

## Hospitality & Catering

# Year 10

| Term | Topic                                                                                 | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                               | Vocabulary                                                                                                                                                                                               | Assessment                                                                                                                                                                                  | Cross-Curricular Links                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Golden Threads                                                                                                                                                                                                                                                                                                                 | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 1    | <b>Understand the environment in which hospitality and catering providers operate</b> | <b>AC1.1.1 - Hospitality and catering providers</b><br><br>Types of provider, Types of service, Commercial establishments, Non-commercial catering establishments, Services provided, Where hospitality is provided at non-catering venues, Standards and ratings.                                                                                                                                                                                                                                                                                                                               | <b>Practical cooking</b><br><br><b>2.3.1</b> How to prepare and make dishes<br><br><b>2.3.3</b> Food safety practices<br><br><b>2.4.1</b> Reviewing of dishes | <b>Theory</b><br>Hospitality<br>Commercial Establishment<br>Residential Catering<br>Appropriate Expectation<br>Element<br>Accommodation Element<br><br><b>Practical</b><br>Julienne Crimp (seal) coating | <b>Assessment for Learning</b> - Questioning during discussions to gauge misconceptions.                                                                                                    | <b>Science</b> – function of ingredients, bacteria, contamination, safe handling of food.<br><br><b>Maths</b> – numeracy, weighing and measuring solids and liquids, units of measurement.<br><br><b>Business</b> – commercial vs non-commercial establishments<br><br><b>English</b> – writing reviews, standards and ratings<br><br><b>ICT</b> – booking systems, online ratings<br><br><b>Geography</b> – geographical information about businesses. Local, city, international. | Customer - The customer is central when exploring types of providers and services. Standards and ratings exist to measure customer satisfaction, and both commercial and non-commercial establishments aim to meet customer needs through quality, accessibility, and tailored experiences.                                    | <b>SMSC</b> - Promotes cultural understanding through diverse food services, encourages social responsibility via sustainability standards, fosters spiritual appreciation of traditions in hospitality settings, linking ethics and community values to industry practices.<br><br><b>Think Careers</b> – Hotel, Business Manager<br><br><b>Think Big Question</b> – Is providing luxury services essential to a business? (recap the word essential). Would a business still make profit if their was no hierarchy/authority within an establishment?<br><br><b>Earthshot</b> - Explore eco-certifications and sustainable standards (e.g., Green Key).                                                                                                      | AC1.1.1 introduces the foundation of the hospitality and catering industry by exploring provider types, services, and standards. Starting here gives learners essential context before studying job roles or working conditions. It builds industry awareness, vocabulary, and understanding of commercial vs non-commercial settings, which underpins all later units. This content also supports careers education and SMSC by highlighting diversity in services and ethical standards. |
| 2    | <b>Understand the environment in which hospitality and catering providers operate</b> | <b>AC 1.1.2 - Working in the hospitality and catering industry</b><br><br>Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)<br>Qualifications and experience, Personal attributes<br><br><b>AC1.1.3 - Describe working conditions of different job roles across the hospitality and catering industry</b><br><br>Working conditions, Different types of employment contracts, Working hours, Holiday entitlement, Remuneration (tips, bonus payments, rewards) Supply and demand (availability of trained staff, seasonality, location), | <b>Practical cooking</b><br><br><b>2.3.1</b> How to prepare and make dishes<br><br><b>2.3.3</b> Food safety practices<br><br><b>2.4.1</b> Reviewing of dishes | <b>Theory</b><br>Hierarchy<br>Purpose<br>Employee<br>Brigade<br>Employer<br>Attributes<br>Qualities<br>Qualifications<br><br><b>Practical</b><br>Tender<br>Fold<br>Reduction<br>uniform                  | <b>Assessment for Learning</b> - Questioning during discussions to gauge misconceptions.<br><br><i>Assessment of AC1.1.1 and AC1.1.2 – 63 mark paper. Feedback given. Examiners report.</i> | <b>RS</b> – religious needs of workers, dietary requirements.<br><br><b>PHSE</b> – equal rights of workers, hierarchy<br><br><b>Business</b> – organisational structures, recruitment<br><br><b>Maths</b> – wages, tips<br><br><b>PSHE/Careers</b> – skills, progression<br><br><b>Geography</b> – seasonality, supply<br><br><b>Health &amp; Social Care</b> – wellbeing, work-life balance                                                                                        | Customer - Job roles, qualifications, and personal attributes all revolve around delivering excellent customer service. From management to front-of-house, every role prioritises customer experience, requiring communication skills, professionalism, and adaptability to ensure customer expectations are met consistently. | <b>SMSC</b> - Encourages social skills through teamwork, cultural respect in diverse workplaces, and moral responsibility in fair pay and contracts. Promotes ethical awareness of rights, equality, and sustainability while fostering personal development and spiritual reflection on work-life balance and professional values.<br><br><b>Think Careers - Over 20 discussed and investigated</b> - Waiter/ Waitress / Chef / Dish Washer / Hotel Manager / Restaurant Manager / Housekeeper / Bartender – other members of front of house and back of house also discussed at length including qualifications, roles and attributes.<br><br><b>Think Big Question</b> -What would happen if their was no authority/hierarchy within a kitchen/ restaurant? | Learners explore job roles, qualifications, and personal attributes, building awareness of career pathways and employability skills. This supports progression into practical tasks and vocational contexts, while embedding PSHE and careers education.<br><br>Understanding contracts, pay, hours, and rights develops knowledge of employment law, wellbeing, and ethical practice. It prepares learners for real-world expectations and links to SMSC through fairness and equality.   |

