



Catering Intent Overview

Year 7

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Working in Kitchens	<u>Pupils will know and understand</u> <ul style="list-style-type: none"> Kitchen Safety – what is a hazard in a kitchen What is the difference between unsafe and unhygienic Knife Techniques – How to use a knife correctly to produce differing cuts of vegetables Identify claw and bridge grip Cooker Safety – To use and control a cooker accurately and safely How to use the grill safely Weighing and Measuring – How important it is to weigh and measure accurately How to use scales accurately How to use a measuring jug. accurately Cooking Methods – Grilling (Pizza toast) 	Problem Solving Knife Skills Using a grill, oven, and hob safely Accurate weighing and measuring Spreading Assessing foods for readiness Time management Reviewing own performance	Environmental Health Officer Hazard Hygiene Bruise Julienne PPE Equipment Safety Organisation Strengths and Weakness Improvements Plan Production Appearance	Self-review Peer Assessment Written assessment on Kitchen Safety <u>Practical</u> Knife Skills Pizza Toast
Food Safety	<u>Pupils will know and understand</u> <ul style="list-style-type: none"> What are bacteria. Conditions that bacteria need to multiply How to use chopping boards safely Food Safety – how to avoid Cross Contamination Cooking Methods – Boiling (Pasta) Cooking Methods – Baking (Small Cakes) Knife Techniques – Preparing different Textures (FFS) 	Washing hands Boiling Simmering Creaming Method Baking Knife Skills Peeling Segmenting Assessing foods for readiness Time management	Bacteria Cross contamination Food Safety Boiling Simmering Al Dente Creaming Prevent Dormant Temperature	Self-review Peer Assessment <u>Practical</u> Fruit Salad

	<ul style="list-style-type: none"> Food Safety – Temperatures and Control of bacteria What is the danger zone 	Reviewing own performance	Growth Illness Oxidization Moisture Time Warmth Food Storage	
Nutrition	<p><u>Pupils will know and understand</u></p> <ul style="list-style-type: none"> The Eatwell Guide 1 – What is the Eatwell guide. Carbohydrates are used for energy and the foods we get them from. Fruit and Vegetables are a source of vitamins and minerals Cooking Methods (Baking) – Apple Crumble Eatwell Guide 2 – That Protein helps the body grow and repair, foods that contain protein especially nonmeat. Dairy foods contain calcium examples include milk and cheese Using the hob (Risotto) Eatwell Guide 3 – Fat can be a liquid or a solid, foods that contain fat and its impact on our health. Advice on the outside of the Eatwell guide and how it affects our health How to use fish to produce a dish suitable for children (Fish Fingers) How to use differing preparation methods to make a fresh fruit salad 	Rubbing in Method Baking Assessing foods for readiness Time management Reviewing own performance Sweating Boiling Simmering Baking Absorb Breadcrumbing Knife Skills	Energy Healthy Diet Government Recommendation Stach Carbohydrates Vitamins Minerals Protein Soya Beans Dairy Calcium Slice Brunoise Fat Water Calories Oxidation	Self-review Peer Assessment Written assessment on Nutrition and Kitchen Safety <p><u>Practical</u></p> Risotto Fresh Fruit Salad

