Use sections as follows.. BBQ wings and drumsticks Stuffed chicken breast. Curry (thighs). Appropriate sides and accompaniments.	<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> 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>Unit 1- AO1 1, 2, 3- Health and Safety in the Industry Feedback and PIT</i> Assessment <i>Yellow Practical and Yellow Written</i> <i>Unit 2- AO2, AO3- making a dish using chicken</i> <i>How to prepare and make dishes using basic, medium and complex skills</i> Assessment <i>Yellow Written</i> <i>Unit- 1 AO1 1, 2, 3- Based on Year to Date</i> <i>Feedback and PIT</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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		cooking of dishes are all classed as basic		<i>filleting***</i> <i>peeling*</i> <i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i> Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: Review specification amplification/specification stems/command words/AOs.						
	How can we achieve well in the NEA?	THEORY: Mini Mock CAT covering all Assessment Objectives. Analyse the brief showing Understanding of macro nutrients and micronutrients- <i>Typed response</i> 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 <i>Typed response</i>	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.	2.3.1 How to prepare and make dishes 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>			

		Plan to produce one dish <i>Production plan</i> Practical Assessment- Teacher Observation record 1 hour 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 dish, demonstrating 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. Assess the production of the presented dishes- <i>Typed written report/voice recording 1 ¾ hrs</i> Review own performance- <i>Typed written report 1 ¾ hrs</i> <i>Stretch and Challenge:</i> <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i>			
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				<i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Subject Hospitality and Catering

Year 10

Scheme of Learning 2023 - 2024

Subject leader: Miss E Jones, Mrs S Bawn

Topics by term	Topic overview for Year 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Unit 1 and 2 (Unit 2 Brief released) September 1 st	Unit 1 and 2	Unit 1 and 2	Unit 1 and 2	Unit 1 and 2	Unit 1 and 2
REVISIT AND DEEPER FOCUS ON THEORY AND SKILLS	Hospitality and catering providers <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> 'Food Safety' Theory and Practices <i>plus could complete on-line course</i>	Food related causes of ill health <i>Food Allergies</i> <i>Food Intolerance</i> Symptoms and signs of food-induced ill health How to prepare and make dishes <i>Basic, medium, complex</i> Factors affecting Menu planning How to plan production Presentation techniques	How cooking methods can impact on nutritional value Factors affecting Menu planning revisited Presentation techniques revisited Reviewing dishes	Introduction to the Controlled Assessment	MOCK NEA BEGINS 5hrs Theory Practical Assessment- Teacher Observation record 3 ½ hours	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

	Understanding the Importance of Nutrition <i>Different Life Stages</i> <i>Special Dietary needs</i>					
	Pre-requisites A range of Practical skills varying in complexity, covered in year 9. A basic knowledge of the hospitality and catering industry as touched on in year 9	Pre-requisites Learners should now have a basic understanding of the range of hospitality and catering providers, including commercial and non-commercial organisations in both residential and non-residential settings, as well as food service and residential service operations.	Pre-requisites Learners should now have a basic understanding of food-related causes of ill health, including allergies and intolerances, and be able to recognise common symptoms and signs. They should also have introductory knowledge of preparing and making dishes at different skill levels, factors affecting menu planning, production planning, and food presentation techniques.	Pre-requisites Learners should now have a basic understanding of how cooking methods can affect nutritional value, the key factors influencing menu planning, and effective presentation techniques. They should also be able to review and evaluate dishes, considering their nutritional quality, appearance, and overall suitability for purpose.	Pre-requisites Learners were introduced to the NEA should have an understanding of menu planning, production planning, dish presentation and evaluation, nutritional considerations in cooking, and be ready to apply this knowledge when undertaking the WJEC Level 1/2 Hospitality and Catering Controlled Assessment.	Pre-requisites By this time learners should have a secure understanding of Unit 1 and Unit 2 content, including health and safety in hospitality and catering environments, front-of-house responsibilities, the role of the Environmental Health Officer (EHO), and meeting customer requirements. They should be prepared to apply this knowledge and skills during the mock Non-Exam Assessment (NEA), including both theory and practical elements.
	Why are we teaching this now? To embed understanding of the different areas of the industry. Learning practical skills to enable students to achieve complex skill grading in their exam	Why are we teaching this now? To embed understanding of the different areas of the industry. Learning practical skills to enable students to achieve complex skill grading in their exam	Why are we teaching this now? To embed understanding of the different areas of the industry. Learning practical skills to enable students to achieve complex skill grading in their exam	Why are we teaching this now? At this stage, learners have developed the underpinning knowledge and practical skills from Units 1 and 2 and are ready to apply them in a realistic assessment context. The mock NEA provides an opportunity to practise interpreting a brief, planning, preparing and presenting dishes, while demonstrating an understanding of health and safety, customer requirements, and professional working practices. Completing the mock assessment helps learners identify strengths and areas for development before undertaking the formal WJEC Hospitality and Catering NEA, building confidence, independence and exam readiness. Why are we teaching this now?	Why are we teaching this now? Understanding health and safety in hospitality and catering is essential before learners undertake practical food preparation and service activities. At this stage, learners need to develop knowledge of legal requirements, safe working practices, front-of-house responsibilities, the role of the Environmental Health Officer (EHO), and how to meet customer requirements. This	

					knowledge underpins all hospitality and catering operations, helping learners work safely, protect customers, and prepare for assessment and employment within the industry.
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Term 1- Explore hospitality and catering providers by comparing commercial and non-commercial, residential and non-residential settings, while developing an understanding of food service operations, food safety practices, nutrition, life-stage dietary requirements, and special dietary needs.

