



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<p>Practical skills</p> <p>Spring rolls</p> <p>Soup and roll</p> <p>Chelsea buns</p> <p>Lasagne</p>	<p>To be able to stir-fry.</p> <p>Kneading and proving using yeast.</p> <p>Using complex skills to make an enriched dough</p> <p>Be able to reduce a tomato sauce.</p> <p>To be able to make a roux sauce.</p>	<p>Kneading</p> <p>Proving</p> <p>Enriched</p> <p>Reduction</p> <p>Roux</p> <p>Dough</p>	<p>A range of skills will be learnt though various dishes.</p> <p>Presentation skills will be incorporated into practical lesson.</p> <p>Portion control will be taught throughout.</p>	<p>Maths– measuring and weighing</p> <p>Literacy– following and reading methods and recipe’s</p>	<p>Ingredients will be sourced and checked for quality before practical lessons.</p>
<p>1.4.1 Food related causes of ill health</p>	<p>Understand how bacteria can cause ill health.</p> <p>Know how to avoid food contamination.</p> <p>Understand how chemicals contaminate food.</p> <p>Be able to state the 7 common types of food poisoning.</p> <p>Be able to relate the food poisoning species to food types and symptom types.</p> <p>Be able to identify potential sources of pathogens from description of symptoms and foods consumed.</p> <p>Understand the difference between an allergy and an intolerance.</p>	<p>Bacteria</p> <p>Poisonous</p> <p>Allergen</p> <p>Intolerance</p> <p>Bacillus Cereus</p> <p>Campylobacter</p> <p>Clostridium Perfringens</p> <p>E-coli</p> <p>Listeria</p> <p>Salmonella</p> <p>Staphylococcus aureus</p>	<p>Pupils will look at biological, chemical and physical causes of food spoilage.</p> <p>Understand how chemicals get into food and their effects.</p> <p>Understand how bacteria can cause ill health.</p> <p>Knowledge will be tested with an end of unit assessment.</p> <p>Pupils will understand the main food poisoning bacteria, how they grow and survive (time, moisture, warmth, food)</p> <p>Understand allergies and intolerances, the symptoms and signs and the differences.</p> <p>Understand the food labelling laws, food safety legislation and food hygiene.</p>	<p>Science– bacteria and microbes</p> <p>Literacy– key words and literacy</p>	<p>Develop understanding further with revision for end of unit assessment.</p> <p>Exam style questions.</p> <p>Researching case studies.</p>



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<p>1.4.2 Symptoms and signs of food induced ill health.</p>	<p>Understand the difference between an allergy and an intolerance.</p> <p>Be able to identify visible and non visible symptoms of food induced ill health.</p> <p>Understand the symptoms and be able to identify them from photographs.</p>	<p>Allergens</p> <p>Intolerances</p> <p>Anaphylactic shock</p> <p>Bloating</p> <p>Breathing</p> <p>Swelling</p>	<p>Understand the difference between an allergen and intolerance.</p> <p>Identify the symptoms of an allergic reaction.</p> <p>View symptoms (visible and non visible) from images and be able to identify.</p> <p>Complete a chart of food-induced ill health types: name the bacteria, chemical, allergy or intolerance, where it is found, state the effects these would have on the person.</p> <p>This can be linked to 1.4.1 and taught as a continuation.</p>	<p>Literacy– key words</p>	<p>Develop understanding further with revision for end of unit assessment.</p> <p>Exam style questions.</p>



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Practical skills Assessment dish Calzone Sticky toffee pudding Mince pie/ Christmas recipe	Kneading and proving using yeast. Using complex skills to make an enriched dough Be able to make a pastry. Be able to use the rubbing in method. Safely use ovens and hobs to create dishes. Work independently following a method.	Kneading Proving Enriched Dough	A range of skills will be learnt though various dishes. Presentation skills will be incorporated into practical lesson. Portion control will be taught throughout.	Maths– measuring and weighing Literacy– following and reading methods and recipe’s	Ingredients will be sourced and checked for quality before practical lessons.
1.4.3 Preventative control measures of food-induced health	Understand the control measures to prevent food-induced ill health. Be able to identify what cross contamination is and how to prevent this. Understand correct temperatures for delivery, storage, preparation and service. Physical contamination.	Cross contamination Food-induced Ill health Storage	Make notes on hand washing, PPE, uniform, colour coded equipment. Look at different storage areas to prevent cross contamination. Removal of waste, signs of contamination and use of chemical cleaning products. Look at COSHH and be able to fill in relevant paper work. Be able to follow food safety rules– this will also be shown in practical lessons and emphasised by the teacher. Exam questions. Mini end of unit assessment. Retrieval tasks at the start of lesson.	Science– microbes Literacy– key words and questions	Develop understanding further with revision for end of unit assessment. Exam style questions.