Year 8

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
<p>Revisit knowledge gained from Year 7</p> <p>Cooking and preparation techniques</p>	<p><u>Pupils will know and understand</u></p> <ul style="list-style-type: none"> Kitchen safety – know how to recognise hazards and good safety, The importance of weighing and measuring accurately using scales and measuring jugs, using the cooker and hob safely and accurately. Preparation Techniques – Cuts of vegetables Brunoise (onion and carrot), Julienne of carrot and Baton of carrot How to use the Melting method safely and accurately 1 – Bain Marie by making a rocky road traybake Nutrition Recap How to use the Melting method safely and accurately 2 – Pan by making a flapjack biscuit Using the Rubbing in Method of preparation to make a batch of scones that are equally sized That foods are cooked using different equipment and differing forms of heat and moisture 	<p>Knife Skills</p> <p>Using a grill, oven, and hob safely</p> <p>Accurate weighing and measuring</p> <p>Using a bain marie to melt chocolate correctly</p> <p>Melting method, melting solids in a pan</p> <p>Rubbing in method</p> <p>Adding a liquid to a mixture</p> <p>Shaping foods</p> <p>Baking</p> <p>Boiling</p> <p>Simmering</p>	<p>Hazard</p> <p>Hygiene</p> <p>Brunoise</p> <p>Julienne</p> <p>Baton</p> <p>Grams</p> <p>Mililitres</p> <p>Bain Marie</p> <p>Combine</p> <p>Melting method</p> <p>Cooking techniques</p> <p>Melted</p> <p>Bake</p> <p>Spread</p> <p>Boil</p> <p>Simmer</p> <p>Accurately</p> <p>Batch</p> <p>Equal</p>	<p>Self-review</p> <p>Peer Assessment</p> <p><u>Practical</u></p> <p>Rocky Road</p>
Nutrition	<ul style="list-style-type: none"> Macronutrients are Carbohydrates, Fats and Protein, Foods they are found in and why the body needs them. 	<p>Problem Solving</p> <p>Knife Skills</p>	<p>Complete</p> <p>Incomplete</p> <p>Complimentary</p> <p>Form and shape</p>	<p>Self-review</p> <p>Peer Assessment</p> <p><u>Practical</u></p>

	<ul style="list-style-type: none"> • Meatballs – Shaping foods • Protein (linked to meatballs is a macronutrient found in meats and plants, it is needed to grow and repair cells and for energy, proteins are built up of amino acids, some foods contain complete and incomplete proteins) • Garlic bread – How the ingredients work together to make bread (Yeast makes CO₂, Flour contains gluten, Sugar feeds the yeast, salt calms the yeast, fat is a preservative and water activates and binds it all together) • Carbohydrates (Linked to Bread) Carbohydrates are needed for energy, there are 3 types, Wholemeal needed for fibre including whole meal foods, Refined are the least nutritious and Sugar only good for quick release energy • Fats (Linked to meat balls and bread) How fats can be good and bad, bad fats cause cholesterol and good fats can reduce cholesterol. Fats are needed for energy, warmth, and protection 	<p>How to avoid cross contamination when working with raw meat.</p> <p>Brunoise an onion</p> <p>Shaping foods</p> <p>Roasting</p> <p>Simmering</p> <p>Bread making</p> <p>Adding liquids to foods</p> <p>Shaping</p> <p>Kneading</p> <p>Baking</p>	<p>Brunoise</p> <p>Simmer</p> <p>Roast</p> <p>Macronutrient</p> <p>Repair</p> <p>Cells</p> <p>Amino Acids</p> <p>CO₂</p> <p>Gluten</p> <p>Preservative</p> <p>Activates</p> <p>Wholemeal</p> <p>Refined</p> <p>Sugars</p> <p>Cholesterol</p> <p>Protection</p>	<p>Tear and Share garlic bread</p>
Food Provenance	<ul style="list-style-type: none"> • Food Miles – How food is usually sourced from abroad and how these impacts on the burning of fossil fuels. 	<p>Melting Method</p> <p>Thickening foods</p> <p>Whipping</p> <p>Crushing</p> <p>Layering</p> <p>Spreading</p>	<p>Sustainability</p> <p>Sourced</p> <p>CO₂</p> <p>Food waste</p> <p>Crush</p> <p>Beat Whisk</p>	<p>Self-review</p> <p>Peer Assessment</p> <p>Internal Assessment</p> <p><u>Practical</u></p> <p>Cheesecake</p>

	<ul style="list-style-type: none"> • Sustainability – Reducing food waste, energy usage, using local suppliers • Cheesecake – Thickening foods by chilling • Evaluating food – How to assess the appearance, texture, and flavour of foods • Jambalaya – Thickening foods by starch • Food Provenance – Where food is grown, caught and reared. The difference between intensive and organic farming. The need to buy local for local economy 	Brunoise Slice Braise Sweat Boil Simmer	Layer Chill Appearance Texture Flavour Spreading Brunoise Slice Braise Sweat Boil Simmer Intensive Organic Caught Reared Produced Transported	
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Year 9