Topic 1: Hospitality and Catering Providers							
	What is Hospitality and Catering? What are the 4 groups of providers of Hospitality and Catering and how do they differ? What types of service are available in commercial and non-commercial provisions	THEORY: <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>	Cooks and techniques Covered... Victoria Sponge sandwich (creaming method) practicing presentation techniques Stuffed peppers – presentation of basic foods. Skills/techniques Using electrical equipment Knife skills Shallow frying Grilling Baking Use of appropriate small equipment Presentation techniques Whisking Weighing and measuring Outcomes Practical tasks of medium and complex dishes. Successful and attractive presentation techniques which could aid portion control.	Key terms / literacy/numeracy Providers Customers Accommodation Guest house B & B En suite Occupancy Star ratings AA rosette Michelin Stars	Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical Unit 2- AO2, AO3- Victoria Sponge Creaming, Levelling, Decorating (Aeration as complex skill) Feedback and PIT</i> Assessment <i>Green Written Unit- 1 AO1 1, 2, 3- Types of provisions</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Resources WJEC text book From page 2 Prepared worksheets Page 6 onwards in H text book	
			What will they achieve? A basic understanding of the main factors of the Hospitality and catering industry.				Speakers both internal and external with experience of working in the industry, to talk to the students. This will inform

		Assessment guide to be given to the students and an explanation of this document offered. Key command words located (page 4-8) these can be filed to refer back to during the course) Activity: List and explain Key command words	Knowledge relating to presentation of sweet and savoury dishes. Knowledge relating to a high complexity skill by portioning a chicken. Knowledge of prevention of food waste Students will be familiarised with the Assessment Guide and course contents				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.
	Topic 2: Food Safety Theory and Practices						
	Why is food safety important?	THEORY: Learners could undertake an external food safety course level 1 and/or 2. Activity: Learners should sit a test or create a PowerPoint on knowledge acquired from Health and Safety lessons. Stretch and Challenge: <i>Explain the causes and consequences of unsafe food practices and demonstrate a thorough understanding of the procedures required to prevent and manage food safety risks independently.</i> PRACTICAL Activity:	1.3.2 Food safety Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to: • identify any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working 1.4.1 Food related causes of ill health Learners should know that ill health could be caused by the following: • allergies	Hazards Control points Contamination Biological Chemical Physical allergenic Bacteria Spoilage Pests (insects and mammals) bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus.	Homework: X1 Hour PW See Scheme of Homework	WJEC text book. Page 82	

	What are the implications if food safety is not adhered to?	Learners could complete a number of dishes categorised in the basic, medium and complex techniques. 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) Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	• bacteria • chemicals • intolerances. Learners should be aware of the following food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. Learners should be aware of the following: • food labelling laws • food safety legislation • food hygiene. 2.3.3 Food safety practices 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 2.3.1 How to prepare and make dishes 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				
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			The preparation and cooking techniques are categorised as follows: <i>Basic*</i> <i>Medium**</i> <i>Complex***</i> <i>Cooks and techniques Covered</i> Crumble (pastry) modify Quiche over 2 lessons				
	Topic 3: Understanding the importance of nutrition						
	How do dietary needs change through different life stages?	THEORY: 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. Learners could create a spreadsheet (DCF) Digital Competence Framework of nutrient requirements/where they are found and why they are needed in the body. Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition. Stretch and Challenge: <i>Independently plan and justify a nutritionally balanced menu for different age groups, demonstrating a clear understanding of their specific dietary requirements and food choices.</i> PRACTICAL Learners could complete a number of dishes categorised in the basic, medium and complex techniques. Learners could complete a HACCP form on one or more of these dishes	2.1.1 Understanding the importance of nutrition Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients: • carbohydrate • fat • protein. Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium as well as: • dietary fibre (NSP) • water. Learners should be able to apply their knowledge of nutrition to: Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers	<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>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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i>	Homework: X1 Hour PW See Scheme of Homework	Page 125 onwards	

		(Unit 1: 1.3.2) this could be completed as a homework task. (see HW column) Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i> THEORY: Activity: Complete PowerPoint/written work on each life stage and SDN requirements. 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. PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Special dietary needs for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level 2.3.1 How to prepare and make dishes 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: <i>Basic* Medium** Complex***</i> Cooks and techniques Covered Fish cakes /tartar sauce Parmesan Chicken nuggets Mac and cheese Scotch Eggs Shepherds Pie (2 lessons) Traybakes Pastries 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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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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. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i> THEORY: 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 may be allergic to. PRACTICAL: Build preparation and cooking skills and learn through practice:	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: - gluten - lactose - aspartame - MSG. Learners should be aware of the following: - food labelling laws - food safety legislation	<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>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/seed s)**</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration)***</i>	Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical</i> <i>Unit 2- AO2, AO3- stuffed peppers- presentation of food</i> Feedback and PIT Assessment <i>Yellow Practical as mini NEA</i> <i>Unit 2- AO2, AO3- Mac and cheese (Roux Sauce revisit)</i> Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		

		- Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices Stretch and Challenge: Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision. Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.	<i>Cooks and techniques Covered...</i> Portion a whole chicken: Use sections as follows.. BBQ wings and drumsticks Stuffed chicken breast. Curry (thighs). Appropriate sides and accompaniments. Breakfast options (to demonstrate portion control/time of day/presentation skills) Lunch options (to demonstrate portion control/time of day/presentation skills)	<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: Symptoms and signs of food-induced ill health						
	What are the visible and non-visible signs and symptoms of food induced ill health?	THEORY: Produce an informative piece of literature showing the signs and symptoms as a working document in work environment PRACTICAL:	Unit 1: 1.4.2 Symptoms and signs of food-induced ill health Learners should know and understand the following symptoms of food induced ill health: Visible: - anaphylactic shock - bloating	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i>			

		Build preparation and cooking skills and learn through practice: Identify areas of dishes which could cause allergic/intolerance reactions • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	• breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence. Unit 1: 1.4.3 Preventative control measures of food-induced ill health. Learners should know and understand the control measures to prevent food induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination. Cooks and techniques Covered Vegetable samosa Chicken shish kebabs Tuna pasta bake Burger (up-skill)	<i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating</i> <i>(pastry)***</i> <i>marinating*</i> <i>mashing*</i> <i>measuring**</i> <i>melting*</i> <i>melting using</i> <i>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/seed s)**</i> <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>			
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				<i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i> Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
Topic 3: How to prepare and make dishes							
	How do we produce dishes to meet the requirements of the NEA (non exam assessment)?	PRACTICAL (see also Term 1 Topic 2): Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 2: 2.3.1 How to prepare and make dishes 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: Basic* Medium** Complex*** 2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: • creativity • garnish and decoration • portion control • accompaniments. Cooks and techniques Covered...	2.3.1 <i>How to 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>pieing***</i>	Homework: X1 Hour PW See Scheme of Homework		

			A variety of dishes chosen by the students from a list offered.	<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> 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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i>			
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				freezing* frying** griddling** grilling*			
	Topic 4: Factors affecting menu planning						
	What factors must be considered in the planning of a menu? How can the 3 R's be taken into consideration? Reduce, reuse, recycle.	THEORY: Visit / research different provisions commercial and non-commercial. Discuss factors affecting the menu planning of establishments. 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. Create a planned production for 2 simple meals to introduce learners to the sequencing, timing and relevant check points. PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. Stretch and Challenge: Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision. Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.	Unit 2: 2.2.1 Factors affecting menu planning Learners should be aware of the following factors when planning menus: - cost - portion control - balanced diets/current nutritional advice - time of day - clients/customers. Learners should know and understand the following factors when planning menus: - equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. - skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. - 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. - 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: - reduce - reuse - recycle - sustainability	prepare and make dishes 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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration) ***</i> <i>zesting*</i> Knife techniques:			Visit food different provisions commercial and non-commercial.

			• time of year – seasonality of commodities • organoleptic qualities Unit 2: 2.2.2 How to plan production Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • Quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling • hot holding • serving • storage. Cooks and techniques Covered... A variety of dishes chosen by the students from a list offered.	<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling*</i> <i>braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 5: Presentation techniques						
	Which presentation techniques would make dishes more attractive to the customer?	THEORY: Learners could complete the Dunnock tea cake challenge to experiment with presentational skills and techniques. Visiting a provision in the area that is renowned for presentation of dishes.	2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments.	<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>			Visiting a provision in the area that is renowned for presentation of dishes.

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Cooks and techniques Covered... A variety of techniques will be used to present dishes to a higher standard: Crimping Piping Brunoise Julienne Segmenting Caramelising	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/seed s) ** unmoulding*** weighing** whisking(aeration) *** zesting* Knife techniques: Chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming*			
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				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>degazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <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

Topic 1: How cooking methods can impact on nutritional value							
	What are the effects of different cooking methods on food? How could the value be preserved?	THEORY: Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked.	Unit 2: 2.1.2 How cooking methods can impact on nutritional value Introduction Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying	2.3.1 How to prepare and make dishes 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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration) ***</i> <i>zesting*</i>	Homework: X1 Hour PW See Scheme of Homework Assessment <i>Green Practical</i> <i>Unit 2- AO2, AO3- De boning chicken and using chicken breast for Chicken Kiev</i> <i>Coatings as complex skill</i> Feedback and PIT Assessment <i>Green Written</i> <i>Unit- 1 AO1 1, 2, 3- What are the effects of different cooking methods on food?</i> Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		

				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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: Factors affecting menu planning (revisited)						
	What factors need to be taken into account when planning a menu? What issues could arise if these factors are not considered?	THEORY: Menu planning and costing tasks	Unit 2: 2.2.1 Factors affecting menu planning Learners should be aware of the following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers.	<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>			Visit food different provisions commercial and non-commercial.