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<p>1.4.4 The Environmental Health Officer (EHO)</p>	<p>Know how the EHO enforces environmental health laws.</p> <p>Understand the responsibilities of the EHO.</p> <p>Know all relevant legislation and how this is enforced.</p> <p>Understand the food hygiene rating system and how establishments gain this.</p>	<p>Environmental health officer</p> <p>Legislation</p> <p>Law</p> <p>Responsibilities</p> <p>Establishments</p> <p>Hygiene</p>	<p>Understand the role of the EHO and explain their responsibilities.</p> <p>Watch an episode of BBC the food inspectors to see an EHO in action—answer questions relating to this.</p> <p>Explain in depth the role of the EHO.</p> <p>Understand how to fill in relevant legislation.</p> <p>Legal requirements and prosecutions.</p> <p>Scenario’s relating to the EHO.</p> <p>End of unit assessment.</p> <p>Retrieval at the start of lesson.</p>	<p>Literacy</p>	<p>Exam style questions.</p>



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<p>Practical skills Cottage pie Focaccia Jambalaya Homemade ice cream/ Brownies Garnishes</p>	<p>Kneading and shaping. Using complex skills to make a homemade ice cream. Be able to manage recipe's and check cooking times. Safely use ovens and hobs to create dishes. Work independently following a method.</p>	<p>Kneading Shaping Freezing Baking Reducing Independence</p>	<p>A range of skills will be learnt though various dishes. Presentation skills will be incorporated into practical lesson. Portion control will be taught throughout.</p>	<p>Maths– weighing and measuring Literacy– following and reading methods and recipe's</p>	<p>Ingredients will be sourced and checked for quality before practical lessons.</p>
<p>1.1.1 Hospitality and catering providers</p>	<p>Know and understand the two different types of Hospitality and Catering provisions: commercial and non-commercial. Know the types of service in commercial and non-commercial provision. Understand standards and ratings.</p>	<p>Commercial Non-commercial Residential Non-residential Service Standards Ratings Michelin Rosette</p>	<p>Note taking on types of establishments. Look at food provided by stadiums, concert halls and tourist attractions, pop ups, vending machines. Look at provisions provided in a Michelin restaurant (programme and questions) Scenarios in which the students have to identify what establishment it is. Map of the local area, highlight the different establishments. Mini assessment at the end of topic. Potential visit or speaker.</p>	<p>Literacy– key words.</p>	<p>Exam style questions.</p>



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<p>1.1.2 Working in the Hospitality and Catering industry</p>	<p>Understand types of employment roles and responsibilities within the industry.</p> <p>Know and understand specific personal attributes, qualifications and experience an employer would look for.</p>	<p>Employment Responsibility Qualification Attributes</p>	<p>Introduce the kitchen brigade including roles and qualifications/ attributes.</p> <p>Be able to identify job roles.</p> <p>Potential guest speakers.</p> <p>Design and create job adverts for two jobs in the kitchen brigade.</p> <p>Poster of the kitchen brigade structure.</p> <p>Role play of job roles.</p> <p>Mini assessment.</p> <p>Exam questions.</p>	<p>Literacy</p>	<p>Exam questions</p> <p>Revision for mini assessment</p>
<p>1.1.3 Working conditions in the Hospitality and Catering industry.</p>	<p>Understand employment contracts and working hours.</p> <p>Understand the supply and demand of the Hospitality and Catering industry.</p>	<p>Employment Contract Flexible Sickness pay Industry</p>	<p>Explore different working contracts and rates of pay.</p> <p>Look at job adverts and scenario's and understand what type of person would benefit from that role.</p> <p>Look at job adverts and be able to identify the role, type of contract, permanent or temporary, salary.</p> <p>Look at jobs within tourist areas. Who would be suitable for jobs that fluctuate i.e. seasonal.</p> <p>Exam questions.</p> <p>Retrieval questions.</p> <p>Mini end of unit assessment.</p>	<p>Literacy</p>	<p>Revision for mini assessments</p> <p>Exam questions.</p>



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<p>1.1.4 Contributing factors to the success of Hospitality and Catering provisions.</p>	<p>Know the basic costs incurred within the Hospitality and Catering industry.</p> <p>Understand basic calculation of gross profit.</p> <p>Be aware how the economy can impact business.</p> <p>Be aware of the importance of environmental needs and the environmental impact.</p> <p>Understand how technology impacts the hospitality and catering industry in a positive way.</p> <p>Understand the positive and negative impacts that media types can have.</p>	<p>Profit</p> <p>Economy</p> <p>Environmental</p> <p>Media</p> <p>Impact</p> <p>Positive</p> <p>Negative</p>	<p>Explore basic costs of running provisions including labour, material costs, overheads.</p> <p>Look at case studies of business owners.</p> <p>Makes notes on the economy and how this effects provisions. Pupils can look at a case study and the implications– e.e. coronavirus.</p> <p>Pupils will makes notes on environmental issues regarding waste, packaging, production, transport, storage.</p> <p>Pupils will understand the 3 R’s.</p> <p>Look at a cashless system and why it is used.</p> <p>Pupils will look at media and the positive and negative impact. They will be given press examples and discuss how this effects the business.</p> <p>They will look at reviews of local businesses.</p> <p>Exam questions.</p> <p>End of unit assessment.</p>	<p>Literacy</p>	<p>Exam questions.</p> <p>Revision.</p> <p>Business research.</p>



