

Eduqas: Hospitality and Catering Yr10

Topic: The hospitality and Catering Industry

Term 1-6

Year Group 10	Subject: HOSPITALITY AND CATERING
Prior learning- linked to National curriculum	<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to expose and support learners who want to learn about the hospitality and catering as a vocational sector and the potential it can offer them for their careers or further study. It is design to support pupils to develop skills to work in the catering sector, to have knowledge to food production and processing. This curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>
Rationale	<p>Students are required to sit an externally set exam to assess unit 1. A large amount of this is based on the hospitality and catering industry and is new information to students. Many have 'life experience' they can draw upon to aid with this, however others are lacking the cultural capital to support them, and therefore need much more explanation and to cover some aspects in more depth. By covering this unit in year 10 we have plenty of time to embed the understanding and respond to misconceptions. Unit 2 is more practical based and draws on the KS3 experiences of cooking skills and nutrition. By covering different aspects of LO3 cooking skills throughout year 10 and 11 students are able to keep up to date with this through the course. It also allows us to link cooking dishes to key times of the year, seasonality of ingredients etc. By the end of year 10 students are completing holistic projects which take into account their full understanding of the H+C industry building on everything they have learnt, meaning it has to come at the end. The projects completed at the end of year 10 are a great starting point for the assessment units completed in year 11. Students are given a design brief and have to design and cook a variety of dishes</p>

	<p>suitable for this scenario. Students are able to draw on all their practical experience from KS3 and 4 to show their absolute best work. If we did this earlier in the year they would still be perfecting their own style and approach to designing recipes as well as building confidence trying new cooking methods and ingredients so would not fulfil their full potential.</p>
<p>Common misconceptions</p>	<ol style="list-style-type: none"> 1. Hospitality <ul style="list-style-type: none"> ● Assuming that hospitality is only concerned with the provision of food ● There is limited career potential in the industry 2. Catering <ul style="list-style-type: none"> ● That all catering provisions are similar with a lack of variety and flair ● Catering is all about being a chef rather than creating a whole experience around food 3. Cooking Methods: <ul style="list-style-type: none"> ● Thinking that all dishes require the same cooking temperature and time. ● Believing that recipes are always exact and should not be adjusted to suit personal taste. ● Assuming that all cooking methods are suitable for all types of food. 4. Recipe Implementation: <ul style="list-style-type: none"> ● Thinking that all recipes are foolproof and will always turn out perfectly. ● Believing that they can skip steps in the recipe and still achieve the same results. ● Assuming that all ingredients can be substituted without affecting the final dish.
<p>Vocabulary:</p>	<p>Keywords: Hospitality; Catering; Profit; Commercial and Non Commercial; Job roles; In house catering; Back of house; Front of house; Macronutrients; Micronutrients; Seasonality; Nutrition through life stages; FIFO;</p>

Cultural Capital:	<p>There is flexibility to build in trips and real-world opportunities to put the learning in context within this course. These include:</p> <p>Hotel Visit to The Grand Hotel, as well as others; exploring the range a diversity of job roles</p> <p>Local Authority Environmental Health: Invited in to discuss job roles and food law enforcement.</p>
Key assessments- name the assessments	<p>Assessment 1 - Current knowledge and understanding of the hospitality industry</p> <p>Assessment 2 - Practical knife skills</p> <p>Assessment 3 - Practical</p>
What do children know/ can do now (EDSM)	<ul style="list-style-type: none"> ● State hazards and prevention methods for working in a kitchen. ● Select and use the correct equipment for a given task, and demonstrate safe and precise knife skills while presenting a selection of dishes. ● Understand the fundamentals of the Eatwell guide and the different food groups it contains. ● Ensure safe and hygienic preparation, storage, and presentation of foods from different parts of the Eatwell guide. ● Emerging: Be able to provide a limited range of information regarding the varying businesses that are classified as hospitality establishments. be able to independently follow a simple method of food production ● Developing: Be able to provide examples of profit and non profit organisations within the hospitality industry. Be able to explain the roles and responsibilities of key workers within the industry. be able to independently follow and produce a dish in a timely manner ● Secure: To be able to explain and provide examples of a range of different hospitality venues and state their commercial attributes. Be able to explain the range of jobs within a given sector of the hospitality industry. plan, produce and present a dish within a given time scale whilst following an existing method. modify ingredients to suits particular need or dietary requirement

	<ul style="list-style-type: none"> • Mastered: Explain different types of hospitality establishments ranging from profit to non profit, residential and non residential. Makes links between different provisions within the industry and explain the key differences. Understand the legal aspects of food safety and hygiene. Be able to detail a plan of preparation and produce a range of dishes with accompaniments within a given time period. • Students will be developing their cooking skills, with the difficulty levels increasing throughout the year in order to become independent, confident cooks, who ultimately will be able to create their own dishes in a range of different real-life scenarios. Alongside their practical mastery they will also become experts in the broader Hospitality & Catering Industry, in particular the Health & Safety aspects of running a business. They will be able to relate this learning to their practical work by applying elements like a risk assessment, COSHH management, food storage and food safety temperatures in their practical lessons. As the year progresses they should be more aware of the level of skills they are demonstrating in their cooking, knowing whether dishes are basic, medium or complex.
What amendments are you going to make following evaluation of this module?	to be reviewed after 1st year of delivery

Term 1 & 2	Unit 1 LO4: Know how food can cause ill health LO1: Understand the environment in which hospitality and catering providers operate	Unit 2 LO3: Be able to cook dishes. Developing and improving skills learnt at KS3.	Homework
	Gain an understanding of the different types of establishments and the types of foods that they	Produce dishes to be served on a range of different menus.	