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • 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. • 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: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities • organoleptic qualities Cooks and techniques Covered... A variety of dishes chosen by the students from a list offered.	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/seed s) ** unmoulding*** weighing** whisking(aeration) *** zesting* Knife techniques: Chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming*			
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				Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
Topic 3: Presentation techniques							
	How can the appearance of dishes be improved?	THEORY: See also Term 2 Topic 6 See also Term 2 Topic 6 PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments. Cooks and techniques Covered... A variety of dishes chosen by the students from a list offered.	<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>pieing***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i>	Homework: X1 Hour PW See Scheme of Homework		Visiting a provision in the area that is renowned for presentation of dishes.

				<i>sieving*</i> <i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 4: Reviewing dishes						

	Why is it important to give an honest and full review of own performance? What points should be commented upon?	THEORY: Review own dishes PRACTICAL: 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. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 2.4.2 Reviewing own performance Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management. Cooks and techniques Covered... A variety of dishes chosen by the students from a list offered.	2.3.1 <i>How to 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> <i>whisking(aeration) ***</i> <i>zesting*</i> Knife techniques: <i>Chopping*</i> <i>bâton**</i> <i>chiffonade**</i> <i>brunoise***</i>	Homework: X1 Hour PW See Scheme of Homework		
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				<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			

Term 4- Introduction to the Controlled Assessment

	Topic 12: Review specification amplification/specification stems/command words/AOs.						
	What is the NEA? How do I work through the NEA? What information must I include in the NEA?	THEORY: 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.	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	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i> <i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Practical Unit 2- AO2, AO3- Chicken Skewers (or similar) with flat breads Dicing, marinating, skewering, grilling,		

		Demonstrate knowledge of the factors that affected choice of dishes. Theory- 1. <i>Importance of Nutrition</i> 2. <i>How cooking methods can impact nutritional value</i> 3. <i>Factors affecting menu planning</i> 4. <i>How to plan production</i> 5. <i>How to prepare and make dishes</i> 6. <i>Presentation techniques</i> 7. <i>Food Safety practices</i> 8. <i>Reviewing dishes</i> 9. <i>Reviewing own performance</i>	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.	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/seed s)** unmoulding*** weighing** whisking(aeration)*** zesting* Knife techniques: Chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming*	knife skills, use of grill Feedback and PIT Assessment Yellow Written Unit- 1 AO1 1, 2, 3- What factors need to be taken into account when planning a menu? Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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				Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
Term 5- MOCK NEA BEGINS							
	Topic 12: 5hr Theory followed by 3 ½ hour practical Exam						
	What must I do to succeed in the NEA?	THEORY: Mock CAT covering all Assessment Objectives. MOCK NEA BEGINS 5hrs Theory- 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>	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.	2.3.1 <i>How to 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>pieing***</i> <i>proving*</i> <i>puréeing**</i>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Written <i>Unit- 1 AO1 1, 2, 3- The impact of cooking methods on the nutritional value of food</i> Feedback and PIT Assessment Green PC Work <i>Unit 2- AO2, AO3- Coursework</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice)		

		Analyse the brief showing Understanding of macro nutrients and micro nutrients- <i>Typed response 2 hours</i> 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- <i>Typed response 1 hour</i> Plan to produce two dishes- <i>Production plan 2 hours</i> Practical Assessment- Teacher Observation record 3 ½ hours 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. Assess the production of the presented dishes- <i>Typed written report/voice recording 1 ¾ hrs</i> Review own performance-		<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> 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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>	You Do (Independent Practice) Pace and Participation		
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		Typed written report 1 ¼ hrs					
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							
	Topic 1: Health and safety in hospitality and catering provision						
	When and why should food providers implement food safety measures?	THEORY: 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.	Unit 1: 1.3.1 Health and safety in hospitality and catering provision Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: - Control of Substances Hazardous to Health Regulations (COSHH) 2002 - Health and Safety at Work Act 1974 - Manual Handling Operations Regulations 1992 - Personal Protective Equipment at Work Regulations (PPER) 1992 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of and be able to complete the following documentation: - accident forms - risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff Cooks and techniques Covered...	<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>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>	Homework: X1 Hour PW See Scheme of Homework Assessment Green PC Work Unit 2- AO2, AO3- Coursework Assessment SUMMER MOCK Yellow Practical Unit 2- AO2, AO3- NEA PRACTICAL Assessment Yellow Written Unit 1- AO1, AO2, AO3 Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic</i>	A variety of dishes chosen by the students from a list offered.	<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 14: Health and safety in hospitality and catering provision of the kitchen and front of house						
	What are the Health and safety in EHO provisions required for the front of house and kitchen areas?	THEORY: 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.	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	2.3.1 How to prepare and make dishes Preparation techniques: <i>blending*</i> <i>beating*</i> <i>creaming**</i>	Homework: X1 Hour PW See Scheme of Homework		

