


Curriculum Map KS4 Hospitality and Catering 2023-24

Topic	Year 10 Hospitality and Catering			Year 11 Hospitality and Catering		
Intent	To inspire students' enthusiasm in the subject. To link learning to real-life contexts so that students can relate to the content. To teach recipes which they can use at home and in the future. To refine and master practical skills so that they can become better at them. The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.			To inspire students' enthusiasm in the subject and to support student progress in their examined components. To link learning to real-life contexts so that students can relate to the content. To teach recipes which they can use at home and in the future. To refine and master practical skills so that they can become better at them. The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.		
Start points	Thorough understanding of the nutrients with emphasis on the vitamins and minerals and their functions as well as deficiency. Competent practical skills demonstrated in creating layered main meals with various components. Clear understanding of how various life stages require different nutrition. Clear understanding of how our food choices affect the wider world, where our food comes from and how seasonal foods impact food choice. Competent practical skills and working independently to produce a viable outcome			Students should be confident in how to demonstrate a range of medium and complex practical skills. Students will be clear on knowledge listed in the specification so far and have demonstrated this in a series of assessments at the end of each taught unit of work.		
Key Knowledge (mapped to the qualification)  wjec_11-2-vocawa-hospitality-and-catering-2023-24.pdf	Term 1: 2.1.1 Understanding the importance of nutrition 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.3.1 Health and safety in hospitality and catering provision 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 1.4.4 The Environmental Health Officer (EHO)	Term 2: 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 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance	Term 3: 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements	Term 1: All elements of 2.1.1-2.4.2 to support attempt 2 of Unit 2 with a new specification brief as set by the examination board. All elements of 1.1.1-1.4.4 to support attempt 1 of the Unit 1 paper in January 2024.	Term 2: 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision 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 1.4.4 The Environmental Health Officer (EHO)	Term 3: 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision 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 1.4.4 The Environmental Health Officer (EHO)
Key Skills	Term 1: Knowledge and understanding of content taught, Knife skills, handling raw chicken, rolling, coating and baking, mashing, making a sauce, making pasta, making a bechamel, portioning and handling fish, making a batter, deep-frying, making a mayonnaise, making pastry, rolling out, stewing fruit, making a custard, steaming vegetables, blind baking, making a tuille, blending soup, making butter, using gelatine to set a cheesecake, making a coulis or caramel, reinforcing other practical skills as a result of progress	Term 2: Knowledge and understanding of content taught, Knife skills, making a bread dough, reinforcing making a butter, cooking fish in an alternate way, cooking potatoes, making a filo pastry, deep-frying, making a choux pastry, piping, enrobing, creating a melt-in-the-middle dessert, skills related to chosen dishes	Term 3: Being able to respond to a set brief, working independently, demonstrating a range of medium and complex cooking skills.	Term 1: Being able to respond to a set brief, working independently, demonstrating a range of medium and complex cooking skills.	Term 2: Be able to demonstrate the application of knowledge of Unit 1 to a variety of scenarios in preparation for a potential resit in June 2024.	Term 3: Be able to demonstrate the application of knowledge of Unit 1 to a variety of scenarios in preparation for a potential resit in June 2024.
Recipes	Term 1: Chicken Kiev with mashed potato and Beurre Blanc, Fresh egg Pasta lasagne, Fish goujons with garlic mayonnaise, Shortcrust apple pie and custard, Puff pastry Chicken pie and Seasonal vegetables, Seasonal soup, parmesan tuille and bread roll with butter, Individual freestanding cheesecake set with gelatine and coulis/ caramel, own choice, Christmas practical.	Term 2: Sourdough bread and flavoured butter, Fish en Papillote with dauphinoise potatoes, Vegan Samosas with dairy-free raita, Profiteroles/ Eclairs, Chocolate Fondant Unit 2: Attempt 1	Term 3: Unit 2: Attempt 1. Starters, Mains and Dessert dishes chosen by A.L, to reinforce and master key practical skills not secure as shown through assessment. Will be amended on this document.	Term 1: Unit 2: Attempt 2. Starters, Mains and Dessert dishes chosen by A.L, to reinforce and master key practical skills not secure as shown through assessment. Will be amended on this document.	Term 2: No cooking unless chosen to complement theory elements and only to be done in 60-minute lessons.	Term 3: No cooking unless chosen to complement theory elements and only to be done in 60-minute lessons.
