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**Knowledge Rich Curriculum Plan**

**Year 11 Hospitality and Catering**



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| --- | --- | --- | --- | --- |
| 1. Theory- Food Related Causes of Ill Health: Practical- Vegetable Starter
 | * T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students need to already know that food can cause ill health.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know to place their product in the oven.
* Students need to already know to safely remove their product from the oven.
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Food Related Causes of Ill Health: Practical- Chicken Main Course
 | * T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students need to already know that food can cause ill health.
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* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Food Related Causes of Ill Health: Practical- Sponge Dessert
 | * T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students need to already know that food can cause ill health.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know to place their product in the oven.
* Students need to already know to safely remove their product from the oven.
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Food Safety Legislation/ Common Types of Food Poisoning.

Practical-Bread Accompaniment. | * T- Students will know that the 3 major food safety legislation are: The Food Safety Act, Food Safety (General Food Hygiene Regulation) and the Food Labelling Regulations.
* T- Students will know how to describe the most common types of food poisoning.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Campylobacter- A bacterium which may cause abortion in animals and food poisoning in humans.T- Salmonella- A bacterium that occurs mainly in the gut, especially a serotype causing food poisoning.T- E-Coli- A bacterium commonly found in the intestines of humans and other animals, some strains of which can cause severe food poisoning.T- Clostridium Perfringens- A bacterium commonly found in the intestines of humans and other animals. It is a common cause of severe food poisoning.T- Listeria- A bacterium that causes food poisoning, found especially in cheese and other products made from milkT- Bacillus Cereus- a bacterium that is shaped like a rod. There are various types of bacillus, some of which can cause disease.T- Staphylococcus Aureus- A type of bacteria that about 30% of people carry in their noses. | * T- Students need to already know that food can cause ill health.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know to place their product in the oven.
* Students need to already know to safely remove their product from the oven.
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Food Safety Legislation/ Common Types of Food Poisoning.

Practical-Bread Accompaniment. | * T- Students will know that the 3 major food safety legislation are: The Food Safety Act, Food Safety (General Food Hygiene Regulation) and the Food Labelling Regulations.
* T- Students will know how to describe the most common types of food poisoning.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Campylobacter- A bacterium which may cause abortion in animals and food poisoning in humans.T- Salmonella- A bacterium that occurs mainly in the gut, especially a serotype causing food poisoning.T- E-Coli- A bacterium commonly found in the intestines of humans and other animals, some strains of which can cause severe food poisoning.T- Clostridium Perfringens- A bacterium commonly found in the intestines of humans and other animals. It is a common cause of severe food poisoning.T- Listeria- A bacterium that causes food poisoning, found especially in cheese and other products made from milkT- Bacillus Cereus- a bacterium that is shaped like a rod. There are various types of bacillus, some of which can cause disease.T- Staphylococcus Aureus- A type of bacteria that about 30% of people carry in their noses. | * T- Students need to already know that food can cause ill health.
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* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know to place their product in the oven.
* Students need to already know to safely remove their product from the oven.
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Role and Responsibilities of the EHO; Practical- Minced Beef Main Course
 | * T- Students will know how to describe the role and responsibilities of the environmental health officer (EHO).
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- EHO- Environmental Health OfficerT- The Food Safety Act (1990)- The overarching objective of the Food Safety Act is to protect consumers from consuming food that could be harmful to their health.T- The General Food Hygiene Regulations (1995)- These Regulations set out basic hygiene requirements for all aspects of your business, from your premises and facilities to the personal hygiene of your staff. T- The Temperature Control Regulations (1995)- These Regulations require certain foods to be held at temperatures that will prevent the growth of harmful bacteria or the formulation of toxins.T- The Food Composition Regulations (1996)- Food labels must give the legal name of the food being marketed. | * T- Students need to already know food premises must be well maintained, be regularly checked and have hand wash facilities.
* P: Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* P Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* P: Students need to already know how to turn on the oven.
* P: Students need to already know how to weigh ingredients.
* P: Students need to already know to place their product in the oven.
* P: Students need to already know to safely remove their product from the oven.
* P: Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Role and Responsibilities of the EHO; Practical- Meringue Dessert
 | * T- Students will know how to describe the role and responsibilities of the environmental health officer (EHO).
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- EHO- Environmental Health OfficerT- The Food Safety Act (1990)- The overarching objective of the Food Safety Act is to protect consumers from consuming food that could be harmful to their health.T- The General Food Hygiene Regulations (1995)- These Regulations set out basic hygiene requirements for all aspects of your business, from your premises and facilities to the personal hygiene of your staff. T- The Temperature Control Regulations (1995)- These Regulations require certain foods to be held at temperatures that will prevent the growth of harmful bacteria or the formulation of toxins.T- The Food Composition Regulations (1996)- Food labels must give the legal name of the food being marketed. | * T- Students need to already know food premises must be well maintained, be regularly checked and have hand wash facilities.
* P: Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* P Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* P: Students need to already know how to turn on the oven.
* P: Students need to already know how to weigh ingredients.
* P: Students need to already know to place their product in the oven.
* P: Students need to already know to safely remove their product from the oven.
* P: Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Theory- Symptoms of Food Induced Ill Health/ Assessment Week