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Practical skills Fresh pasta Reduced tomato sauce. Meringue kisses Chicken kiev	Be able to manage recipe's and check cooking times. Safely use ovens and hobs to create dishes. Work independently following a method.	Kneading Shaping Freezing Baking Reducing Independence	A range of skills will be learnt though various dishes. Presentation skills will be incorporated into practical lesson. Portion control will be taught throughout.	Maths– weighing and measuring Literacy– following and reading methods and recipe's	Ingredients will be sourced and checked for quality before practical lessons.
1.2.1 The operation of the front and back of house.	Understand the operational requirements of the front of house and workflow of the kitchen. Understand equipment and materials used within a provision/kitchen. Know about documentation and administration requirements.	Workflow Provision Documentation Administration.	Develop an awareness of the operations of the front of house and work flow. Discussions of work flow and why provisions are set out in certain ways. Identify large and small catering equipment, and say the function. Be able to fill in relevant forms for stock control, ordering and invoice forms. Be able to organise and understand FIFO– link to own kitchen practice. Look at health and safety documents and how to fill these in. Exam questions. Retrieval questions. Mini end of unit assessment.	Literacy	Exam questions. Revision.



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1.2.2 Customer requirements in hospitality and catering.	Know and understand how hospitality and catering provision meets the requirements of customer needs, rights, inclusion and equality.	Rights Inclusion Equality	Notes on customers needs. This can include birthdays (bringing cakes out, proposals, organising surprises). Specialist equipment for customers. Accommodation– this can be linked to 1.1.1, quiet rooms for business workers, family rooms, access rooms. Pupils will look at scenario’s to see how they could meet customers needs.	Literacy	Pupils should review all disabled access offered in and around shops and hospitality and catering provisions, they should make a note of these and feedback on how these facilities are meeting or failing the needs of disabled customers.
1.2.3 Hospitality and Catering provision to meet specific requirements	Know and understand how hospitality and catering provision adapts to satisfy the ever-changing climate.	Lifestyle Nutrition Dietary needs Expectations Demographics	Note taking in lesson on the topic. Learners should know and understand the different dietary requirements and nutritional needs of different customers. Creating menu’s for different customer needs. Case study different customer demographics. Mini end of unit assessment.	Literacy	Revision. Exam questions.



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<p>Practical skills</p> <p>Meringue kisses</p> <p>Chicken kiev</p> <p>Lemon meringue Pie</p> <p>Sweet and sour chicken</p> <p>Assessment dish</p>	<p>Be able to manage recipe's and check cooking times.</p> <p>Safely use ovens and hobs to create dishes.</p> <p>Work independently following a method.</p>	<p>Kneading</p> <p>Shaping</p> <p>Freezing</p> <p>Baking</p> <p>Reducing</p> <p>Independence</p>	<p>A range of skills will be learnt though various dishes.</p> <p>Presentation skills will be incorporated into practical lesson.</p> <p>Portion control will be taught throughout.</p>	<p>Maths– weighing and measuring</p> <p>Literacy– following and reading methods and recipe's</p>	<p>Ingredients will be sourced and checked for quality before practical lessons.</p>
<p>1.3.1 Health and safety in hospitality and catering provision.</p>	<p>Be aware of the responsibilities for personal safety in the workplace of employers and employees in relation to the following:</p> <p>COSSH</p> <p>Health and Safety at Work Act</p> <p>Manual handling</p> <p>RIDDOR</p> <p>Risks to health and safety</p> <p>Be able to complete the following documentation:</p> <p>Accident forms</p> <p>Risk assessments.</p>	<p>Responsibility</p> <p>Health</p> <p>Safety</p> <p>Manual handling</p> <p>Risks</p> <p>Accident</p>	<p>Note taking on the topic.</p> <p>Look at case studies where businesses have committed malpractice.</p> <p>Discuss employers and employees responsibilities.</p> <p>Complete mock up risk assessments.</p> <p>Identify safety symbols.</p> <p>Identify nnnnnhh the level of risks (low, medium, high)</p> <p>Complete a accident form.</p>	<p>Literacy.</p>	<p>Revision</p> <p>Exam questions.</p>



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1.3.2 Food safety	<p>Understand the principles of hazard analysis and critical control points (HACCP).</p> <p>Be able to remove risks or reduce to safe levels.</p>	<p>HACCP</p> <p>Critical</p> <p>Control</p> <p>Risk</p> <p>Remove</p> <p>Safe</p>	<p>Look at HACCP in detail regarding purchasing, delivery, storage, preparation, serving, selling.</p> <p>Look at the correct process for HACCP.</p> <p>Identify hazards and what could go wrong.</p> <p>Look at CCP's.</p> <p>Fill in HACCP forms.</p> <p>Exam questions.</p>	Literacy	<p>Revision</p> <p>Exam style questions.</p>