	How are they implemented?	PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	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	<i>crimping***</i> <i>dehydrating**</i> <i>folding**</i> <i>grating*</i> <i>hydrating*</i> <i>juicing*</i> <i>kneading**</i> <i>laminating</i> <i>(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/seed s) **</i> <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>			
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				<i>segmenting***</i> <i>spatchcock**</i> <i>trimming*</i> Cooking techniques: <i>basting* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
Topic 14: The Environmental Health Officer (EHO)							
	What is the role of the Environmental Health Officer?	THEORY: 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. PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. Stretch and Challenge:	Unit 1: 1.4.4 The Environmental Health Officer (EHO) Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include: - collecting evidence including samples for testing, photographs, interviews - enforcing environmental health laws follow up complaints - follow up outbreaks of food poisoning - inspecting business for food safety standards - giving evidence in prosecutions - maintaining evidence - submitting reports.	<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>pieing***</i> <i>proving*</i>			

		<i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Cooks and techniques Covered... A variety of dishes chosen by the students from a list offered.	<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> 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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i>			
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				grilling*			
	Topic 15: Customer requirements in hospitality and catering						
	How are the requirements of the customer efficiently catered for?	THEORY: 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. PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 1: 1.2.2 Customer requirements in hospitality and catering Learners should know and understand how hospitality and catering provision meets the requirements of: • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality. <i>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</i>	<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>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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration) ***</i> <i>zesting*</i> Knife techniques:	Homework: X1 Hour PW See Scheme of Homework		

				<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			

Year 11

Scheme of Learning 2023 - 2024

Subject leader: Miss E Jones, Mrs S Bawn

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Unit 1 and 2 (Unit 2 Brief released) September 1 st	Unit 1 and 2	Unit 2	Unit 1	Unit 1	
CAT & WRITTEN EXAM	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 The Environmental Health officer (EHO)	Controlled Assessment task Introduction to the Controlled Assessment Analyse the brief showing Understanding of macro nutrients and micro nutrients 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 Plan to produce two dishes	Assess the production of the presented dishes Review own performance MUST BE ASSESSED BY END OF MARCH Unit 1 Revision focus Hospitality and catering providers The operation of front and back of house Working in the hospitality and catering industry	Revision focus 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	Revision focus 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	

	Revising for Mock Unit	<i>Production plan 2 hours</i> Practical Assessment				
	<i>Pre-requisites</i> 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.	<i>Pre-requisites</i> Learners should have a secure understanding of customer requirements, the impact of cooking methods on nutritional value, factors affecting menu planning for different groups of people, presentation techniques, and methods for reviewing and evaluating dishes. They should also understand how hospitality and catering provision can be adapted to meet specific requirements, the role of the Environmental Health Officer (EHO), and have completed revision of key Unit 1 content in preparation for the mock examination.	<i>Pre-requisites</i> Learners should have a secure understanding of macronutrients and micronutrients, the impact of cooking methods on nutritional value, and the factors influencing dish selection and menu planning. They should be able to analyse assessment briefs, justify food choices, and demonstrate knowledge of customer requirements. Learners should also have experience of planning food production, including creating production plans, and be prepared to apply their knowledge and practical skills during the controlled assessment, from planning through to the practical execution of two dishes.	<i>Pre-requisites</i> Learners should have completed the controlled assessment practical element and be able to assess the production, presentation and suitability of dishes against the assessment brief. They should be prepared to review and evaluate their own performance, identifying strengths and areas for improvement. Learners should also have a sound understanding of Unit 1 content, including hospitality and catering providers, the operation of front- and back-of-house services, and the range of roles and career opportunities within the hospitality and catering industry, in preparation for revision and examination.	<i>Pre-requisites</i> Learners should have a secure understanding of health and safety requirements within hospitality and catering provision, including front-of-house responsibilities and safe working practices. They should understand the operation of both front- and back-of-house areas, the role of the Environmental Health Officer (EHO), and the importance of meeting customer requirements. Learners should be familiar with how these areas contribute to the safe, effective, and professional delivery of hospitality and catering services and be prepared to apply this knowledge during Unit 1 revision and examination preparation.	
	Why are we teaching this now? Students must be ready for their NEA. All learning prior to this is specifically focused on a successful outcome to the task.	Why are we teaching this now? At this stage, learners have completed the core knowledge and skills from Units 1 and 2 and are ready to apply them in a realistic assessment context. The controlled assessment requires learners to independently analyse a brief, demonstrate their	Why are we teaching this now? Following the completion of the Unit 2 controlled assessment, learners need to evaluate the effectiveness of their planning, preparation and practical performance to identify strengths and areas for improvement. Reflecting on their work	Why are we teaching this now? As learners prepare for the Unit 1 examination, it is important to revisit the key knowledge that underpins safe and effective hospitality and catering operations. Understanding health and safety requirements, including front-of-house	Why are we teaching this now? As learners approach the Unit 1 examination, they need to consolidate their understanding of employment and business practices within the hospitality and catering industry. Revisiting job roles, career pathways and	

