



Curriculum Overview: Catering year 7

Year 7 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Practical - Food hygiene</u> This practical element ensures that students cover the necessary food skills and techniques to cook a range of dishes safely and hygienically. The term also explores aspects of recipe writing, being creative, using equipment and time management.</p> <p><u>Theory – Food hygiene</u> This half term focuses on food safety and hygiene – from personal hygiene when preparing and cooking, through to the consequences of bad hygiene, i.e. food poisoning.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> •Food poisoning – explores the conditions necessary for food poisoning, along with steps that should be taken to reduce risk. •Personal hygiene and safety – explains the importance of good personal hygiene. •The 4 C’s – covers the four main ways to prevent food poisoning, explaining effective and preventative measures that should be taken. •cook a repertoire of predominantly savoury dishes so that students are able to feed yourself and others, a healthy and varied diet. <p>Understanding</p> <ul style="list-style-type: none"> • The concept of food hygiene and kitchen safety • The concept of the food handler • The causes and symptoms of food poisoning. • understand the source, seasonality and 	<p>Ability to contribute verbally to class discussion and debates with regards to food poisoning.</p> <p>Ability to demonstrate safe and hygienic working practice when preparing a range of dishes.</p> <p>Ability to demonstrate creative flair within the practical environment.</p> <p>The ability to answer extended writing questions explaining how to prevent food poisoning.</p> <p>Applying knowledge to a KS3 style question.</p>	<p>BBC Bitesize Doodle https://www.food4life.org.uk/</p>

	<p>characteristics of a broad range of ingredients in a practical environment.</p> <p>Skills</p> <ul style="list-style-type: none"> • Establishing links between causes of food poisoning and symptoms. • Demonstrate hygienic working practice. • Developing justification techniques of how to keep safe within the kitchen. 		
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Year 7 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Practical - Nutrition and health</u> This practical element ensures that students cover the necessary food skills and techniques to cook a range of dishes safely and hygienically. The term also explores aspects of recipe writing, being creative, using equipment, and time management. This term will focus on healthy eating when cooking dishes.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of what is a healthy balanced diet. • The importance of a healthy balanced diet. • Overview of the eat well plate. <p>Understanding</p> <ul style="list-style-type: none"> • The concepts of the what a healthy balanced diet is and what it included. 	<p>Ability to contribute verbally to in class conversations and debates about consequences of a bad diet.</p> <p>The ability to judge source usefulness and reasons drawing up own conclusion (using newspaper article)</p> <p>Ability to explain the eat well plate in detail and create their detailed eat well plate.</p>	<p>BBC Bitesize Doddle https://www.food4life.org.uk/</p>

<p><u>Theory -Healthy eating</u> This term focuses on the principles of a healthy balanced diet and looks at the well plate.</p>	<ul style="list-style-type: none"> • The concept of the eat well plate and different food groups. • The concept of a Fuel Food. • understand the source, seasonality, and characteristics of a broad range of ingredients in a practical environment • <p>Skills</p> <ul style="list-style-type: none"> • Explaining consequences of not having a healthy balanced diet. • Create a eat well plate. • Apply theory to practice in a practical environment. • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 	<p>This is seen in activities such as creating tables and diagrams, mind maps and by use of interpretations.</p>	
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Curriculum Overview: Catering Year 8

Year 8 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Practical - Food hygiene This practical element ensures that students cover the necessary food skills and techniques to cook a</p>	<p>Knowledge</p> <ul style="list-style-type: none"> •Food poisoning – the different types of food poisoning along with 	<p>Ability to contribute verbally to class discussion and debates with regards to types of poisoning.</p>	<p>BBC Bitesize Doddle https://www.food4life.org.uk/</p>

<p>range of dishes safely and hygienically. The term also explores aspects of recipe writing, being creative, using equipment and time management.</p> <p><u>Theory – Food hygiene</u></p> <p>This half term focuses on food safety and hygiene – from personal hygiene when preparing and cooking, through to the consequences of bad hygiene, i.e. food poisoning.</p>	<p>steps that should be taken to reduce risk.</p> <ul style="list-style-type: none"> • Personal hygiene and safety – explain the importance of good personal hygiene and the consequences of bad personal hygiene. • recap from year 7. The 4 C's – covers the four main ways to prevent food poisoning, explaining effective and preventative measures that should be taken. • cook a repertoire of predominantly savoury dishes so that students can feed yourself and others, a healthy and varied diet. Preparing food items from scratch such as pastry and dough. <p>Understanding</p> <ul style="list-style-type: none"> • The concept of food hygiene and kitchen safety • The concept of the food handler • The causes and symptoms of food poisoning. • understand the source, seasonality, and characteristics of a broad range of ingredients in a practical environment. <p>Skills</p> <ul style="list-style-type: none"> • Establishing links between causes of food poisoning and symptoms. 	<p>Ability to demonstrate safe and hygienic working practice when preparing a range of dishes.</p> <p>Ability to demonstrate creative flair within the practical environment.</p> <p>Able to work independently within the kitchen.</p> <p>The ability to answer extended writing questions explaining the consequences to a business of bad hygiene.</p> <p>Applying knowledge to basic GCSE style question.</p>	
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	<ul style="list-style-type: none"> • Demonstrate hygienic working practice. • Developing justification techniques of how to keep safe within the kitchen. 		
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Year 8 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p><u>Practical - Nutrition and health</u> This practical element ensures that students cover the necessary food skills and techniques to cook a range of dishes safely and hygienically. The term also explores aspects of recipe writing, being creative, using equipment, and time management. This term will focus on healthy eating when cooking dishes.</p> <p><u>Theory -Healthy eating</u> This term focuses on the principles of a healthy balanced diet and looks at the well plate.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of the eat well plate • The importance of a healthy balanced diet. • Knowledge of the different food groups • Knowledge of food related illnesses. <p>Understanding</p> <ul style="list-style-type: none"> • The concepts of what a healthy balanced diet is and what it included. • The concept of the eat well plate and different food groups. • Describe food safety hazards including microbiological, physical, chemical. 	<p>Ability to contribute verbally to in class conversations and debates about consequences of a bad diet.</p> <p>The ability to judge source usefulness and reasons drawing up own conclusion (using newspaper article)</p> <p>Ability to plan a meal for different dietary needs.</p> <p>This is seen in activities such as creating tables and diagrams, mind maps and by use of interpretations.</p>	<p>BBC Bitesize Doddle https://www.food4life.org.uk/</p>

