Class of 2025/2026 Curriculum Map

Food Technology (Hospitality and Catering)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Post 16 Study

This course aims to provide a multitude of experiences that will lead to many different careers and various routes into the Hospitality and Catering sector. Pupils will have a range of practical skills and understand cooking processes. They will understand seasonality and planning dishes for specific dietary requirements. They will understand bacteria, health and safety, hygiene and storing food safely. They will also know about bacteria, food poisoning and deficiencies in the body.

Year 11

Weeks 1–14	Weeks 15–26	Weeks 27–39
Unit 2 (Coursework) **LO1**: Understand the importance of nutrition when planning meals. **LO2**: Understand menu planning. **LO3**: Be able to cook dishes	Unit 1 (Exam Revision): Understand the environment in which Hospitality and Catering providers operate.	

AC1 and AC2 to be completed for the new brief.	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.	AC1.1 describe the structure of the hospitality and catering industry	AC1.2 analyse job requirements within the hospitality and catering industry	AC1.3 describe working conditions of different job roles across the hospitality and catering industry	AC1.4 explain factors affecting the success of hospitality and catering providers

Practical dishes and time plans are assessed against the WJEC framework. The practical dish is marked by the class teacher as an assessment and recorded on an observation sheet. A time plan must be submitted with the practical final piece. Practical lessons are marked and feedback given. Key dishes are used for assessment purposes. The practical element is the most significant in the coursework area.

There are a series of mock exams and class assessments to guage pupil's progress. Pupils are assessed on how well they can retain information and answer scenarios surrounding the hospitality industry, They sit a final exam in June and this is added to the coursework element 60%/40%.

Year 10

Weeks 1–7	Weeks 8–14	Weeks 15–26	Weeks 27–39
Unit 2 (Coursework) **LO1**: Understand the importance of nutrition when planning meals.	Unit 2 (Coursework) **LO2**: Understand menu planning.	Unit 2 (Coursework) **LO3**: Be able to cook dishes.	Unit 1 (Exam Revision): Understand the environment in which Hospitality and Catering providers operate.
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.	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.	AC1 and AC2 to be completed for the new brief. 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	AC1.1 describe the structure of the hospitality and catering industry AC1.2 analyse job requirements within the hospitality and catering industry AC1.3 describe working conditions of different job roles across the hospitality and catering industry AC1.4 explain factors affecting the success of hospitality and catering providers
Each area is assessed using the framework provided by WJEC for the Hospitality and Catering Course. All of AC1 is assessed against this frame work.	Each area is assessed using the framework provided by WJEC for the Hospitality and Catering Course. All of AC2 is assessed against this frame work.	Practical dishes and time plans are assessed against the WJEC framework. The practical dish is marked by the class teacher as an assessment and recorded on an observation sheet. A time plan must be submitted with the practical final piece. Practical lessons are marked and feedback given. Key dishes are used for assessment purposes. The practical element is the most significant in the coursework area.	There are a series of mock exams and class assessments to gage pupils progress. Pupils are assessed on how well they can retain information and answer scenarios surrounding the hospitality industry, They sit a final exam in June and this is added to the coursework element 60%/40%.

Year 9

Weeks 1–10	Week 11
Unit 3 - Principles of Nutrition What are **macronutrients** and how do they affect our diet? What are **micro nutrients** and how do they affect our diet? What are vitamins? Where can you obtain these and why are they important (deficiencies)?	Rotate
Assessment 1 - **Micro** and **Macro** Nutrient test Assessment 2 - Practical dish that demonstrates an understanding of **nutrient properties**. A balanced diet **time plan**.	

Year 8

Weeks 1–10	Week 11
Unit 2 - Bacteria & Hygiene, Dietary Needs What do **bacteria** need to multiply? What leads to **food poisoning**? How do you **store** food correctly? How can we cater for different types of dietary needs; **Vegetarian, Vegan, Religions, Intolerances, Allergies and Diabetes**? What are the effects of sustaining these diets?	Rotate
Assessment 1 - Bacteria Test Assessment 2 - Create a dish, showing a range of practical skills that caters for a person with dietary needs.	

Pre-secondary

Key stage 1 - use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.
Key stage 2 - understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

National Curriculum and Assessment Objectives

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Key stage 3 -

Understand and apply the principles of nutrition and health. cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes). understand the source, seasonality and characteristics of a broad range of ingredients.

Curriculum Principles

Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.

Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

Coherent – Makes explicit connections and links between the different subjects/experiences encountered.

Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)

Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.

Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.

Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.