

Year 10	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
<p>Students will know and remember...</p>	<p>Food hygiene & safety practices - personal hygiene & safety (dress code) for both kitchen and front of house.</p> <p>Cooking methods (used in conjunction with practical lessons), job roles, personal attributes, types of establishment, dealing with customer complaints.</p> <p>Commercial kitchen equipment - uses/ health and safety</p> <p>Practical application of hygiene practices.</p> <p>Reasons for uniforms in the industry; chefs, front of house staff etc.</p> <p>Job roles across the industry; head chef, head receptionist, chamber staff etc.</p> <p>The difference between job roles, skills needed and personal attributes.</p> <p>The different types of catering & hospitality establishment, know the difference between commercial & non.</p> <p>Identify groups of people that would use these provisions. How to justify choice of provision in relation to a given scenario</p>	<p>HACCP</p> <p>EHO role & responsibilities</p> <p>Commercial kitchen equipment - uses/ health and safety</p> <p>Hospitality and catering provision for specific requirements</p> <p>Types of service; vending, counter, table, gueridon. What/where & advt/disad etc.</p> <p>How HACCP links to health and safety laws and legislation.</p> <p>Potential hazards in relation to food contamination from purchase to the serving of dishes.</p> <p>EHO - Role is to maintain public health by inspecting all food businesses and to ensure they uphold law/legislation.</p> <p>Process of EHO visits and inspection.</p> <p>Responsibilities of EHO e.g. Provide evidence in court to support a case. Provide advice on how to improve hygiene practices etc.</p>	<p>Food safety legislation:</p> <p>Risks and control measures for personal safety, Safety at work</p> <p>Special diets (choice and medical)/ allergies</p> <p>HASAW, COSHH, Food safety act, Manual handling, PPE etc.</p> <p>How food legislation links to specific job roles, e.g. what health and safety training a chamber person would need.</p> <p>Personal risks to health and safety in the workplace. How to reduce the risks, e.g. what are the employer and employee responsibilities to reduce the risks.</p>
<p>So that they can...</p>	<p>Independently cook main meals (Protein):</p> <p>Carbonara/vegetarian alternative, lasagne, Breakfast (using different cooking methods and</p>	<p>Independently use baking techniques:</p> <p>Assessment - Basic bread (to recall learning at KS3)</p> <p>Brownie, Quiche, treacle tart, decorated cake, mini</p>	<p>Assessment: Bolognese, meatballs or lasagne</p> <p>Group practical; pasta ravioli with filling & sauce - pasta made from scratch</p>

	<p>professional presentation), butchering a chicken, chicken wings with chips and coleslaw, salmon en croute (group practical), fish fileting, fish pie with accompaniment of veg</p>	<p>pavlova, pizza, More complex: chicken & mushroom pie, baked cheesecake and compote, lemon meringue pie, plus decorative techniques for puddings/accompaniments e.g. chocolate motif, tuile, coulis</p>	<p>ice - cream/sorbet with shortbread</p>
<p>And they will be able to...</p>	<p>Use all components of the cooker: hob, grill, oven.</p> <p>Use cooking methods; grilling, frying (shallow), baking, butchering, fileting</p> <p>Demonstrate skills in sauce making, chopping and presentation</p>	<p>Make dough/processes & techniques used with different types of dough; bread & pastry; kneading/shaping/rolling, baking blind,</p> <p>Demonstrate skills in timing & organisation, multi-tasking, e.g. chicken pie (pastry making, sauce making, chopping veg, sweating veg), presentation techniques: pastry crusts, cut shapes, decor for puddings, portion control</p>	<p>Independent practical assessment to support mock process & grades for reports - show progress made</p> <p>Take on leadership roles for group practicals- delegate tasks to other students. Making of pasta dough, rolling through machine, shaping. Basic Italian sauce is recap on sauce making.</p> <p>Shortbread is revisiting rubbing in (more complex dough), rolling out and shaping</p> <p>use of condensed ice-cream machines & processes involved in making ice-cream and sorbet</p>

Year 11	Autumn Term (Cycle 1)	Spring Term (Cycle 2)	Summer Term (Cycle 3)
<p>Students will know and remember...</p>	<p>Hospitality and catering in action.</p> <p>Nutrition; foods and functions, comparing nutritional needs, problems with nutritional excess and deficiency, cooking methods and nutritional losses & gains, menu planning considerations/ factors affecting, choice of dishes & justifications, environmental issues to consider, time plans.</p> <p>Start Controlled Assessment.</p> <p>Understanding the brief/scenario. Identifying the type of catering provision, the main target groups and consequently appropriate choice of dishes to focus all of the Cw on.</p>	<p>Complete Controlled Assessment CW.</p> <p>Prep for practical assessment</p> <p>Unit 2; Practical assessment</p>	<p>Prep for theory paper: Unit 1</p> <p>Ratings, e.g. rosette award</p> <p>Special diets/food labeling - revisit</p> <p>Environmental issues in the industry</p> <p>customer needs/requirements - how to cater for specific groups around given scenarios</p>