

Oasis Media City Subject Curriculum Plan



	<i>Assessment Type:</i>	Written work assessed Test relating to theory work covered. Practical assessment	Written work assessed Test relating to all theory work so far. Practical assessment	Written work assessed Test relating to all theory work so far. Practical assessment	Written work assessed Test relating to all theory work so far. Practical assessment	Written work assessed Test relating to all theory work so far. Practical assessment	Written work assessed Test relating to all theory work so far. Practical assessment Mini project assessment End of year test
11	<i>Topic(s):</i> Analysis of the design brief.	<p>Introduction of Unit 2 Hospitality and Catering in Action</p> <p>Preparatory work for CAT</p> <p>LO1 - Understand the importance of nutrition when planning menus</p> <ul style="list-style-type: none"> • AC1.1 Describe functions of nutrients in the human body • AC1.2 Compare nutritional needs of specific groups • AC1.3 Explain characteristics of unsatisfactory nutritional intake • AC1.4 Explain how cooking methods impact on nutritional value <p>LO2 Understand menu planning</p> <ul style="list-style-type: none"> • AC2.1 Explain factors to consider when proposing dishes for menus • AC2.2 Explain how dishes on a menu address environmental issues • AC2.3 explain how menu dishes meet customer needs • AC2.4 plan production of dishes for a menu 	<p>CAT MOCK (if time allows) <i>*dependant on spec alterations announced due to covid and exam release date for first attempt</i></p> <p>Unit 1: The Hospitality and Catering Industry</p> <p>Recap of unit 1 content and cover outstanding AO work from previous year</p> <p>AO1 THE ENVIRONMENT IN WHICH HOSPITALITY AND CATERING OPERATES</p> <p>AO2 UNDERSTAND HOW HOSPITALITY AND CATERING PROVISIONS OPERATE</p> <p>AO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>AO4 Know how food can cause ill Health</p> <p>AO5 Be able to propose a hospitality and catering provision to meet specific requirements</p>	<p>General revision on all LO areas in Unit 1: The Hospitality and Catering Industry</p> <p>How to extend longer answer questions</p> <p>Written exam</p> <p>Unit 2 Hospitality and Catering in Action</p> <p>Review and prepare notes for NEA.</p> <p>Controlled assessment task</p> <p>Brief analysis Begin write up</p> <p>Practical exam practice Practical examinations</p> <p>LO3 Be able to cook dishes</p> <ul style="list-style-type: none"> • AC3.1 Use techniques in preparation of commodities • AC3.2 Assure quality of commodities to be used in food preparation • AC3.3 Use techniques in cooking of commodities • AC3.4 Complete dishes using presentation techniques • AC3.5 Use food safety practices 	<p>Unit 2 - Hospitality and Catering in Action</p> <p>Finish off any outstanding work and tweaking time plan.</p> <p>Practical exam practice Practical examinations</p> <p>LO3 Be able to cook dishes</p> <ul style="list-style-type: none"> • AC3.1 Use techniques in preparation of commodities • AC3.2 Assure quality of commodities to be used in food preparation • AC3.3 Use techniques in cooking of commodities • AC3.4 Complete dishes using presentation techniques • AC3.5 Use food safety practices <p>Completion/uplevelling of outstanding work and paperwork for NEA/Controlled Assessment</p> <p>Final hand in date: Friday 1st April 2022</p>	<p>Revision for Summer series of exams</p> <p>Unit 1: The Hospitality and Catering Industry</p> <p>How to extend longer answer questions</p>	<p>General revision on all LO areas in Unit 1: The Hospitality and Catering Industry</p> <p>How to extend longer answer questions</p> <p>Resit of the written exam</p>

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	<p><i>Key Words(1 p/wk):</i></p>	<p>Nutrition, Protein, Fat, Carbohydrate, Vitamins, Minerals, Waste, Dietary fibre (NSP), excess, deficiency, Childhood, Adulthood, vegetarian, vegan, allergies, intolerances, Diabetes, Lactose, Coeliac, food allergies, Boiling, Steaming, Baking, Grilling, Stir-fry, Roasting, Poaching, Seasonality, commodities, seasonal, provisions, client, imported, food miles, environment, quality, occasion, Table D'Hotes, A La Carte, Conservation, Reduce, reuse, recycle, Sustainability, Conservation, Reduce, reuse, recycle, Sustainability, Nutritional, Organoleptic, premium, Sequencing, Mise en place, Discuss, Appearance, taste, texture and aroma, Garnishing, plating, Portion control, Weighing and measuring, Chopping, Shaping, Peeling, Whisking, Melting, Rub-in, Sieving, Segmenting, Slicing, Hydrating, Blending</p>	<p>Residential, establishment, commercial, reputation, Michelin, profit, service, guerdion, venue, standards, ratings, roles, responsibilities, le sommelier, chef de partie, sous chef, suppliers, legislation, contract, economy, SWOT, Operation, workflow, hygienic, perishable, stock rotation, discrimination, diligence, legislation, personnel, chef de cuisine, sous chef, chef de partie, commis chef, safety, equipment, EPOS, leisure, discrimination, consumer, equality, responsibility, RIDDOR, COSHH, PPER, MHR, HASAWA, HSE, security, prohibition, risk, hazard, handling, Bacteria, food poisoning, contamination, poisonous, allergies, intolerance, coeliac, gluten, yeast, safety, anaphylaxis, diligence, symptoms, environmental, legislation, labelling Scenario, proposal, requirements, provision, customer, operation, financial, business, trends, documentation, cater, evidence, data, demand, competitors, diet, promotion.</p>	<p>See ht2 for unit 1 keywords See ht1 for unit 2 keywords</p>	<p>See ht1 for unit 2 keywords</p>	<p>Residential, establishment, commercial, reputation, Michelin, profit, service, guerdion, venue, standards, ratings, roles, responsibilities, le sommelier, chef de partie, sous chef, suppliers, legislation, contract, economy, SWOT, Operation, workflow, hygienic, perishable, stock rotation, discrimination, diligence, legislation, personnel, chef de cuisine, sous chef, chef de partie, commis chef, safety, equipment, EPOS, leisure, discrimination, consumer, equality, responsibility, RIDDOR, COSHH, PPER, MHR, HASAWA, HSE, security, prohibition, risk, hazard, handling, Bacteria, food poisoning, contamination, poisonous, allergies, intolerance, coeliac, gluten, yeast, safety, anaphylaxis, diligence, symptoms, environmental, legislation, labelling Scenario, proposal, requirements, provision, customer, operation, financial, business, trends, documentation, cater, evidence, data, demand, competitors, diet, promotion.</p>
	<p><i>Link to context/Character:</i></p>	<p>Listening Communication Independence Accurate weighing, measuring, timing Life skills - Cooking skills</p>	<p>Listening Communication Independence Accurate weighing, measuring, timing Life skills - Cooking skills</p>	<p>Listening Communication Independence Accurate weighing, measuring, timing Life skills - Cooking skills</p>	<p>Listening Communication Independence Accurate weighing, measuring, timing Life skills - Cooking skills</p>	<p>Listening Communication Independence Accurate weighing, measuring, timing Life skills - Cooking skills</p>

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	<i>Assessment Type:</i>	Assessment: Test relating to understanding of NEA work. Written work assessed. Practical assessments	Assessment: Test relating to understanding of NEA work. Written work assessed. Practical assessments	Assessment: Test relating to understanding of NEA work. Written work assessed. Practical assessments	Assessment: Test relating to understanding of NEA work. Written work assessed NEA PRACTICAL EXAM	Assessment: Test relating to all theory work so far. Written work assessed	Assessment: Test relating to all theory work so far. Written work assessed EXTERNAL EXAM
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Key Questions:

1. What is the overarching intent for your curriculum? – to expand knowledge and understanding within specific practical activities, providing all students with the opportunity to learn how to cook, as well as make informed decisions about their diet and health. It aims to introduce learners to basic practical skills including the necessary organisation skills when preparing and cooking food and the implementation of safe and hygienic practices. The Hospitality and Catering specification thoroughly embeds careers. The qualification requires learners to develop sound practical food preparation skills which will be assessed in the NEAs and equip them with crucial skills needed in life. Students are required to plan, prepare and cook dishes to meet specific requirement. The Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study
2. How does this curriculum build student’s knowledge of the world around them both locally and nationally? – The curriculum is open and enables students to learn various cooking skills, understand the jobs available within the food industry. The work promotes a growing awareness of social, moral, cultural and environmental issues. The dishes we produce in lesson are from different cultures and throughout they are encouraged to think about and gain an understanding of where food produce comes from (farm grown, processed, manufactured, reared). Considerations are taken of the wider world and how food locality, sustainability, food miles, and ecological footprint etc. has an impact. Students will gain the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. Embedded throughout is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Students will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication
3. How is this curriculum designed to engage students and develop a passion for the subject? -using a combination of theory and practical lessons, with elements added where they have free choices when making recipes. This provides students with a rich food curriculum and embeds the knowledge and skills required to continue at GCSE level.
4. How does this curriculum cater for the needs of our students? – covers various food types and cooking methods/skills to develop their knowledge and understanding. The lessons provided cover the following themes:
 - food preparation and cooking skills, such as knife skills, control of basic equipment (grater, peeler, kettle, can opener, sieve, whisk, etc.), control of oven, hob, grill, use of refrigeration, etc.
 - How to work safely.
 - Food hygiene (including how to wash up, dry and store equipment).
 - Key nutritional principles, including the eatwell plate, the importance of macronutrients (protein, fats, carbohydrates), micronutrients (vitamin and minerals), dietary fibre, water –all at a basic level.
 - An awareness of dietary needs, e.g. at different life stages, vegetarians, allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups.
 - Simple ingredient function and food science terms, such as aeration, foaming, coagulation, etc.

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- Familiarity with the basic principles of how to conduct a food science investigation.
 - Knowledge and understanding of ingredients and food provenance.
 - A growing awareness of social, moral, cultural and environmental issues.
 - An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes.
 - Sensory testing and evaluation.
 - Time management skills, including basic dovetailing when conducting practical tasks.
 - skills required for independent learning and development
 - a range of generic and transferable skills – the ability to solve problems
 - the skills of project based research, development and presentation
 - The fundamental ability to work alongside other professionals, in a professional environment.
5. How is assessment used to improve learning? – Practical observations are carried out by staff and peers to check on the progress and development of the skills that they acquire throughout. It is encouraged to develop independence and accuracy when cooking and following a recipe. Students will produce self-evaluations when reflecting on their practical ability and assess what went well and what improvement can be made. Assessment of the theory work is carried out in line with the school marking policy to review the work carried out, check level of understanding and provide written feedback.
 6. What skills will students develop that can be used in other subject areas and beyond their school life? During the food, lessons the skills embedded throughout include numeracy, literacy, cooking skills, nutritional understanding. Number calculations: weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves. Measurement: weight of ingredients, size of food when cutting/slicing/dicing. Reading: - reviewing and develop own and others work. Writing: - grammar, clear handwriting. Spelling: - key words are used correctly. Punctuation: written evidence appropriately punctuated. Speaking and Listening: - feedback from Q & A, reviewing own and other work
 7. How is learning planned to progressively develop pupil's knowledge and understanding over time? – the ks3 curriculum has been designed to have direct links to the work that will be carried out at ks4 and GCSE, by introducing theory that covers a wide range of topics from the start, to embed knowledge and understanding. Practical throughout run alongside the theory lessons to support learning.
 8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling? – Knowledge is chunked into 'topics', but recapped throughout in starter tasks and K.O tests. Each year the topics are looked at in greater depth to build on students understanding of subject knowledge. This is revisited at KS4 to check for deeper understanding and to consolidate their learning.
 9. How is this curriculum adapted to cater for the needs of students with different starting points? – Theory differentiated for learners needs. Relevant extension work to be set through independent learning. Differentiation by outcome. Writing frame for low ability. Higher – detail within written explanation – more examples given. Additional time is given to those that needed it. We use a buddy up system when cooking for those that require it, during practical's all can achieve the outcome at various levels.
 10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively? – keeping up to date with CPD and course changes/updates received via email from Eduqas. Off-site training to ensure effective moderation of GCSE work. We also have links with Oasis Oldham and their food department that enables us to share best practises. Along with this direct links and support is shared through the membership of both he Hospitality and catering food teachers in secondary schools group and also the Food teacher's centre UK group.