		understanding of nutrition, justify dish choices, and explain how cooking methods affect nutritional value. Learners will use their knowledge of customer requirements and menu planning factors to develop and justify suitable dishes. By planning, producing and evaluating two dishes, learners can demonstrate the practical, organisational and evaluative skills required by the WJEC qualification. This experience helps learners develop confidence in managing a complete food production task while preparing them for the formal assessment and future work within the hospitality and catering industry.	helps develop the evaluative skills required by the qualification and future professional practice. At the same time, learners begin focused Unit 1 revision, revisiting key topics such as hospitality and catering providers, the operation of front- and back-of-house services, and working within the hospitality and catering industry. Revisiting these areas now consolidates learners' understanding, strengthens exam technique, and supports preparation for the final Unit 1 assessment.	responsibilities, helps learners recognise how businesses protect staff and customers while complying with legislation. Reviewing the operation of front- and back-of-house areas reinforces how different roles work together to deliver successful hospitality and catering provision. Learners also revisit the role of the Environmental Health Officer (EHO) and the importance of meeting customer requirements, enabling them to apply their knowledge to examination scenarios and real-world industry contexts. This focused revision consolidates learning, addresses any knowledge gaps, and builds confidence ahead of the final assessment.	working conditions helps learners understand the realities of working in the sector and the skills and behaviours expected by employers. Learners also explore the factors that contribute to successful hospitality and catering provision, including customer satisfaction, effective communication, teamwork, quality standards, financial management and reputation. Reviewing these topics now strengthens learners' ability to apply their knowledge to examination questions, make links between different areas of the specification, and prepare confidently for the final assessment.	
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Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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.							
	Topic 1: Customer requirements in hospitality and catering- Light touch						
	How can customer needs be effectively met? How do the needs of customers differ?	THEORY: 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. Stretch and Challenge: <i>Independently apply knowledge of customer requirements, including nutrition, dietary needs, cooking methods, and portion control, to plan and produce appropriate dishes that effectively meet a range of customer needs.</i> PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.	Unit 1: 1.2.2 Customer requirements in hospitality and catering Learners should know and understand how hospitality and catering provision meets the requirements of: - customer needs (catering, equipment, accommodation) - customer rights and inclusion (disability) - equality. Cooks and techniques Working on dishes suitable for batch/volume making Bolognaise or chilli Tray bakes Individually portioned foods <i>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</i>	<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>piping***</i> <i>proving*</i> <i>puréeing**</i> <i>rub-in**</i> <i>rolling **</i> <i>shaping***</i> <i>shredding*</i> <i>sieving*</i>	Homework: X1 Hour PW See Scheme of Homework Assessment Green Practical Unit 2- AO2, AO3- Intro to cooking methods Feedback and PIT Assessment Green Practical Unit 2- AO2, AO3- Understanding the importance of nutrition Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice)	Hospitality and catering Text book	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. Visit to a catering college. Visit from the RN as part of their Recruitment Programme. This enables students to see how wide

				<i>skinning**</i> <i>tenderising*</i> <i>toasting(nuts/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>	Pace and Participation		Hospital and Catering is in terms of relevance to modern British life.
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Topic 2: How cooking methods can impact on nutritional value							
	How are cooking methods linked to nutrition? What are the effects of different cooking methods on food? How could the value be preserved?	THEORY: Create PowerPoint (DF) and class discussion on the impact different cooking methods have on the nutrients in the food being cooked. Stretch and Challenge: <i>Explain how different cooking methods affect nutritional value and apply this knowledge when planning and producing balanced meals for specific groups with particular nutritional needs.</i> PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 2: 2.1.2 How cooking methods can impact on nutritional value Introduction Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying <i>Cooks and techniques Covered...</i> Own choice of dish from a bank offered which will incorporate various cooking methods. Presentation and portioning methods/skills	2.3.1 <i>How to 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>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/seed s) **</i> <i>unmoulding***</i> <i>weighing**</i> <i>whisking(aeration) ***</i> <i>zesting*</i> Knife techniques: <i>Chopping*</i> <i>bâton**</i>	Homework: X1 Hour PW See Scheme of Homework	Hospitality and catering text book Food a fact of life BBC Bitesize	

				<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 3: Factors affecting menu planning including people groups						
	What factors relating to people groups will influence menu selection?	THEORY: Plan a meal, with accompaniments, for two specific person groups Prepare and present 1 of these dishes.	Unit 2: 2.2.1 Factors affecting menu planning Learners should be aware of the following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to	<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</i> <i>(pastry)***</i>	Homework: X1 Hour PW See Scheme of Homework		Visit food different provisions commercial and non-commercial.

		PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • 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. • 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: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities • organoleptic qualities <i>Cooks and techniques Covered...</i> Selection of medium and complex skill dishes	<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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i>			
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				<i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Topic 4: Presentation techniques							
	How can the appearance of dishes be improved? What skills are needed in presentation of dishes?	THEORY: See also Term 2 Topic 6 See also Term 2 Topic 6 PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices. Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	2.3.2 Presentation techniques Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • garnish and decoration • portion control • accompaniments. Cooks and techniques Covered... Selection of medium and complex skill dishes	<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/seed s) **</i> <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>	Homework: X1 Hour PW See Scheme of Homework		Visiting a provision in the area that is renowned for presentation of dishes.

				<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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 5: Reviewing dishes						
	Why is it important to make a review of the dishes? What elements should be included in a review?	THEORY: Reviewing own performance PRACTICAL: 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. Stretch and Challenge:	Unit 2.4.2 Reviewing own performance Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.	2.3.1 <i>How to 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</i> <i>(pastry)***</i>	Homework: X1 Hour PW See Scheme of Homework		

		<i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	<i>Cooks and techniques Covered...</i> Selection of medium and complex skill dishes	<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> 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* baking**</i> <i>baking blind***</i> <i>blanching**</i>			
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				<i>boiling* braising** caramelising*** chilling* cooling* deep fat frying*** deglazing** dehydrating* emulsifying*** freezing* frying** griddling** grilling*</i>			
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Topic 6: Hospitality and Catering Provision to Meet Specific Requirements							
	In what areas must the provisions adapt to meet customer needs? How could a provision attract more customers to their establishment?	THEORY: Learners could complete the Tunnocks tea cake challenge to experiment with presentational skills and techniques. Visiting a provision in the area that is renowned for presentation of dishes. PRACTICAL: Build preparation and cooking skills and learn through practice: - Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices. <i>Reviewing dishes</i> <i>Reviewing own performance</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i> <i>Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.</i>	Unit 1: 1.2.3 Hospitality and catering provision to meet specific requirements Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate: - customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available - customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality - customer demographics: age, location, accessibility, money available, access to establishments/provision. <i>Cooks and techniques Covered...</i> Selection of medium and complex skill dishes	2.3.1 How to prepare and make dishes 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/seed s) **</i> <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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Term 2- *Controlled Assessment*

	Topic 1: Introduction to the controlled assessment						
	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- <i>Typed response 2 hours</i>	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	2.3.1 <i>How to 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>	Homework: X1 Hour PW See Scheme of Homework <u>Assessment</u> Green Practical Unit 2- A02, A03- How to prepare and		

		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- <i>Typed response 1 hour</i>	2.3.3 Food safety practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance.	<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> 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>	make dishes Feedback and PIT Assessment Yellow PC Work Unit 2- AO2, AO3- NEA Coursework- Exam conditions 12.5 Hrs Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
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				Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglaing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: The Practical						
	What dishes will fit the brief in all areas? Which are the complex skilled dishes to fit the brief?	PRACTICAL: Plan to produce two dishes- <i>Production plan 2 hours</i> Practical Assessment- Teacher Observation record 3 ½ hours 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. Stretch and Challenge:					

		Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.					
Term 3- Finishing NEA Assessing the production of the presented dishes. Hospitality and catering providers							
	Topic 1: (Final stage of NEA) Assess the production of the presented dishes						
	What points should be included when assessing the final dishes and own performance?	Assess the production of the presented dishes- <i>Typed written report/voice recording 1 ¾ hrs</i> Review own performance- <i>Typed written report 1 ¾ hrs</i> Stretch and Challenge: <i>Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision.</i>			Homework: X1 Hour PW See Scheme of Homework Assessment Yellow Practical Unit 2- AO2, AO3- NEA Coursework- Exam conditions 12.5 Hrs Assessment Yellow Written MOCK Unit 1- AO1, AO2, AO3- Past Paper Feedback and PIT Assessment Green Written Unit 1- AO1, AO2, AO3- Working in the hospitality and catering industry Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice)		

	Topic 2: Hospitality and Catering Providers						
					Pace and Participation		
	Who are the providers of Hospitality and catering? What are the recognised categories?	THEORY: <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> Stretch and Challenge: <i>Explain the differences between provider categories and evaluate how their services meet the needs of different customers and situations.</i>			Homework: X1 Hour PW See Scheme of Homework		

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: Work through given scenarios relating to an EHO visit . Stretch and Challenge: <i>Explain the role, responsibilities, and legal powers of an Environmental Health Officer (EHO), and how their work helps to ensure food safety and protect public health.</i> 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** piecing*** proving* puréeing** rub-in** rolling ** shaping*** shredding* sieving* skinning** tenderising* toasting(nuts/seed s) ** unmoulding*** weighing** whisking(aeration) *** zesting*	Homework: X1 Hour PW See Scheme of Homework Assessment Green Written Unit 1- AO1, AO2, AO3- Working conditions in the hospitality and catering industry Feedback and PIT Assessment Green Written Unit 1- AO1, AO2, AO3- Contributing factors to the success of hospitality and catering provision Feedback and PIT Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		

				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* baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
	Topic 2: Health and safety in hospitality and catering provision						
	What is an accident report form? Who is responsible to completing accident reports What is a risk assessment? Who completes a risk assessment?	THEORY: Complete mock accident forms and risk assessments for different scenarios. Stretch and Challenge: <i>Independently explain how health and safety systems, including risk assessments and accident reporting procedures, are used to maintain a safe working environment and comply with legal requirements.</i>	Unit 1: 1.3.1 Health and safety in hospitality and catering provision Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974	<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>			