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
<u>Autumn 1</u> Theory - Food Safety Practical - Bread	<ul style="list-style-type: none"> • Preventative control measures of food induced health • Knife Techniques – How to use a knife correctly to produce differing cuts of vegetables • Food related courses of ill health – Allergens. The top 14 allergens, their names and how to spot them in food • HACCP – Identify critical control points and ensure that risks are 	Problem Solving Knife Skills Creaming Method Baking Whisking Method Spreading Melting Method	Allergies Bacteria Chemicals Intolerances Coeliac Molluscs Lupin Crustaceans HACCP Cross Contamination Temperature Delivery	Self-review Peer Assessment <u>Practical</u> Cuts of vegetables Lemon Drizzle Cake

	<p>removed and or reduced to safe levels</p> <ul style="list-style-type: none"> • Lemon Drizzle – Creaming Method • Swiss Roll – Swiss Roll • Brownies – Melting Method 		<p>Storage Preparation Service Physical Contamination</p>	
<p><u>Autumn 2</u></p> <p>Theory – Reviewing own performance Practical - Cakes</p>	<ul style="list-style-type: none"> • How to provide a brief review of their Decision Making and Organisation • How to provide a brief review of their Planning and Time • How to provide a brief review of their Hygiene and health and safety management • That bread can be used as an accompaniment to main courses in order to upskill dishes in KS4.- Bread Shapes • Focaccia – Decorating foods in order to upskill dishes in KS4 • Pizza – Food can be shaped to make another dish that can add techniques. • 	<p>Using raising agents Kneading Baking Shaping Rolling Topping Decorating foods</p>	<p>Success Development Production Selection Health, safety and hygiene Improvements</p>	<p>Self-review Peer Assessment</p> <p>Theory Theory of Bread making</p> <p>Practical Swiss Roll</p>
<p><u>Spring 1</u></p> <p>Theory – How to plan production Practical - Multicultural Foods</p>	<ul style="list-style-type: none"> • Burger and Bun – The process of bread making. • Health, Safety, Hygiene, and storage relating to practical (CCA) lessons – How to plan to work safely following the Food Safety Regulations • Curry and Rice – Cooking temperatures for meat 	<p>Using raising agents Kneading Baking Working with Raw Meat Shaping Foods Boiling Frying Knife Skills Working quickly with heat</p>	<p>Quantities Contingencies Equipment list Health, safety and hygiene Quality points Sequencing Mise en place Cooking Cooling</p>	<p>Self-review Peer Assessment</p> <p>Theory Theory of cake making</p> <p>Practical Curry and Rice</p>

	<ul style="list-style-type: none"> Quality Points – Know how to find and write quality points in an order of work. Stir Fry – Rehydration, heat control when using pans Contingencies – Know how to recognise where errors might happen and have the knowledge to know how to correct them before it happens 		Hot holding Serving Storage	
Spring 2 Theory – Hospitality and Catering Providers (1.1.1) Practical - Pastry	<ul style="list-style-type: none"> The two different types of provision – Commercial and Non-commercial Sausage Roll / Plait The different types of food services and situations they are suitable for: Table, Plate, Family, Silver, Gueridon and Banquet Chocolate Tart Residential service – Structure of a hotel – Rooms, staff and their roles and responsibilities 	Rolling Shaping Plait Whisking Baking Chilling Combining	Commercial Non-Commercial Residential Non-Residential Table Plate Family Silver Gueridon Banquet Lamination	Self-review Peer Assessment Theory Health, Safety, Hygiene, and storage Practical Sausage Roll
Summer 1 Theory – Working in the hospitality and Catering industry (1.1.2) Practical – Street Food	<ul style="list-style-type: none"> Focaccia Burger and Bun Stir Fry Attributes of staff – organised, hardworking, punctual, hygienic, pleasant, calm and good communicator. Loaded Wedges Types of employment contracts and working hours Casual, Full time permanent, Part time, seasonal, zero hours 	Bread Making Knife Skills Sauté Sweat Piping Baking	organised hardworking punctual hygienic pleasant calm good communicator Casual Full time permanent Part time Seasonal zero hours	Self-review Peer Assessment Practical Piped potatoes