Practical- Meringue Dessert | * T- Students need to know how to describe the symptoms of food induced ill health.
* Students will know how to appropriately complete an exam front cover sheet.
* Students will know how the Food Department assess their work.
* Students will know how to correctly answer the examination questions using key command words.
 | T- Onset Time- The moment at which something unpleasant beginsT- Duration- The amount of time that something lastsT- Intolerances- An inability to eat a food without adverse effects.T- Food Poisoning- Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive. | * T- Students need to already know that symptoms of food poisoning include vomiting and diarrhoea.
* T- Students need to already know that food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* T- Students need to already know the role and responsibilities of the environmental health officer (EHO).
* T- Students need to already know the 3 major food safety legislation are: The Food Safety Act, Food Safety (General Food Hygiene Regulation) and the Food Labelling Regulations.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision**

Theory: The Structure of The Hospitality and Catering Industry.Practical- Meat Starter | * Students will know how to describe the structure of the hospitality and catering industry.
* The main sectors of the hospitality industry.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Establishment- A business organisation, public institution, or household.T- Hospitality- The friendly and generous reception and entertainment of guests, visitors, or strangers.T- Consortium- An association, typically of several companies.T- Chain- A group of hotels, restaurants, or shops owned by the same company.T- Corporate- Relating to a large company or group.T- Residential- A place that provides accommodation for people to stay in, as well as catering and hospitality services. T- Non-Residential- A place that provides catering and hospitality services but not accommodation for people to stay in.T- Commercial- The part of the Hospitality and Catering industry that aims to make a profit.T- Non- Commercial- The part of the Hospitality and Catering industry that does not aim to make a profit. | * Students need to already know examples of hospitality and catering institutions.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision** Theory: The Structure of The Hospitality and Catering Industry.

Practical- Pasta Main course | * Students will know how to describe the structure of the hospitality and catering industry.
* The main sectors of the hospitality industry.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Establishment- A business organisation, public institution, or household.T- Hospitality- The friendly and generous reception and entertainment of guests, visitors, or strangers.T- Consortium- An association, typically of several companies.T- Chain- A group of hotels, restaurants, or shops owned by the same company.T- Corporate- Relating to a large company or group.T- Residential- A place that provides accommodation for people to stay in, as well as catering and hospitality services. T- Non-Residential- A place that provides catering and hospitality services but not accommodation for people to stay in.T- Commercial- The part of the Hospitality and Catering industry that aims to make a profit.T- Non- Commercial- The part of the Hospitality and Catering industry that does not aim to make a profit. | * Students need to already know examples of hospitality and catering institutions.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision** Theory: How hospitality and catering providers operate.

Practical- Rice Main course | * T- Students need to know how to describe the operation of the kitchen: to include layout, workflow, operational activities, stock control, dress code and safety and security.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Layout- The way in which the parts of something are arranged or laid out.T- Workflow- The way food passes through the kitchen from delivery to the dining room. T- Operation- The action of functioning or the fact of being active or in effect.T- Stock Control- The fact or process of ensuring that appropriate amounts of stock are maintained by a business, so as to be able to meet customer demand without delay while keeping the costs associated with holding stock to a minimum. | * T- Students need to already know how the work triangle helps design the layout of the kitchen.
* P: Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* P Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* P: Students need to already know how to weigh ingredients.
* P: Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision**