	<p>Skills</p> <ul style="list-style-type: none"> • Explaining consequences of not having a healthy balanced diet to the younger year group though presentation. • Create a eat well plate. • Apply theory to practice in a practical environment. • cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet 		
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Curriculum Overview: Year 9 Catering

Year 9 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Unit 1: The Hospitality and Catering Industry. - LO4 Know how food can cause ill health	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • How food can cause ill health through the cooking cycle of preparation, cooking and serving. • Food Safety Act • Food Safety (General Food Hygiene Regulations) • Food Labelling Regulations <p><u>Understanding</u></p> <ul style="list-style-type: none"> • describe food related causes of ill health 	<ul style="list-style-type: none"> • Ability to contribute verbally to class discussion and debate. • Prepare food to a high standard showing creativity and flair • Prepare food items hygienically and safely. • Applying knowledge to a GCSE style question. 	BBC Bitesize Doodle https://www.food4life.org.uk/

	<ul style="list-style-type: none"> 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 <p>Skills</p> <ul style="list-style-type: none"> Be able to prepare cook a meal hygienically and safely. Justify written response answers 		
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Year 9 Autumn Term 2			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
Unit 1: The Hospitality and Catering Industry.- LO1 Understand the environment in which hospitality and catering providers operate	<p>Knowledge</p> <ul style="list-style-type: none"> Structures of different businesses within hospitality and the working. conditions and job roles available. Justify factors which makes a business successful or fail. <p>Understanding</p>	<ul style="list-style-type: none"> Ability to contribute verbally to class discussion and debate. Prepare food to a high standard showing creativity and flair Prepare food items hygienically and safely. 	BBC Bitesize Doodle https://www.food4life.org.uk/

	<ul style="list-style-type: none">• describe the structure of the hospitality and catering industry• analyse job requirements within the hospitality and catering industry• describe working conditions of different job roles across the hospitality and catering industry• explain factors affecting the success of hospitality and catering providers <p><u>Skills</u></p> <ul style="list-style-type: none">• Source analysis• Pros and cons of roles• Explain similarities/differences• Developing ways to sequence• Prepare and cook a meal hygienically and safety• Prepare and cook a meal showing creativity and flair.	<ul style="list-style-type: none">• Applying knowledge to a GCSE style question.	
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Curriculum Overview: Hospitality and Catering

Year 10 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
The structure of the Hospitality and Catering industry.	<p>Knowledge</p> <ul style="list-style-type: none"> Types of provider Types of service <p>Understanding</p> <ul style="list-style-type: none"> The differences between commercial and non-commercial establishments Different suppliers and why they are used Standards and ratings <p>Skills</p> <ul style="list-style-type: none"> Presentation of work Investigations 	<p>Coursework presented in a well organised way.</p> <p>Work links to assessment objectives/learning outcomes.</p> <p>Enthusiasm for the subject/topic.</p> <p>Curiosity.</p> <p>Critical thinking.</p>	<p>Note books</p> <p>PowerPoints</p> <p>Microsoft Teams</p> <p>Template for coursework</p> <p>Assessment criteria break down</p>

Curriculum Overview: Hospitality and Catering

Year 11 Autumn Term 1			
What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>Unit 2</p> <ul style="list-style-type: none"> The function of nutrients in the body Dietary needs of specific groups Characteristics of unsatisfactory nutrition 	<p>Knowledge</p> <ul style="list-style-type: none"> What each nutrient does for our body The types of food each nutrient can be found in <p>Understanding</p> <ul style="list-style-type: none"> The dietary needs of different groups of people including age, religion and medical. 	<p>Coursework presented in a well organised way.</p> <p>Work links to assessment objectives/learning outcomes.</p> <p>Enthusiasm for the subject/topic.</p> <p>Curiosity.</p>	<p>Note books</p> <p>PowerPoints</p> <p>Microsoft Teams</p> <p>Template for coursework</p> <p>Assessment criteria break down</p>

	<ul style="list-style-type: none">• What will happen if too much or too little of each nutrient is consumed. <p>Skills</p> <ul style="list-style-type: none">• Comparing• Evaluating• Analysing	<p>Critical thinking.</p> <p>Strong consideration and understanding of different dietary groups and their needs.</p>	
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