	<ul style="list-style-type: none"> Piped potatoes 			
Summer 2 Theory – Contributing factors to the success of the hospitality and Catering provision (1.1.4) Practical – Foods suitable for age groups	<ul style="list-style-type: none"> The positive and negative impacts that media types can have on the hospitality and catering industry (Printed media, Broadcast and Internet) Mac n Cheese (Toddler) Basic costs incurred within the hospitality and catering industry (Labour, Material, Overheads) Chicken Burger (Teenager) Basic calculation of gross profit and net profit within the hospitality and catering industry Adult (Sweet and Sour and rice) Older Adult (Sausage and Mash) 	Boiling Roux Sauce making Breadcrumbs Making bread Sweating Sauté Braising	Positive Negative Net Profit Gross Profit Labour Material costs Over heads Success Failure Publicity Media Printed media Broadcast Internet	Self-review Peer Assessment Theory End of year exam

Year 10

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Autumn 1 Introduction to course content 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	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 The prepare and cooking techniques categories: • basic, medium and complex. 1.3.2: HACCAP	Unit 2 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques 2.3.3 Food safety Practices 1.3.2: HACCAP Be able to use HACCP in their Storage, Preparation, Cooking, and Serving during practical lessons	• Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction * • Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction * basic, medium and complex. Hazard Analysis	Theory paper HACCP Food safety practices Food Labelling Energy requirements Life Stages Diabetes Vegans/Vegetarians Religious Diets CVD Practical

<p>Distinction, Level 2 Distinction *</p> <p>Theory: <u>Unit 1</u></p> <p>1.3.2 HACCAP</p> <p>1.4.1 food labelling laws food safety legislation food hygiene.</p> <p>Unit 2</p> <p>2.1.1 Understanding the importance of nutrition</p> <p>Practical</p> <p>2.3.3 Food safety practices through practical lessons.</p>	<p>Be aware that HACCP is a control system to prevent food related ill health and be able to use HACCP in their Storage, Preparation, Cooking, and Serving during practical lessons</p> <p>1.4.1: Food related ill health, food labelling laws – Know the legal requirements regarding food labelling</p> <p>food safety legislation- know the main responsibilities of the food safety act</p> <p>food hygiene – Know the main aspects of the Food Safety (General Food hygiene) Regulations</p> <p>2.1.1 Understanding the importance of nutrition Different life-stages: <ul style="list-style-type: none"> • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. Special dietary needs (SDN) for individuals who: <ul style="list-style-type: none"> • require different energy requirements based on lifestyle, occupation, age or activity level • 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.</p>	<p>Be able to follow the Food Safety (General Food Hygiene) Regulations during practical lessons</p>	<p>Critical Control Points Identify Limits Checks Verification Update High Risk Foods Contamination Pathogenic Biological Chemical Physical Allergic Spoilage Pests Cross Contamination Staff Multiply Use by Best Before Aspartame Additives Origin Manufacturer Nutritional Storage Cooking Allergens Consumption Regulations Responsibilities Damaging Health Serve</p>	
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			Sell Food Safety	
<p>Autumn 2</p> <p>Unit 1</p> <p>1.4.1 Food related ill health:</p> <p><u>Unit 2</u></p> <p>2.1.2 How cooking methods can impact on nutritional value</p>	<p>2.1.2 How cooking methods can impact on nutritional value</p> <p>Learners should know and understand how the following cooking methods impact on nutritional value:</p> <ul style="list-style-type: none"> • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying. <p>1.4.1 Food related causes of ill health</p> <p>Learners should know that ill health could be caused by the following:</p> <ul style="list-style-type: none"> • allergies • bacteria • chemicals • intolerances. <p>Learners should know the following food poisoning causes:</p> <ul style="list-style-type: none"> • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. 	<p>Unit 2</p> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p>	<p>Boiling</p> <p>frying</p> <p>grilling</p> <p>poaching</p> <p>Roasting</p> <p>steaming</p> <p>baking</p> <p>stir-frying.</p> <p>Sauté</p> <p>Allergies</p> <p>Intolerance</p> <p>Anaphylaxis</p> <p>Natasha's Law</p> <p>Bacteria</p> <p>Chemicals</p> <p>Bacillus cereus</p> <p>campylobacter</p> <p>clostridium perfringens</p> <p>e-coli</p> <p>listeria</p> <p>salmonella</p> <p>staphylococcus aureus.</p> <p>cereals (gluten)</p> <p>crustaceans</p> <p>dairy products</p> <p>eggs</p> <p>fish</p> <p>fruit and vegetables</p> <p>lupin</p> <p>molluscs</p> <p>nuts</p> <p>peanuts</p>	<p>Theory paper</p> <p>How the following cooking methods impact on nutritional value</p> <p>Allergens</p> <p>Bacteria</p> <p>Chemical contamination</p>

