

KS4 Curriculum Plan 2022-23

TOPIC	LP1	LP2	LP3	LP4	LP5
	Unit 1 & 2	Unit 1 & 2	Unit 1 & 2	Unit 1 & 2	Unit 1 & 2
Year 10	<p>Knowledge</p> <p>Knowledge introduced:</p> <p>To know how micro-organisms grow and causes of food related ill health. To know the common types of food poisoning. To know the symptoms of food induced ill health. To know the hazards relating to food safety that can lead to food induced ill health of consumers. To know the methods of controlling food safety. To know the role and responsibilities of the Environmental Health Officer. To know the food safety legislation in relation to the regulations followed by businesses.</p> <p>Knowledge introduced:</p> <p>To know the types of hospitality and catering provision and the responsibilities of job roles within the industry; to know the different service types within the industry. The hierarchy of job roles for hospitality businesses and the kitchen brigade. To know the requirements for job roles in the industry. To know the advantages and disadvantages of employment contracts and working conditions. To know the impact of standards and ratings affecting the success of hospitality and catering providers.</p> <p>Knowledge introduced:</p> <p>To know the kitchen workflow structure. To know how kitchens are designed for effective and safe use, including kitchen workflow structure. To know about stock control, document and administration systems. To know the uses of various specialist equipment used in the kitchen. To know how to portion control and methods for portioning of food when serving. To know the staffing allocations within front of house. To know how hospitality and catering provision meets customer requirements. To know the risks to personal safety such as fire safety, personal safety and risk assessments.</p> <p>Knowledge introduced:</p> <p>To know about personal safety responsibilities in the workplace including HASAWA and RIDDOR. To know the responsibilities of employers and employees under personal safety regulations. To know the personal safety responsibilities in the workplace including COSHH, MHOR and PPER. To know the personal safety control measures through risk assessments. To know the functions of nutrients that make a healthy diet. To know the impact of unsatisfactory nutritional intake.</p> <p>Knowledge introduced:</p> <p>To know the impact of cooking methods on the nutrition content of food, post cooking. To know the nutritional needs of individuals at different life stages. To know the factors considered when planning a menu. To know the sensory factors when designing a menu. To know how to analyse the strengths & weaknesses of practical work.</p>				
	<p>Skills</p> <ul style="list-style-type: none"> •Preparation and cooking techniques and skills to make: •Eggcellent' challenge, Sweet or savoury Scones; brownies; decorated swiss roll; decorated layered sponge. •Butcher a chicken; marinated chicken pieces; enrobed chicken goujons; stuffed chicken breast; a range of potato sides. •Choux pastry and chocolate sauce; rough puff pastry plaits; shortcrust petit fours (lemon meringue pies); puff pastry product (custard slice). •Fresh pasta; lasagne with roux sauce; unleavened bread, koftas; tear and share bread. •Fillet a fish; battered fish; fish pie; presentation techniques. •Safe and hygienic working. •Analyse and propose dishes to meet a project brief. •Investigate past Unit 2 controlled assessment work and gain an understanding of what is expected. 				
	<p>Key Vocab</p> <p>ill health, bacteria, microbes, poisoning, metals, allergies, intolerances, salmonella, campylobacter, listeria, symptoms, EHO, food safety, regulations, legislations</p> <p>commercial, residential, kitchen brigade, front of house, contract, services, training, qualifications, remuneration, attributes, economy, environment, trends, contracts, standards, ratings, competition, demographics, location, profit, media.</p> <p>Workflow, covers, FIFO, equipment, stock control, documentation, administration, COSHH, dress code, safety, security, front of house, customer, need, requirements, expectation, market research, trends, rights & equality.</p> <p>Legislation, RIDDOR, COSHH, PPE, risk assessment, control measures, employee, employer, responsibilities, workplace, legislation, risk assessment, qualifications, training, business, establishments, cooking methods, techniques, revision, skills.</p> <p>Carbohydrates, protein, lipids, vitamins, iron, calcium, fibre, unsatisfactory intake, deficiency, life stage, medical condition, vegan, vegetarian, guidelines, coeliac.</p>				

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	Year 11	<p>Knowledge</p> <p>Knowledge introduced:</p> <p>To know the requirements of the Flip-flop brief. To know the functions of nutrients in the human body. To know types of catering and hospitality establishments and types of service. To know the characteristics of unsatisfactory nutritional intake. To know the job roles and requirements in the catering and hospitality industry. To know the dietary needs of specific groups of individuals. To know the working conditions of different types of job roles within the hospitality and catering industry. To compare the nutritional needs of two customers who will visit the Flip Flops complex. To know the factors effecting the success of hospitality and catering providers. To know how cooking methods impact on nutritional value. To know the impact of standards and ratings on the success of hospitality and catering providers.</p> <p>Knowledge introduced:</p> <p>To know the factors that need to be considered when proposing dishes for the Flip Flops brief. To know food related causes of ill health, bacteria growth and food poisoning. To know how to propose and analyse 4 suitable dishes that meet the Flip Flops brief. To know the symptoms and cause of ill health and how to control food safety hazards. To know how to propose and justify 2 final dishes that meet the Flip Flops brief. To know the role and responsibilities of the Environmental Health Officer and the food safety legislation. To know environmental issues and assess how they can be met by dishes on menus. To know how a kitchen should be designed for effective and safe use. To know how the proposed menu dishes meet the nutritional requirements of identified customer needs. To know about stock control, documentation and administration systems.</p> <p>Knowledge introduced:</p> <p>To know the operation of front of house. To know how hospitality and catering provision meet customer requirements. To know how hospitality and catering provision meets health and safety requirements. To know how to justify dish choices for practical examination. To know how to create a time and production plan for two of the proposed dishes. To know how to apply preparation and cooking techniques to make a suitable dish for Flip Flops brief. To know how to assess production plan progress following production of dishes to enhance the order of work. To know how to apply preparation, cooking and presentation techniques during practical examination.</p> <p>Knowledge introduced:</p> <p>To know how to create a time and production plan for two dishes. Revision of content delivered throughout Year 10 and Year 11. Completion of the externally set unit of work. To know personal safety responsibilities in the workplace including HASAWA and RIDDOR.. To know risks to personal safety such as fire safety. To know personal safety responsibilities in the workplace including COSHH, MHOR and PPER.</p>			
<p>Skills</p> <ul style="list-style-type: none"> •Preparation and cooking techniques to make and present suitable dishes for Flip Flops brief (U2: AC3.1-3.5). •Compare the nutritional needs of two customers who will visit the Flip Flops complex (U2: AC1.2). •Select two dishes to make for final assessment. Practice high level skills-based recipe in readiness for internal assessment. •Analyse 4 suitable dishes of choice for the Flip Flops brief. Outline chosen dishes for Unit 2 controlled assessment with reasoning; Apply planning skills to create a time and production method plan for the coursework dishes (U2: AC2.4). •Apply preparation, cooking and presentation techniques during practical examination (U2: AC3.1-2.5). 					
<p>Key Vocab</p> <p>Considerations, high level skills, functions, food sources, unsatisfactory intake, deficiency, excess, life stages, medical conditions, cooking methods, ill health, food poisoning, bacteria, EHO.</p> <p>Customer needs, production planning, allergies, measurements, requisitions, medical, lifestyle, brief, analyse, justify.</p> <p>Preparation, cooking, presentation, production, workflow, stock control, food safety, hygiene, cooking methods, nutritional content, review, revise, progress.</p> <p>Command words and vocabulary to support with the completion of examination questions.</p>					