		PRACTICAL: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices.	• Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of and be able to complete the following documentation: • accident forms • risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff	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/seed s) ** unmoulding*** weighing** whisking(aeration) *** zesting* Knife techniques: Chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming*			
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				Cooking techniques: <i>basting*</i> <i>baking**</i> <i>baking blind***</i> <i>blanching**</i> <i>boiling* braising**</i> <i>caramelising***</i> <i>chilling* cooling*</i> <i>deep fat frying***</i> <i>deglazing**</i> <i>dehydrating*</i> <i>emulsifying***</i> <i>freezing* frying**</i> <i>griddling**</i> <i>grilling*</i>			
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Topic 3: The operation of the front and back of house							
	How do the front and back of house teams work?	THEORY: Design a restaurant kitchen Including: annotation of workflow/delivery/staff area/wash area and storage Design a restaurant front of house Including: seat plan and area layout/counter and bar. Learners could label large and small equipment in a centre catering facility. Large hospitality equipment can be printed onto worksheet if unavailable. 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 Learners should have the opportunity to complete: ordering, delivery notes, invoices, food safety documentation and health and safety documentation. (These forms can be created by the centre and do not have to be real documents). Learners could visit a number of provisions to view different dress codes in different type of establishments.	Unit 1: 1.2.1 The operation of the front and back of house Learners should be aware of the operational requirements of: • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, prepare and cooking area, serving area, washing/cleaning area. Learners should be aware of the following equipment and materials required, used and managed within catering provision/kitchens: • 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 • materials for cleaning, first aid kit and safety materials • small equipment • utensils. Learners should know and understand the following documentation and administration requirements used in a catering kitchen: • stock controlling systems, ordering, delivery notes, invoices, food safety documentation and health and safety documentation.				

			Learners should be aware of the typical dress code requirements for front and back of house of hospitality and catering establishments.				
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Topic 3: The Environmental Health Officer (EHO)							
What is the role of the Environmental Health Officer? What powers do the EHO have in relation to H&C providers?	THEORY: 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. PRACTICAL: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson. • 2.3.3 Food safety practices.	Unit 1: 1.4.4 The Environmental Health Officer (EHO) Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include: • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.					
Topic 4: Customer requirements in hospitality and catering							
How are the requirements of the customer efficiently catered for?	THEORY: 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. PRACTICAL: Build preparation and cooking skills and learn through practice: • Unit 2: 2.3.1 Discuss nutrients in each dish during each practical lesson.	Unit 1: 1.2.2 Customer requirements in hospitality and catering Learners should know and understand how hospitality and catering provision meets the requirements of: • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality. <i>Own choice of dish to cover nutritional balance and presentation skills {piped mash}</i>					

		• 2.3.3 Food safety practices. Stretch and Challenge: Attempt and successfully apply more complex preparation and cooking techniques to demonstrate greater skill, independence, and precision. Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic.					
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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						
	What are the roles and responsibilities of front of house staff? What are the roles and responsibilities of back of house staff? What personal attributes and qualifications would benefit H & C staff?	THEORY: 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. Stretch and Challenge: Explain a wide range of hospitality and catering job roles and responsibilities, and evaluate how they contribute to the successful operation of the industry.	Unit 1: 1.1.2 Working in the hospitality and catering industry Learners should know and understand the following types of employment roles and responsibilities within the industry: • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de parties, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing.		Homework: X1 Hour PW See Scheme of Homework Assessment Green Written Unit 1- AO1, AO2, AO3- Contributing factors to the success of hospitality and catering provision Feedback and PIT Assessment Yellow Written Unit 1- Past Paper Feedback and PIT Every Lesson		

			Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles. Personal attributes: • organised • hardworking • punctual • hygienic • pleasant • calm • friendly • good communicator • team player • good people skills • willingness to learn and develop • flexible. Qualifications and experience: • apprenticeships • experience in the role/sector – part-time job, summer employment • school, college and/or university qualifications relevant to the job.		Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation		
	Topic 2: Working conditions in the hospitality and catering industry						
	What are the different employment contracts in H&C? Why do staffing needs change in the industry?	THEORY: 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 part-time seasonal and one full-time skilled. Stretch and Challenge: <i>Explain how different employment contracts, roles, and responsibilities</i>	Theory: Unit 1: 1.1.3 Working conditions in the hospitality and catering industry Learners should know and understand the following types of employment contracts and working hours: • casual • full time permanent (temporary) • part-time (temporary) • seasonal • zero hours contract.				

		<i>meet the staffing needs of hospitality and catering businesses and their employees.</i>	Learners should be aware of the following remuneration and benefits in the industry: • a salary • a wage (hourly) • holiday entitlement • pension • sickness pay • rates of pay • tips, bonuses and rewards. 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: • supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.				
	Topic 3: Contributing factors to the success of hospitality and catering provision						
	How does the economy affect the success of the industry? What does gross and net profit mean? What are the effects of new technology on the industry?	THEORY: 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. Stretch and Challenge: <i>Explain the factors that contribute to the success of a hospitality and catering provision and analyse their impact on customer satisfaction,</i>	Unit 1: 1.1.4 Contributing factors to the success of hospitality and catering provision Learners should know and understand the following basic costs incurred within the hospitality and catering industry: • labour • material • overheads. Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry. Learners should be aware of how the economy can impact business in the following ways:				

		<i>profitability, and business performance.</i>	• strength of the economy • value added tax (V.A.T) • 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: • seasonality • sustainability: reduce, reuse, recycle. Learners should know and understand how new technology impacts the hospitality and catering service industry in a positive way through: • cashless systems • innovative digital technology (apps, web-booking, key card access, digital menu) • software. Learners should know and understand the positive and negative impacts that the following media types can have on the hospitality and catering industry: • printed media (newspaper, magazines) • broadcast (television, radio) • internet (social, websites) • competitive (other establishments).				
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