	<p>1.4.1 Food related causes of ill health Learners should know and understand the following food related causes of ill health:</p> <p>Food allergies:</p> <ul style="list-style-type: none"> • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. <p>Food intolerance:</p> <ul style="list-style-type: none"> • gluten • lactose • aspartame 		sesame seeds soya wheat. gluten lactose aspartame	
<p>Spring 1 Theory: Unit 1 1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.3 Preventative control measures of</p>	<p>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 and non-visible</p> <p>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:</p> <ul style="list-style-type: none"> • cross contamination 	<p>Unit 2 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p>	Visible Non-Visible Bloating Diarrhoea Vomiting Constipation Nausea Weakness Symptoms Contamination Profit Portion Control	<p>Mock Controlled assessment on 2.1.1 and 2.1.2 feedback to learners on banding and areas to progress and develop.</p> <p><u>Theory Paper</u></p> <p>Factors affecting menu planning Equipment Skills of the chef</p>

<p>food-induced ill health</p> <p>Unit 2 Mock controlled assessment task on 2.1.1/2.1.2 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.3.2 Presentation techniques 2.3.3 Food Safety practices</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>Practical: 2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques Building preparation and cooking</p>	<ul style="list-style-type: none"> • correct temperature in delivery, storage, preparation and service • physical contamination <p>2.2.1 Factors affecting menu planning Learners should know and understand the following factors when planning menus:</p> <ul style="list-style-type: none"> • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. • 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 		<p>Energy (Gas, Electric and water)</p> <p>Environmental issues</p> <p>Business</p> <p>Customer</p> <p>Needs/wants</p> <p>Identity</p> <p>Organoleptic</p> <p>Dietary requirements</p> <p>Skills</p> <p>Deliver</p> <p>Time</p> <p>Space</p>	<p>Time available</p> <p>Environmental Issues</p> <p>3 Rs</p> <p>Sustainability</p> <p>Time of the year</p> <p>Seasonality</p>
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	<ul style="list-style-type: none"> • organoleptic qualities. <p>Unit 2 Learners should be able to plan dishes for a menu and know and understand the following:</p> <ul style="list-style-type: none"> • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • Quality points • sequencing/dovetailing • timing • mise en place • cooking • cooling • hot holding • serving • storage. 			
<p>Spring 2</p> <p>Theory: 2.3.2.</p> <p>Practical: Presentation techniques</p>	<p>Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:</p> <p>Presentation techniques:</p> <ul style="list-style-type: none"> • creativity • garnish and decoration • portion control • accompaniments <p>Learners should know and understand how hospitality and catering provision adapts to satisfy the following ever-changing customer climate:</p>	<p>Unit 2</p> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p>	Organoleptic Qualities	Unit 2 Mock Assessment

	<ul style="list-style-type: none"> 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. 			
Summer 1 Theory: Unit 1 1.3.1 Health and safety in hospitality and catering provision. 2.3.3 Food safety practices Practical: 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	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*** Ready-made/prepared components used in the preparation and cooking of dishes are all classed as basic. 2.3.2 Presentation techniques Presentation techniques: <ul style="list-style-type: none"> creativity garnish and decoration portion control 	Unit 2 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques 2.3.3 Food safety Practices Practical: Build preparation and cooking skills and learn through practice:	Laws Hazard Substances COSHH Manual Handling PPE RIDDOR Accident Risk Assessment HACCP dish production dish selection health and safety hygiene Improvements organoleptic presentation waste.	Theory Paper (Yr 10 Mock) Laws Hazard Substances COSHH Manual Handling PPE RIDDOR Accident Risk Assessment HACCP