Theory: How hospitality and catering providers operate.Practical- Pastry Dessert (2 lessons) | * T- Students need to know how to describe the operation of the front of house: to include layout, workflow, operational activities, stock control, dress code and safety and security.
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- Layout- The way in which the parts of something are arranged or laid out.T- Workflow- The way food passes through the kitchen from delivery to the dining room. T- Operation- The action of functioning or the fact of being active or in effect.T- Stock Control- The fact or process of ensuring that appropriate amounts of stock are maintained by a business, so as to be able to meet customer demand without delay while keeping the costs associated with holding stock to a minimum. | * T- Students need to already know what the style of food service depends upon
* P Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* P: Students need to already know how to turn on the oven.
* P: Students need to already know how to weigh ingredients.
* P: Students need to already know to place their product in the oven.
* P: Students need to already know to safely remove their product from the oven.
* P: Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision**

Theory: Health and Safety in hospitality and cateringPractical- Pastry Dessert (2 lessons) | * T- Students need to know the responsibilities of employees and employers in relation to Health and Safety at Work Act, Reporting Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Manual Handling Regulations and Personal Protective Equipment at Work Regulations (PPER).
* P- Students will know how to prepare a dish which meets both the brief and the target market.
 | T- HASAWA- The Health and Safety at Work etc Act 1974T- RIDDOR- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (referred to as 'RIDDOR') T- COSHH- Control of Substances Hazardous to Health 2002T- PPER- Personal Protective Equipment (PPE) at Work Regulations (PPER) 1992 | * T- Students need to already know the main Health and Safety legislation.
* P: Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* P Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
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 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
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 | Recall, revisit and activate opportunities within the lesson.Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. **Core Revision**

Theory- Food Related Causes of Ill Health: Final Choice of Exam Dishes | * T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* P- Students will know how to choose a dish which meets both the brief and the target market.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students need to already know that food can cause ill health.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Theory- Food Related Causes of Ill Health: Final Choice of Exam Dishes
 | * T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
* P- Students will know how to choose a dish which meets both the brief and the target market.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students need to already know that food can cause ill health.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Theory Exam Boost and Secure.

Final revision sessions.  | * Students will know how to describe the structure of the hospitality and catering industry.
* T- Students need to know how to describe the operation of the front of house: to include layout, workflow, operational activities, stock control, dress code and safety and security.
* T- Students need to know the responsibilities of employees and employers in relation to Health and Safety at Work Act, Reporting Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Manual Handling Regulations and Personal Protective Equipment at Work Regulations (PPER).
* T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
 | T- Microbes- A microorganism, especially a bacterium causing disease or fermentation.T- Chemicals- A distinct compound or substance, especially one which has been artificially prepared or purified.T- Allergies- A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive.T- Intolerance- An inability to eat a food without adverse effects | * Students will know how to describe the structure of the hospitality and catering industry.
* T- Students need to know how to describe the operation of the front of house: to include layout, workflow, operational activities, stock control, dress code and safety and security.
* T- Students need to know the responsibilities of employees and employers in relation to Health and Safety at Work Act, Reporting Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR), Control of Substances Hazardous to Health (COSHH), Manual Handling Regulations and Personal Protective Equipment at Work Regulations (PPER).
* T- Students will know that the food related causes of ill health include bacteria, microbes, chemicals, metals, poisonous plant, allergies and intolerances.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Coursework – Nutrition and Life Stages
 | * T- Students will know how to describe the function of a range of nutrients, stating role in the body plus accurate food sources.
 | T- Childhood- The time when someone is a child:T- Adulthood- The part of someone's life when they are an adultT- Later Adulthood- The part of someone's life when they are in the later stages of being an adult | * Students need to already know that there are different life stages and that diets vary according to the life stage.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Coursework – Nutrition and Life Stages
 | * T- Students will know how to describe the function of a range of nutrients, stating role in the body plus accurate food sources.
 | T- Childhood- The time when someone is a child:T- Adulthood- The part of someone's life when they are an adultT- Later Adulthood- The part of someone's life when they are in the later stages of being an adult | * Students need to already know that there are different life stages and that diets vary according to the life stage.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
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* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. T - Coursework – The Impact of Cooking on Nutritive Value
 | * T- Students will know how to explain how cooking methods

