

# Department Curriculum Map



## Department Hospitality and Catering

Aims The national curriculum for Cooking and Nutrition. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
11	Unit 2 Practical Exam – Externally set  Practical element of the NEA to be completed by the end of AUT1	NEA write up  Students to produce a PowerPoint  Linking knowledge from: <b>AC 1.1 – 2.4</b>  <b>And applying it to the context of the project brief</b>	Requirements Working conditions Factors Operations Customer Risks and Control measures Legislation Symptoms/ Food induced ill health	Requirements Working conditions Factors Operations Customer Risks and Control measures Legislation Symptoms/ Food induced ill health	Requirements Working conditions Factors Operations Customer Risks and Control measures Legislation Symptoms/ Food induced ill health	LO1 Understand the environment in which hospitality and catering providers operate • LO2 Understand how hospitality and catering provision operates • LO3 Understand how hospitality and catering provision meets health and	<b>Unit 1 (Year 11)</b> Requirements Working conditions Factors Operations Customer Risks and Control measures Legislation Symptoms/ Food induced ill health Spelling tests: On words frequently

		<b>Students to complete this by the end of AUT 2</b>				<p>safety requirements</p> <ul style="list-style-type: none"> <li>• LO4 Know how food can cause ill health</li> <li>• Homework knowledge-based recall tasks</li> <li>• Practice exam questions and papers</li> <li>• Recall starter quizzes</li> <li>• Reviewing prior learning and expectations</li> </ul>	<p>misspelt Explain the key concepts</p> <p>Identify personal areas for development</p> <p>Keywords – Definitions and spellings.</p>
Theme/ Focus/ Content	<b>LO3 be able to cook dishes</b>	<p><b>LO1 understand the importance of nutrition when planning menus</b></p> <p><b>LO2 understand menu planning</b></p>	<p><b>LO1 Understand the environment in which hospitality and catering providers operate</b></p> <p><b>AC1.1</b> describe the structure of the hospitality and catering industry</p> <p><b>AC1.2</b> analyse job requirements within the hospitality and catering industry</p> <p><b>AC1.3</b> describe working conditions of different job roles across the hospitality and catering industry</p>	<p><b>LO3 Understand how hospitality and catering provision meets health and safety requirements &amp;</b></p> <p><b>LO2 Understand how hospitality and catering provision operates</b></p> <p><b>AC2.1</b> describe the operation of the kitchen</p> <p><b>AC2.2</b> describe the operation of front of house</p> <p><b>AC2.3</b> explain how hospitality and catering provision meet customer requirements</p> <p><b>AC3.1</b> describe personal safety responsibilities in the</p>	<p><b>LO4 Know how food can cause ill health</b></p> <p><b>AC4.1</b> describe food related causes of ill health</p> <p><b>AC4.2</b> describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p><b>AC4.3</b> describe food safety legislation</p> <p><b>AC4.4</b> describe common types of food poisoning</p> <p><b>AC4.5</b> describe the symptoms of food induced ill health</p>	<p>Revision and written paper</p>	

			<b>AC1.4</b> explain factors affecting the success of hospitality and catering providers	workplace <b>AC3.2</b> identify risks to personal safety in hospitality and catering <b>AC3.3</b> recommend personal safety control measures for hospitality and catering provision			
<b>10</b> Skills Covered	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 LO3 be able to cook dishes</b> <b>AC3.1</b> use techniques in preparation of commodities <b>AC3.2</b> assure quality of commodities to be used in food preparation <b>AC3.3</b> use techniques in cooking of commodities <b>AC3.4</b> complete dishes using presentation Techniques <b>AC3.5</b> use food safety practices	<b>Unit 2 (Year 10)</b> Nutrients Specific groups Characteristics Unsatisfactory Factors (Reasons for choice) Environmental Explain the key skills required for success in Catering. Evaluate the success of experimental practical tasks Identify personal areas for development Compare different cooking methods
Theme/ Focus/ Content	<b>LO1 understand the importance of nutrition when</b>	<b>AC1.3</b> explain characteristics of unsatisfactory nutritional intake Food allergies: awareness of	<b>LO2 understand menu planning</b> <b>AC2.1</b> explain factors to consider when	<b>AC2.3 explain how menu dishes meet customer needs</b> • Life Stages	<b>External exam Preparation</b>  <b>LO3 be able to cook</b>	<b>External exam Preparation</b>	

	<p><b>planning menus AC1.1</b> describe functions of nutrients in the human body</p> <ul style="list-style-type: none"> <li>• Applying principles of a balanced and varied diet</li> <li>• Nutritional value of foods in the human body.</li> </ul> <p><b>AC1.2</b> compare nutritional needs of specific groups • Life Stages</p>	<p>food alternatives</p> <ul style="list-style-type: none"> <li>• Dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</li> </ul> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>Demonstrate broad range of food preparation, cooking and storage skills.</p>	<p>proposing dishes for menus</p> <ul style="list-style-type: none"> <li>• reasons for choice principles.</li> <li>• Portion control.</li> <li>• Seasonality.</li> </ul> <p><b>AC2.2</b> explain how dishes on a menu address environmental issues • Applying 3R's</p> <ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Application of food provenance</li> </ul>	<ul style="list-style-type: none"> <li>• Applying principles of a balanced and varied diet</li> <li>• Nutritional value of foods in the human body.</li> <li>• AC2.4 plan production of dishes for a menu • Time management</li> <li>• Applying food safely and hygiene • Chef ready.</li> <li>• Safe storage of food • Date-marks and storage instructions</li> <li>• Select and use of tools</li> <li>• Demonstrate broad range of food preparation and cooking skills. • Safe storage, preparation and cooking. • Modify recipes</li> </ul>	<p><b>dishes AC3.1</b> use techniques in preparation of commodities</p> <p><b>AC3.2</b> assure quality of commodities to be used in food preparation</p> <p><b>AC3.3</b> use techniques in cooking of commodities</p> <p><b>AC3.4</b> complete dishes using presentation techniques</p> <p><b>AC3.5</b> use food safety practices</p>	<p><b>LO3 be able to cook dishes</b></p> <p><b>AC3.1</b> use techniques in preparation of commodities</p> <p><b>AC3.2</b> assure quality of commodities to be used in food preparation</p> <p><b>AC3.3</b> use techniques in cooking of commodities</p> <p><b>AC3.4</b> complete dishes using presentation techniques</p> <p><b>AC3.5</b> use food safety practices</p>	
9	<b>ROTATION 1 -3</b>			<b>ROTATION 4-6</b>			
Skills Covered	<p>We are learning about food poisoning, temperature control and cross contamination. In the kitchen: - We will learn how to prepare high risk foods. We will cook: - main course dishes such as chicken curry &amp; bolognaise.</p> <p>We will be learning the importance of vitamins and minerals and deficiency diseases. In the kitchen: - We will learn how to use a range of electrical equipment. We will cook: - Cheesecake, Swiss roll, Koftas</p> <p>-We will be learning about food waste and how to prevent it.</p>			<p>We are learning about food poisoning, temperature control and cross contamination. In the kitchen: - We will learn how to prepare high risk foods. We will cook: - main course dishes such as chicken curry &amp; bolognaise.</p> <p>We will be learning the importance of vitamins and minerals and deficiency diseases. In the kitchen: - We will learn how to use a range of electrical equipment. We will cook: - Cheesecake, Swiss roll, Koftas</p> <p>-We will be learning about food waste and how to prevent it.</p>			<ul style="list-style-type: none"> <li>• Food poisoning</li> <li>• Vitamins &amp; minerals</li> <li>• Preventing food waste</li> <li>• And Practical skills in the kitchen</li> </ul>

	<p>Extended Task: - Research, justify, plan and prepare own dish in response to a task based on environmental issues.</p> <p><b>Rotation 1: 6 weeks (2<sup>nd</sup> September – 14<sup>th</sup> October)</b></p> <p><b>Rotation 2: 7 weeks (31<sup>st</sup> October – 16<sup>th</sup> December)</b></p> <p><b>Rotation 3: 6 weeks (4<sup>th</sup> January – 9<sup>th</sup> February)</b></p>	<p>Extended Task: - Research, justify, plan and prepare own dish in response to a task based on environmental issues.</p> <p><b>Rotation 1: 6 weeks (2<sup>nd</sup> September – 14<sup>th</sup> October)</b></p> <p><b>Rotation 2: 7 weeks (31<sup>st</sup> October – 16<sup>th</sup> December)</b></p> <p><b>Rotation 3: 6 weeks (4<sup>th</sup> January – 9<sup>th</sup> February)</b></p>	
Theme/ Focus/ Content	<ul style="list-style-type: none"> <li>• Food poisoning</li> <li>• Vitamins &amp; minerals</li> <li>• Preventing food waste</li> </ul>	<ul style="list-style-type: none"> <li>• Food poisoning</li> <li>• Vitamins &amp; minerals</li> <li>• Preventing food waste</li> </ul>	
<b>8</b>	<b>ROTATION 1 -3</b>	<b>ROTATION 3 and 4</b>	
Skills Covered	<p>We are learning about our energy needs and how food can meet those needs. In the kitchen: - We will learn how to peel, mash and make a roux sauce. We will cook: - Shepard’s pie &amp; macaroni cheese. We will be learning about fats in our diet and the impact of consuming too many saturated fats. In the kitchen: - We will learn how to measure out cooking with fats. We will cook: - shortcrust pastry products</p> <p>We will be learning about common food allergies and intolerances and how to adapt dishes to meet these diets. In the kitchen: - We will learn how to safely handle and prepare raw meat. We will cook: - Chicken/fish goujons &amp; lemon posset</p> <p><b>Rotation 1: 6 weeks (2<sup>nd</sup> September – 14<sup>th</sup> October)</b></p> <p><b>Rotation 2: 7 weeks (31<sup>st</sup> October – 16<sup>th</sup> December)</b></p> <p><b>Rotation 3: 6 weeks (4<sup>th</sup> January – 9<sup>th</sup> February)</b></p>	<p>We are learning about our energy needs and how food can meet those needs. In the kitchen: - We will learn how to peel, mash and make a roux sauce. We will cook: - Shepard’s pie &amp; macaroni cheese.</p> <p>We will be learning about fats in our diet and the impact of consuming too many saturated fats. In the kitchen: - We will learn how to measure out cooking with fats. We will cook: - shortcrust pastry products</p> <p>We will be learning about common food allergies and intolerances and how to adapt dishes to meet these diets. In the kitchen: - We will learn how to safely handle and prepare raw meat. We will cook: - Chicken/fish goujons &amp; lemon posset</p> <p><b>Rotation 4: 6 weeks (20<sup>th</sup> February – 31<sup>st</sup> March)</b></p> <p><b>Rotation 5: 6 weeks (18<sup>th</sup> April – 26<sup>th</sup> May)</b></p> <p><b>Rotation 6: 7 weeks (5<sup>th</sup> June – 21<sup>st</sup> July)</b></p>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Fats &amp; protein</li> <li>• Food choices and special diets</li> <li>• And Practical skills in the kitchen</li> </ul>
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7	<b>ROTATION 1-3</b>	<b>ROTATION 4-6</b>		
Skills Covered	<p>We are learning about the importance of food safety and food hygiene, including the safe storage of food. In the kitchen: - We will learn how to safely use knives, operate an oven and the names of basic kitchen equipment. We will cook: - Fruit smoothie &amp; scones</p> <p>We will be learning about the key messages from the Eatwell guide and how it promotes a healthy heating and lifestyles. In the kitchen: - We will learn how basic techniques including rolling out, achieving correct consistency and glazing. We will cook: - Raspberry twists &amp; sausage rolls.</p> <p>We will be learning about the importance of eating fresh fruit and vegetables and seasonal foods. In the kitchen: - We will learn how prepare fruit &amp; hob safety. We will cook: - Apple crumble &amp; pasta salad.</p> <p><b>Rotation 1: 6 weeks (2<sup>nd</sup> September – 14<sup>th</sup> October)</b></p> <p><b>Rotation 2: 7 weeks (31<sup>st</sup> October – 16<sup>th</sup> December)</b></p> <p><b>Rotation 3: 6 weeks (4<sup>th</sup> January – 9<sup>th</sup> February)</b></p>	<p>We are learning about the importance of food safety and food hygiene, including the safe storage of food. In the kitchen: - We will learn how to safely use knives, operate an oven and the names of basic kitchen equipment. We will cook: - Fruit smoothie &amp; scones</p> <p>We will be learning about the key messages from the Eatwell guide and how it promotes a healthy heating and lifestyles. In the kitchen: - We will learn how basic techniques including rolling out, achieving correct consistency and glazing. We will cook: - Raspberry twists &amp; sausage rolls.</p> <p>We will be learning about the importance of eating fresh fruit and vegetables and seasonal foods. In the kitchen: - We will learn how prepare fruit &amp; hob safety. We will cook: - Apple crumble &amp; pasta salad.</p> <p><b>Rotation 4: 6 weeks (20<sup>th</sup> February – 31<sup>st</sup> March)</b></p> <p><b>Rotation 5: 6 weeks (18<sup>th</sup> April – 26<sup>th</sup> May)</b></p> <p><b>Rotation 6: 7 weeks (5<sup>th</sup> June – 21<sup>st</sup> July)</b></p>		<ul style="list-style-type: none"> <li>• Food Hygiene and Safety</li> <li>• Eatwell guide</li> <li>• Fruit &amp; vegetables /seasonal foods</li> </ul>
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