<p>2.4.2 Reviewing own performance</p> <p>Building Preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<ul style="list-style-type: none"> • accompaniments. <p>Theory: Unit 2: 2.4.1 Reviewing of dishes</p> <p>Learners should be able to provide a brief review of their planning, preparation and cooking; highlighting areas of success and of potential further development. Areas to consider:</p> <ul style="list-style-type: none"> • dish production • dish selection • health and safety • hygiene • improvements • organoleptic • presentation • waste. <p>Unit 2.4.2 Reviewing own performance</p> <p>Learners should be able to identify personal strengths and weaknesses relating to:</p> <ul style="list-style-type: none"> • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management. <p>Practical: Peer mark work against AO and bands. Use ‘what went well’ and ‘even better if’ assessment techniques. Teacher assessment with</p>			
<p>Summer 2</p>	<p>Sample assessment Materials (SAMs) Unit 2</p> <p>Review specification</p> <p>amplification/specification</p> <p>stems/command words/AOs.</p>	<p>Unit 2</p> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p>	<p>COSHH</p> <p>HASWA</p> <p>MHOR</p> <p>PPE</p> <p>RIDDOR</p>	<p>Mock Practical</p>

	<p>Activity: Mock CAT covering all Assessment Objectives. Covering the following content:</p> <p>2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance.</p> <p>Theory: 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:</p> <ul style="list-style-type: none"> • 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. 	<p>2.3.3 Food safety Practices</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p>	<p>Employee Employer Responsibilities Accident Risk Assessment</p>	
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	<p>Learners should know the importance of and be able to complete the following documentation:</p> <ul style="list-style-type: none"> • accident forms • risk assessments. <p>Learners should know that employers are responsible for the health and safety training needs of all staff.</p>			
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Year 11

Unit	Key Knowledge	Key Skills	Key Vocabulary	Assessment
Autumn 1	<p>Theory:</p> <p>1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house</p> <p>1.3.2 Food Safety</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>Unit 1</p> <p>1.4.4 The Environmental Health Officer (EHO)</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>Practical:</p> <p>2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p>Unit 2</p> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> <p>Practical: Build preparation and cooking skills and learn through practice:</p>	<p>Contamination</p> <p>Food Induced Ill Health</p> <p>Symptoms</p> <p>Allergies</p> <p>Intolerances</p> <p>Bacteria</p> <p>Cross Contamination</p> <p>Chemical</p> <p>Physical</p> <p>Biological</p> <p>Temperatures</p> <p>Food Safety Act</p> <p>Food safety and hygiene regulations</p> <p>Labels</p> <p>EHO</p>	<p>Theory Paper</p> <p>Food Induced Ill Health</p> <p>Symptoms</p> <p>Allergies</p> <p>Intolerances</p> <p>Bacteria</p> <p>Cross Contamination</p> <p>Chemical</p> <p>Physical</p> <p>Biological</p> <p>Temperatures</p> <p>Food Safety Act</p> <p>Food safety and hygiene regulations</p> <p>Labels</p> <p>EHO</p>
Autumn 2		Unit 2		Mock Controlled assessment task

		2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques 2.3.3 Food safety Practices Practical: Build preparation and cooking skills and learn through practice:		
<u>Spring 1</u>	Theory: 1.2.1 The operation of the front and back of house 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 1.1.4 Contributing factors to the success of hospitality and catering provision	Unit 2 2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques 2.3.3 Food safety Practices Practical: Build preparation and cooking skills and learn through practice:	Hospitality Catering Commercial Non-Commercial Residential Non-Residential Food Service Standards and Ratings Front of House Back Of house	Controlled assessment task
<u>Spring 2</u>	How to revise for exams	Revision and knowledge retention / retrieval		Past Papers
<u>Summer 1</u>	How to revise for exams	Revision and knowledge retention / retrieval		Past Papers
<u>Summer 2</u>	How to revise for exams	Revision and knowledge retention / retrieval		