Misconceptions and adaptive strategies	Term 1: Misconception: confusion between types of provision in the hospitality and catering industry. Strategy: ensure units are broken down into distinct lessons to ensure content is taught and learned before moving on.	Term 2: Misconception: nutrition and how this impacts the body. Strategy: outline clearly the effects of excess and deficiency of each nutrient and thoroughly explain the diseases caused as a result.	Term 3: Misconception: how to respond to a brief. Strategy: outline clearly, the expectations of the 12-hour exam. Anticipate misconceptions of brief and proactively build sessions around this to ensure students fully understand the requirements of the task.	Term 1: Misconception: how to respond to a brief. Strategy: outline clearly, the expectations of the 12-hour exam. Anticipate misconceptions of brief and proactively build sessions around this to ensure students fully understand the requirements of the task.	Term 2: Misconception: confusion between types of provision in the hospitality and catering industry. Strategy: ensure units are broken down into distinct lessons to ensure content is taught and learned before moving on.	Term 3: Misconception: confusion between types of provision in the hospitality and catering industry. Strategy: ensure units are broken down into distinct lessons to ensure content is taught and learned before moving on.
Key Reading	https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/ https://www.bbc.co.uk/bitesize/subjects/zbtvxyx https://www.health-ni.gov.uk/topics/professional-medical-and-environmental-health-advice/environmental-health https://www.food.gov.uk/food-safety			https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/ https://www.bbc.co.uk/bitesize/subjects/zbtvxyx https://www.health-ni.gov.uk/topics/professional-medical-and-environmental-health-advice/environmental-health https://www.food.gov.uk/food-safety		
End Point	Term 1: By the end of term 1, students should be confident in how to demonstrate a range of medium and complex practical skills. Students will be clear on knowledge listed in the specification and be able to demonstrate this in a series of assessments at the end of each taught unit of work.	Term 2: By the end of term 2, students will be clear on knowledge listed in the specification and be able to apply this knowledge to a number of different scenarios.	Term 3: By the end of term 3, students should be confident in how to demonstrate a range of medium and complex practical skills. Students will be clear on knowledge listed in the specification and be able to demonstrate this in a series of assessments at the end of each taught unit of work.	Term 1: By the end of term 2, students should be confident in how to demonstrate a range of medium and complex practical skills. Students will be clear on knowledge from 2.1.1 to 2.4.2 in the specification and be able to demonstrate this in Unit 2 attempt 2.	Term 2: By the end of term 2, students will be clear on knowledge listed in the specification and be able to apply this knowledge to a number of different scenarios.	Term 3: By the end of term 3, students will be clear on knowledge listed in the specification and be able to apply this to Unit 1 attempt 2.
Form of Assessment	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment x7: knowledge-based quiz at the end of each unit of work. Summative assessment 2: assessed practical based on skills (Puff pastry Chicken pie- Knife skills, Pastry, presentation).	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment x7: knowledge-based quiz at the end of each unit of work. Summative assessment 2: assessed practical based on skills (Unit 2).	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment x7: knowledge-based quiz at the end of each unit of work, Mock paper. Summative assessment 2: assessed practical based on skills (Own choice practical).	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific tasks. Summative assessment: assessed practical based on skills (Unit 2).		
Enrichment opportunities	Opportunity to cook for live briefs within school to link to the calendar in each term. Opportunity to cook for external providers/ agencies. Homework tasks set every 2 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge.			Opportunity to cook for live briefs within school to link to the calendar in each term. Opportunity to cook for external providers/ agencies. Homework tasks set every 2 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge.		
Leadership opportunities	Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.			Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		