

Scheme of Work 2020-21

Subject: Hospitality and Catering

Year Group: 11

Specification: WJEC HOSPITALITY AND CATERING

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
<p>ADP Codes:</p> <p>Sp2 – Students have access to outstanding learning opportunities – The department is resourced to ensure all students have access to outstanding learning experiences.</p> <p>C5 – Students reach full potential as barriers have been removed – All learning objectives and tasks – allow scope for differentiation – ensuring all learners are given a chance to learn and progress.</p> <p>Sp5 – Students take responsibility for their own learning journeys – This is encouraged and facilitated with all internal assessment tasks.</p> <p>Sp9 – Creating enjoyment and fascination in learning – Practical component of Engineering allows students to gain first-hand experience of curriculum content – creating a more enjoyable and fascinating learning experience.</p> <p>C3 – Foster a passion for learning – Specialist teachers with a passion and enthusiasm for their subjects bring first-hand experience into the classroom – fostering a passion for learning.</p> <p>M1 – All stakeholders’ model resilience, positive relationships attitudes and behaviours – all social opportunities in lessons and behaviour expectations made clear by teachers. Attitude to lifelong learning modelled by teaching staff.</p>						
1	Unit 2 – Controlled Assessment	1.1 Function of nutrients in the body	<p>Macronutrients, micronutrients, protein, fats and oils.</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
2-3	Unit 2 – Controlled Assessment	1.1 Function of nutrients in the body	<p>Carbohydrates, starches, sugars, fibre, Vitamin A, B vitamins.</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	Num – Looking at allowances and meal proportions.

4-5	Unit 2 – Controlled Assessment	1.1 Function of nutrients in the body	Vitamin C, vitamin D, vitamin E, vitamin K <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
6-7	Unit 2 – Controlled Assessment	1.1 Function of nutrients in the body	Calcium, iron, sodium, potassium, fluoride, water. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
8-9	Unit 2 – Controlled Assessment	1.2 Needs of specific groups	Different life stages, childhood, adulthood, later adulthood <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	SMSC – Dietary needs of teenager and changing bodies.
10-11	Unit 2 – Controlled Assessment	1.2 Needs of specific groups	Special diets – vegans, vegetarians and religious diets <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	SMSC – Religious diets.
12-13	Unit 2 – Controlled Assessment	1.2 Needs of specific groups	Medical conditions – diabetes, lactose intolerance, coeliac, food allergies Activity levels <ul style="list-style-type: none"> • Teacher introduction to topic. 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams 	Update workbook on teams. Respond to feedback.	SMSC – Importance of a balanced diet and active lifestyle

			<ul style="list-style-type: none"> • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Use of colour coded PLC for signing off tasks. 		
14-15	Unit 2 – Controlled Assessment	1.3 Explain the characteristics of unsatisfactory nutrition	<p>Excess and deficiency of: protein, fat, carbohydrates, fibre, vitamin A</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
16-17	Unit 2 – Controlled Assessment	1.3 Explain the characteristics of unsatisfactory nutrition	<p>Excess and deficiency of: B vitamins, vitamin C, vitamin D, vitamin E, vitamin K, calcium, iron and sodium.</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
18	Unit 2 – Controlled Assessment	1.2 Needs of specific groups	<p>Compare the nutritional needs of specific groups – select 2 from this we have looked at.</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
<ul style="list-style-type: none"> • OCTOBER HALF TERM 						
19-20	Unit 2 – Controlled Assessment	1.4 Explain how cooking methods impact on nutritional value	<p>Boiling, steaming, poaching, baking, grilling, stir frying, roasting</p> <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams 	Update workbook on teams. Respond to feedback.	

			<ul style="list-style-type: none"> • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Use of colour coded PLC for signing off tasks. 		
21	Unit 2 – Controlled Assessment	2.1 Explain factors to consider when proposing dishes for menus.	Customer base, type of provision, price of menu <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
22	Unit 2 – Controlled Assessment	2.1 Explain factors to consider when proposing dishes for menus.	Time of year, skills of kitchen and serving staff, equipment available, time available. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
23	Unit 2 – Controlled Assessment	2.1 Explain factors to consider when proposing dishes for menus.	Proposal of 4 dishes to cook – analysis of the dishes and reasons for choice. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
24	Unit 2 – Controlled Assessment	2.1 Explain factors to consider when proposing dishes for menus.	Proposal of 4 dishes to cook – analysis of the dishes and reasons for choice. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	

25	Unit 2 – Controlled Assessment	2.2 Explain how dishes on a menu address environmental issues	Preparation, cooking methods, using ingredients. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
26	Unit 2 – Controlled Assessment	2.2 Explain how dishes on a menu address environmental issues	Packaging of food, conservation of energy and water, 3 Rs, food sustainability and provenance. <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
27	Unit 2 – Controlled Assessment	2.3 Explain how dishes meet customer needs	Sources of nutrients and contribution to a healthy diet <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
28	Unit 2 – Controlled Assessment	2.3 Explain how dishes meet customer needs	Organoleptic, portion control and cost control <ul style="list-style-type: none"> • Teacher introduction to topic. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Update workbook on teams. Respond to feedback.	
29	Unit 2 – Controlled Assessment	2.4 Production plan of dishes. Students are to plan a two course meal (starter / main or main / dessert) that will be	Sequencing, timing, mise en place, cooking, cooling, hot holding, completion, serving and presentation. <ul style="list-style-type: none"> • Teacher introduction to task. 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams 	Update workbook on teams. Respond to feedback.	

		prepared, served and evaluated in the spring term.	<ul style="list-style-type: none"> • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Use of colour coded PLC for signing off tasks. 		
30	Unit 2 – Controlled Assessment	2.4 Production plan of dishes	<p>Sequencing, timing, mise en place, cooking, cooling, hot holding, completion, serving and presentation.</p> <ul style="list-style-type: none"> • Teacher introduction to task. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Practice recipes at home	
31	Unit 2 – Controlled Assessment	2.4 Production plan of dishes	<p>Sequencing, timing, mise en place, cooking, cooling, hot holding, completion, serving and presentation.</p> <ul style="list-style-type: none"> • Teacher introduction to task. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<ul style="list-style-type: none"> • Work book on teams • Fortnightly feedback on teams • Use of colour coded PLC for signing off tasks. 	Practice recipes at home	
32	Unit 2 – Controlled Assessment	3.1, 3.1, 3.3, 3.4, 3.5 Cook a two course meal for two people.	<p>Prepare the ingredients, cook, present and serve two dishes under controlled conditions.</p> <ul style="list-style-type: none"> • Teacher introduction to task. • Q&A recap • Students complete CA task on MS Teams. • Progress review 	<p>Use of methods and techniques, quality of preparation, cooking skills, presentation, use of food safety practices.</p> <p>Teacher to use Eduqas grading sheet for each student.</p> <p>Technician to upload photographs onto MS teams.</p>	Reflection Sheet	
33	Unit 2 – Controlled Assessment	3.1, 3.1, 3.3, 3.4, 3.5 Cook a two course meal for two people.	<p>Prepare the ingredients, cook, present and serve two dishes under controlled conditions.</p> <ul style="list-style-type: none"> • Teacher introduction to task. 	<p>Use of methods and techniques, quality of preparation, cooking skills, presentation, use of food safety practices.</p>	Reflection Sheet	

			<ul style="list-style-type: none">• Q&A recap• Students complete CA task on MS Teams.• Progress review	Teacher to use Eduqas grading sheet for each student. Technician to upload photographs onto MS teams.		
Christmas Holiday						