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**Ethos College**

# **Curriculum Planning**

## **Hospitality and Catering**

## **Curriculum intent statement: Hospitality and Catering**

### **Intent:**

Hospitality and Catering at ETHOS will equip pupils with the knowledge, understanding and skills required for them to progress to employment in this vocational sector that is a significant source of employment in the locality.

The subject will encourage pupils to have knowledge of issues related to nutrition and food safety and how they affect successful hospitality and catering operations. They will also develop food preparation and cooking skills as well as important transferable skills of problem-solving, organisation and time management, planning and communication essential in the work place.

### **Implementation:**

Each of the units of the WJEC Level 1/2 Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that pupils take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides pupils with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This approach also enables

pupils to learn in such a way that they develop: Skills required for independent learning and development, A range of generic and transferable skills, The ability to solve problems, The skills of project based research, development and presentation




### **Impact:**

By the end of this curriculum, pupils will have the creative, technical and practical expertise needed to perform everyday tasks confidently to prepare and cook dishes, use a wide range of ingredients, make high quality, healthy and nutritious dishes for a wide range of people, evaluate dishes/ menus/ diets with respect to healthy and balanced diets and be able to make informed food/ diet decisions even when not preparing and cooking their own food. This curriculum ensures that pupils are prepared for post 16 learning routes into local employers in Hospitality and Catering industries.

# Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Unit 1 LO4 How food can cause ill health Unit 2 LO1 The importance of nutrition when planning menus Unit 3 LO3 Cooking dishes	Pupils develop basic skills and knowledge which is deepened as the course progresses with both theoretical and practical knowledge being built upon week by week it allows pupils to revisit key areas and embed their knowledge as the curriculum progresses this means that pupils are able to make relevant links between nutrients and the differing needs of various groups There is an increasing level of challenge and complexity to food preparation tasks	The kitchen can be a breeding ground for bacteria. When preparing and cooking food it is essential that students understand how to control the spread of these harmful bacteria to avoid food poisoning and to keep themselves and others safe from accidents. Students will need to follow basic rules for kitchen safety and hygiene to help prevent accidents and prevent harm to themselves and others.	Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.  Food from around the world.  Food eaten by different cultures/religions.	Pupils are provided with opportunities to learn through comprehension and DARTS exercises. Pupils are encouraged to participate in active reading throughout the course including textbooks and recipes. Keywords are provided for each topic and	Lesson plans take into account individual and group needs as determined by BOXALL profiles. Activities to support this include: Encouraging pupils to be respectful while others are giving an opinion Encouraging interest in the

			<p>Unit 2 Students will begin work on the unit 2 internal assessment worth 60% of the final grade. This will involve researching a set brief, trialling and practising skills and dishes and creating a portfolio of work based on the brief. Students will then create the final assessment portfolio and plan, prepare and make four dishes to showcase skills for assessment. the practical skill element will gradually be built up. This will start with teacher-led demonstrations with students then making the dish</p>	<p>Food eaten for cultural celebrations.</p> <p>Eateries in the local area.</p> <p>Food waste and recycling.</p> <p>Food allergies and intolerances.</p> <p>Food packaging and marketing.</p> <p>Health and nutrition.</p> <p>Health &amp; safety.</p> <p>Food and personal hygiene.</p>	<p>pupils encouraged to use these in their work both written and spoken. Pupils are given regular opportunities to practice exam style questions with a focus on understanding command words and using science specific language in their answers Pupils are encouraged to take part in shared reading of texts with consideration given to pupil reading age and ability.</p>	<p>hospitality sector through a range of different activities.</p>
Half Term 2: Oct – Dec	Unit 1 LO1 Understand the environment	Describe the structure of the hospitality and catering industry Analyse job requirements within the hospitality and catering industry	Pupils begin to look at the structure of the industry whilst also working towards their non	Career links – cook, chef, baker, environmental health officer,	Pupils are provided with opportunities to learn	Lesson plans take into account individual

	<p>in which hospitality and catering providers operate</p> <p>Unit 2 LO2 Understand menu planning</p> <p>Unit 3 LO3 Cooking dishes</p>	<p>Describe the working conditions of different job roles across the hospitality and catering industry</p> <p>Explain factors affecting the success of hospitality and catering providers</p> <p>Explain how dishes on a menu address environmental issues</p> <p>Explain how menu dishes meet customer needs</p> <p>Plan production of dishes for a menu</p>	<p>examined assessment. This allows pupils to make explicit links between their practical and theoretical work. Pupils begin to build upon their practical cooking techniques and develop more complex skills in the kitchen. Pupils begin to use their prior knowledge to help them determine and explain dishes which would meet their final brief.</p>	<p>health &amp; safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.</p>	<p>through comprehension and DARTS exercises. Pupils are encouraged to participate in active reading throughout the course. Keywords and Root words displayed prominently in the classroom . Pupils are given regular opportunities to practice exam style questions with a focus on understanding command words and using science specific language in their answers Pupils are encouraged to take part in shared reading of texts with</p>	<p>and group needs as determined by BOXALL profiles. Activities are planned to address strands A - E</p>
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					consideration given to pupil reading age and ability.	
Half Term 3: Jan – Feb	Unit 1 LO2 Understand how the hospitality and catering provision operates Unit 3 LO3 Cooking dishes	Explain how dishes on a menu address environmental issues Explain how menu dishes meet customer needs Plan production of dishes for a menu	Pupils begin to deepen their knowledge of the industry and continue to build upon their practical cooking skills. They are able to explain reasons for choosing their final dishes and make explicit links to prior knowledge	Eateries in the local area.  Health and nutrition.  Health & safety.  Career links - hospitality and catering, food developer.		Lesson plans take into account individual and group needs as determined by BOXALL profiles. Activities are planned to address strands A - E
Half Term 4: Feb – April	Unit 2 Internal assessment	Using previous learning pupils will develop and evaluate a 2 course menu for 4 specific groups. You will then go on to cook 2 of your dishes using the variety of techniques you have developed	The non-examined assessment makes up 60% of the final grade. It is therefore important that pupils are given sufficient time to practice their planned dishes and ensure they have all necessary information before undertaking the controlled assessment.	Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.		Lesson plans take into account individual and group needs as determined by BOXALL profiles. Activities are planned to

			Pupils will interweave all information from prior learning and use a wide of variety of cooking skills to obtain their grade.			address strands A - E
Half Term 5: April – May	Unit 1 LO3 Understand how hospitality and catering provision meets health and safety requirements LO5 propose a hospitality and catering establishment to a brief.	Describe personal safety responsibilities in the workplace Identify risks to personal safety in hospitality and catering Recommend personal safety control measures for hospitality and catering Describe food related causes of ill health Describe the role and responsibilities of the Environmental Health Officer ( EHO) Describe food safety legislation Describe common types of food poisoning Describe the symptoms of food induced ill health	Having completed their non examined assessment pupils focus on gaining and applying knowledge about legislation within the industry. They are also able to build upon prior learning about food safety with cross curricular links to science.	Career links – cook, chef, baker, environmental health officer, health & safety officer, nutritionist, food preparation warehouses, hospitality and catering, food developer.	Pupils are given regular opportunities to practice exam style questions with a focus on understanding command words and using science specific language in their answers	Lesson plans take into account individual and group needs as determined by BOXALL profiles. Activities are planned to address strands A - E
Half Term 6: June – July	Revision	Preparation for final written exam which makes up the remaining 40% of the final grade				Lesson plans take into account individual and group needs as determined by BOXALL profiles.

