



Curriculum Map



Subject: Hospitality and catering

Year

group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>Subject/Topic</p> <p>content</p> <p>Describe food related causes of ill health Identify risks to health and safety describe personal responsibilities and recommend control measures Symptoms of ill health Food poisoning</p> <p>Practical food skills</p> <p>Key terminology:</p> <p>Safe and hygienic food prep Legislation contracts Health and safety EHO and the role in the workplace Hygiene in the kitchen cross contamination</p>	<p>Subject/Topic</p> <p>content</p> <p>Organisations included as part of the ‘hospitality and catering’ industry Job roles Employee responsibilities Food safety legislation Role and responsibilities of the EHO</p> <p>Key terminology:</p> <p>Legislation contracts Health and safety EHO and the role in the workplace Hygiene in the kitchen cross contamination</p>	<p>Subject/Topic</p> <p>content</p> <p>The structure of the catering industry Working conditions across the industry Operations of a kitchen and ‘front’ of house</p> <p>Key terminology:</p> <p>Contracts Law kitchen brigade Front of house Operations manager staffing in hotels structure of the h & c industry contacts</p>	<p>Subject/Topic</p> <p>content</p> <p>Operations of a kitchen COSSH PPE Personal Safety Manual handling Risk assessments</p> <p>Key terminology:</p> <p>Contracts Law kitchen brigade Front of house Operations manager staffing in hotels structure of the h & c industry contacts</p>	<p>Subject/Topic</p> <p>content</p> <p>Factors affecting the success of the H&C industry Examining provision in relation to customers needs</p> <p>Key terminology:</p> <p>Describe, analyse, evaluate, explain customer input, menu planning, different types of h & c provision. public services</p>	<p>Subject/Topic</p> <p>content</p> <p>Reviewing and recommending options for catering and accommodation Personal safety Risk and security</p> <p>Key terminology:</p> <p>Health and safety legislation safer working risk assessing role of EHO business hygiene ratings</p>



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<p style="text-align: center;">Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>safe and hygienic food prep</p> <p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>	<p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>	<p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>	<p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>	<p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>	<p>knife skills e.g. soups, salads, vegetable cuts, methods of cake making, yeast doughs, pastry making, sauces. With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in theory lessons.</p>
<p style="text-align: center;">Assessment</p>	<p>Exam based questions</p> <p>Books marked</p> <p>peer and teacher evaluation of food cooked</p>	<p>Exam based questions</p> <p>Books marked</p> <p>peer and teacher evaluation of food cooked</p>	<p>mock practical exam</p> <p>Books marked</p> <p>peer and teacher evaluation of food cooked</p>	<p>mock external written exam</p> <p>Books marked</p> <p>peer and teacher evaluation of food cooked</p>	<p>External unit 1 exam</p>	<p>mock practical unit 2 exam</p>
<p style="text-align: center;">Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy Focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p>	<p>Literacy focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p>	<p>Literacy focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p>	<p>Literacy focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p>	<p>Literacy focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p> <p>SMSC/Character:</p>	<p>Literacy focus: Effective structures for high mark questions.</p> <p>High level vocabulary choices in written work</p> <p>Effective following of recipes in practical lessons</p> <p>SMSC/Character:</p>



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	<p>SMSC/Character</p> <p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>	<p>SMSC/Character:</p> <p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>	<p>SMSC/Character:</p> <p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>	<p>SMSC/Character:</p> <p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>	<p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>	<p>Food in different cultures. How does it affect menu choices?</p> <p>Menu planning for various dietary needs, researching needs of different religions eg no pork.</p> <p>Planning for different dietary needs and allergies in menus and recipes.</p>
<p>Rationale & Links to learning</p>						