	<p>produce for customers.</p> <ul style="list-style-type: none"> • describe the structure of the hospitality and catering industry • be aware of and be able to describe the job roles and working conditions. • explain the factors affecting the success of providers <p>LO5: Be able to propose a hospitality and catering provision to meet specific requirements. Introduction for students on how to complete this type of activity.</p> <p>Know how food can cause ill health.</p> <p>Candidates should be aware of and be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> • food-related causes of ill health • common types of food poisoning • symptoms of food induced ill health • food safety hazards in different situations • risks to food safety • control measures • food safety regulation 	<p>Students will look at presentation techniques and accompaniments for a range of dishes including:</p> <ul style="list-style-type: none"> vegetarian, vegan dishes dairy free gluten free low fat diets healthy school meals <p>Basic skills would be taught this first term:</p> <ul style="list-style-type: none"> • knife skills e.g. soups, salads, vegetable cuts • methods of cake making • yeast doughs • pastry making • sauces <p>Practical sessions: Based on Macronutrients - Carbohydrates</p> <p>Practical savory scones - Emphasis – knife skills –food product baking – garnishing</p> <p>Colour coded equipment.</p> <p>Practical sessions: Based on Macronutrients - Protein</p> <p>Quiche (dairy/calcium/carbohydrates/vegetable/ vitamins and minerals)</p> <ul style="list-style-type: none"> • shortening • dextrinisation • coagulation. <p>Emphasis on knife skills – preparation of veg – using food blender – lining – baking blind –</p> <p>Baking blind – garnishing</p> <p>Practical –pizza (seasonal ingredients) – dextrinization plasticity</p>	
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	<p>AC1.1 describe the structure of the hospitality and catering industry</p> <ul style="list-style-type: none"> • Types of provider • Types of service • Commercial establishments • Non-commercial catering establishments • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration) <p>Students are required to produce material that can be given to employees covering job details, working conditions including legal responsibility of personal safety of the employee and employer, covering dress code for front of house staff,</p> <p>Group activity small group activity. Presentation/PowerPoint/leaflet/poster group presentation</p>	<p>Students to draw a client to produce the pizza considering clients age and requirements. Meeting customer needs Emphasis – knife skills – using high risk food product – veg prep – blending – baking – garnishing – shaping – making sauce – bread making Colour coded equipment</p> <p>With emphasis on food safety and hygiene. Students should prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons. Students will develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>	
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Term 3&4	Unit 2 LO1: Understand the importance of nutrition when planning meals. LO2: Understand menu planning.	Use of commodities.	Homework
	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe the functions of nutrients • compare the nutritional needs of specific groups • explain what happens if you don't have a balanced diet • know how the different cooking methods impact on the nutritional value of foods • know the factors to consider when planning menus • be aware of environmental issues when cooking • explain how the dishes meet the customer needs • produce time plans for practical outcomes • be aware of how to check ingredients are of good quality 	<p>Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> • meat • fish • poultry • eggs • dairy • vegetarian alternatives <p>When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies.</p> <p>Practical sessions: Based on dietary needs</p> <p>Practical – Fishcakes and tarte sauce or white sauce Emphasis – knife skills – using high risk food product – veg prep – garnishing – shaping – filleting – binding – boiling – frying – baking – making emulsion Colour coded equipment.</p>	

		<p>Practical sessions: Based on Macronutrients and food choices linked to needs of specific groups</p> <p>Practical – Curry (all ages vegetarian) Emphasis – veg prep – meat alternative (corn) Marinating – boiling – simmering – producing sauce – garnishing</p> <p>Practical sessions: Based on Macronutrients</p> <p>Practical – Lasagne denaturation • gelatinisation Emphasis – veg prep – garnishing – layering – use of pasta machine – simmering – using cooker – sauce making – Roux sauce – de-boning – high risk food – coating – egg wash – colour coded equipment – reducing – baking</p> <p>Student's should continue to use a range of cooking techniques when preparing the dishes.</p>	
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Term 5&6	Unit 1	Unit 2	Homework
	LO1: Understand the environment in which hospitality and catering providers operate.	In small groups students will plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target	

	<p>LO2: Understand how Hospitality and catering providers operate.</p> <p>LO3: Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>Students will have the opportunity to meet with local businesses to learn more about the industry these will include visits from and to some of the following:</p> <ul style="list-style-type: none"> • local hotels • restaurants • food suppliers • event services <p>Guest speakers from:</p> <ul style="list-style-type: none"> • hotel management • event organisers • wedding planners • food suppliers • health and safety executive from local industry <p>Hygiene: discuss food poisoning emphasizing on:</p> <p style="padding-left: 40px;">Campylobacter Salmonella E-coli Clostridium perfringens Listeria Bacillus cereus Staphylococcus aureus</p>	<p>catering outlet.</p> <p>They will complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group.</p> <p>Students will also include environmental issues and food safety.</p> <p>Practical sessions: seasonality Practical – fish and chips Emphasis – knife skills – using high risk food product – veg prep – filleting – garnishing – batter -presentation Colour coded equipment</p> <p>Each student will produce an individual portfolio but the planning for the meal can be completed as a team.</p> <p>The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:</p> <ul style="list-style-type: none"> • meat/poultry/fish/vegetarian alternatives • eggs and dairy produce • cereals, rice, pasta, or flour • fruit and vegetables 	
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	Introduction Health and Safety at Work Act Linked to LO3 AC3.1 describe personal safety responsibilities in the workplace		
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