impact on nutritional value of their chosen dishes.* P- Students will know how to cook a dish which meets the requirements of the exam board brief.
 | T- Boiling- The action of bringing a liquid to the temperature at which it bubbles and turns to vapour.T- Steaming- The process or technique of cooking food by heating it in steam from boiling water.T- Baking- Cook (food) by dry heat without direct exposure to a flame, typically in an oven.T- Poaching- Cook by simmering in a small amount of liquid. | * Students need to already know some of the ways in which food can be cooked to make it palatable.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
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* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. T - Coursework - Dish Proposal Factors
 | * T- Students will know how to explain factors to consider

when proposing dishes for menus. | T Seasonality- Relating to or characteristic of a particular season of the year.T- Commodities- A raw material or primary agricultural product that can be bought and sold, such as copper or coffee.T- Equipment- The necessary items for a particular purpose.T- Provision- Supplies of food, drink, or equipment required for the task. | * Students need to already know some of the factors in menu planning.
* Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. T - Coursework - Plan production of dishes for a menu
 | * T- Students will know how to plan the production of dishes for a menu
 | T- Sequencing- Arrange in a particular order.T- Timing- The choice, judgement, or control of when something should be done.T- Mise-en-place- Preparation before starting to cook.T- Cooking- The practice or skill of preparing food by combining, mixing, and heating ingredients.T- Cooling- Having the effect of making something less warm or hot.T- Hot-Holding- The process of keeping the cooked food at a safe temperature while it is ready for service.T- Completion- The action or process of completing or finishing something.T- Serving- Present (food or drink) to someone. | * Students need to already know how to begin sequencing work.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. P - Practical Exam Week
 | * P- Students will know how to cook two dishes which meet the requirements of the exam board brief.
 | T- Sequencing- Arrange in a particular order.T- Timing- The choice, judgement, or control of when something should be done.T- Mise-en-place- Preparation before starting to cook.T- Cooking- The practice or skill of preparing food by combining, mixing, and heating ingredients.T- Cooling- Having the effect of making something less warm or hot.T- Hot-Holding- The process of keeping the cooked food at a safe temperature while it is ready for service.T- Completion- The action or process of completing or finishing something.T- Serving- Present (food or drink) to someone. | * Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Formal Exam setting with moderator. Students have 3 hours to cook all chosen exam dishes.  |
| 1. Assess the production of the presented dishes.
 | * T- Students will know how to provide a review of their planning, preparation, and cooking, highlighting areas of success and of potential further development.
 | T- Analyse- Examine (something) methodically and in detail. T- Planning- The process of planning activities or events in an organized way so that they are successful or happen on time.T- Preparation- The state of being ready for something that will happen, or an action taken to become ready.T-Cooking- The activity of preparing or cooking food.Highlight- To attract attention to or emphasize something important.Success- The achieving of the results wanted or hoped for.Development- the process of growing or changing and becoming more advanced. | * Students need to already know the brief and how to measure their skills against the exam board practical criteria.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Assess the production of the presented dishes.
 | * T- Students will know how to provide a review of their planning, preparation, and cooking, highlighting areas of success and of potential further development.
 | T- Analyse- Examine (something) methodically and in detail. T- Planning- The process of planning activities or events in an organized way so that they are successful or happen on time.T- Preparation- The state of being ready for something that will happen, or an action taken to become ready.T-Cooking- The activity of preparing or cooking food.Highlight- To attract attention to or emphasize something important.Success- The achieving of the results wanted or hoped for.Development- the process of growing or changing and becoming more advanced. | * Students need to already know the brief and how to measure their skills against the exam board practical criteria.
 | Recall, revisit and activate opportunities within the lesson.Teacher/ LSA support where necessary. |
| 1. Practical Sessions (On-going)
 | * P- Students will know how to cook a range of predominantly savoury dishes in order to upskill themselves.
 | T- Sequencing- Arrange in a particular order.T- Timing- The choice, judgement, or control of when something should be done.T- Mise-en-place- Preparation before starting to cook.T- Cooking- The practice or skill of preparing food by combining, mixing, and heating ingredients.T- Cooling- Having the effect of making something less warm or hot.T- Hot-Holding- The process of keeping the cooked food at a safe temperature while it is ready for service.T- Completion- The action or process of completing or finishing something.T- Serving- Present (food or drink) to someone. | * Students need to already know the Food Department routines and expectations including; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* Students need to already know how to turn on the oven.
* Students need to already know how to weigh ingredients.
* Students need to already know how to safely use a range of equipment.
* Students need to already know to place their product in the oven/ use the hob.
* Students need to already know to safely remove their product from the oven/ hob
* Students need to already know how to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |