

Class of 2024/2025 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 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 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. Unit 2 (Coursework) Unit I (Exam Revision): LOI: Understand the importance of nutrition when planning meals. Understand the environment in which Hospitality and Catering providers operate. LO2: Understand menu planning. LO3: Be able to cook dishes AC3.1 use techniques AC3.2 assure quality of AC1.2 analyse job requirements AC3.5 use food sa dishes using the hospitality and catering onditions of different job roles the new brief. in preparation of commodities to be used in food in cooking of within the hospitality and catering the success of hospitality and across the hospitality and preparation. catering industry There are a series of mock exams and class assessments to guage pupil's progress. Pupils are assessed on how well they can retain formation and answer scenarios surrounding the hospitality industry, They sit a final exam in June and this is added to the coursework. ractical dishes and time plans are assessed against the WJEC framework. The practical dish is marked by the class teacher as an assessment and recorded 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 element 60%/40%. assessment purposes. The practical element is the most significant in the coursework area. Unit 2 (Coursework) Unit 2 (Coursework) Unit 2 (Coursework) Unit I (Exam Revision): $\textbf{LOI:} \ Understand \ the \ importance \ of \ nutrition \ when \ planning \ meals.$ LO2: Understand menu planning. LO3: Be able to cook dishes. Understand the environment in which Hospitality and Catering providers operate AC2.1 explain factors to consider when proposing dishes for menus. AC2.2 explain how dishes on a menu address environmental issues. AC1.1 describe functions of nutrients in the human body AC3.2 assure quality AC3.4 complete AC1.1 describe the structure of AC1.3 describe working AC1.2 compare nutritional needs of specific groups. AC1 and AC2 to be completed for AC3.3 use techniq AC1.2 analyse job requirements AC3.1 use techniques in dishes using AC1.3 explain characteristics of unsatisfactory nutritional intake. AC2.3 explain how menu dishes meet customer needs. the new brief. in cooking of ithin the hospitality and cateri preparation of commodities used in food presentation industry across the hospitality and of hospitality and catering providers AC1.4 explain how cooking methods impact on nutritional value. AC2.4 plan production of dishes for a menu. industry There are a series of mock exams and class assessments to gage pupils progress. Pupils are assessed on how well they can retain information answer scenarios surrounding the hospitality industry, They sit a final exam in June and this is added to the coursework element 60%/40%. Practical dishes and time plans are assessed against the WJEC framework. The practical dish is marked by the class teacher as an pitality and Catering Course. All of AC2 is assessed against this frame worl pitality and Catering Course. All of AC1 is assessed against this frame work. marked and feedback given. Key dishes are used for assessment purposes. The practical element is the most significant in the

	,,,	coursework area.																		
Year 9	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.																			
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Pre- Key stage 1 - use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

ey 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

lerstand and apply the principles of nutrition and health. cook a repertorier of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Decome competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensials and electrical equipment; applying heat in different ways; using awareness of tastes, 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,

 anced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important. prous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline

rogression Model - Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more) priate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge

cussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject. vant - Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choice