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| 3    | <b>Understand the environment in which hospitality and catering providers operate</b> | <p><b>AC1.1.4 - Understand the contributing factors to the success of hospitality and catering provision</b></p> <p>Costs, Profit, Economy, Environmental, Technology, Overheads, basic costs, Customer service and service provision generally, Competition, the media.</p>                                                                                                                                                                                                        | <p><b>Practical cooking</b></p> <p><b>2.3.1</b><br/>How to prepare and make dishes</p> <p><b>2.3.3</b><br/>Food safety practices</p> <p><b>2.4.1</b><br/>Reviewing of dishes</p>                                                                                                   | <p><b>Theory</b><br/>Legislation<br/>Regulation<br/>Suitability<br/>Entitlement<br/>Bonus<br/>Fixed term<br/>Adequate<br/>Economy<br/>Responsibility<br/>Overhead<br/>Variable<br/>Rapport<br/>Demographic</p> <p><b>Practical</b><br/>Incorporated piping<br/>Stuffing<br/>caramelising<br/>Butterfly<br/>Zesting<br/>Bundt</p> | <b>Assessment for Learning</b> - Questioning during discussions to gauge misconceptions. | <p><b>Science</b> – function of ingredients, bacteria, contamination, safe handling of food.</p> <p><b>Maths</b> – numeracy, weighing and measuring solids and liquids, units of measurement, Overheads.</p> <p><b>Geography</b> – location, environment, tourism.</p> <p><b>Enterprise</b> – profit, costs, competition, media influence.</p> <p><b>Citizenship</b> – Understanding the concept of running a catering business, overheads, fixed term and variable bills , rates of pay for workers, holiday pay and how this relates to contracts of employment.</p> | <p>Customer - Customer loyalty drives business success. Meeting customer expectations through quality service, innovation, and sustainability ensures repeat business and positive reputation.</p>                                                                                                    | <p><b>SMSC</b> - Encourages social development through teamwork and communication, moral responsibility in delivering quality service, cultural respect for diverse customer needs, and spiritual growth by valuing shared experiences. Promotes ethical decision-making and personal responsibility in creating positive hospitality environments.</p> <p><b>Think Careers</b> – - Waiter/ Waitress / Chef / Dish Washer / Hotel Manager / Restaurant Manager / Housekeeper / Bartender – other members of front of house and back of house also discussed at length including qualifications, roles and attributes.</p> <p><b>Think Big Question</b> - Should tips and bonuses be shared across ALL staff, including chef/dishwashers? Or should they be given to those who served the customer?</p> | <p>This unit is taught early because it develops core employability skills, teamwork, communication, customer service, and problem-solving, that underpin practical tasks and future learning. Understanding how individual contributions affect overall success prepares learners for real-world scenarios and links directly to vocational expectations and workplace standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4    | <b>Food Safety in Hospitality and Catering</b>                                        | <p><b>AC1.4.1 - The causes of ill health</b></p> <p>Food allergies, Food intolerances, Bacteria, Chemicals, Allergies, Intolerances</p> <p><b>AC 1.4.2 - Describe the symptoms and signs of induced ill health</b></p> <p>Visible symptoms, Signs, Non-visible symptoms.</p> <p><b>AC 1.4.3 Preventative control measures of food-induced ill health:</b></p> <p>cross contamination, correct temperature in delivery, storage, prepare and service and physical contamination.</p> | <p><b>Practical cooking</b></p> <p><b>2.3.1</b><br/>How to prepare and make dishes</p> <p><b>2.3.2</b><br/>Presentation techniques</p> <p><b>2.3.3</b><br/>Food safety practices</p> <p><b>2.4.1</b><br/>Reviewing of dishes</p> <p><b>2.4.2</b><br/>Reviewing own performance</p> | <p><b>Theory</b><br/>Spoilage<br/>Contamination<br/>Intolerance<br/>Allergen<br/>Liable<br/>Condition<br/>Pathogen<br/>Symptom<br/>Poisoning<br/>Substitute<br/>Induced</p> <p><b>Practical</b><br/>Filleting/ debone<br/>Marinade<br/>Sautéing<br/>shaping</p>                                                                  | <b>Assessment for Learning</b> - Questioning during discussions to gauge misconceptions. | <p><b>Science</b> – function of ingredients, bacteria, contamination, safe handling of food, viruses.</p> <p><b>Maths</b> – numeracy, weighing and measuring solids and liquids, units of measurement.</p> <p><b>Literacy</b> – reading and extracting information of a text, compare and contrast an argument.</p> <p><b>RS</b> – religious needs of workers, dietary requirements.</p>                                                                                                                                                                               | <p><b>Customer</b> - Understanding how to use essential and more specialist cooking equipment safely. Use a range of ingredients and skills to build a repertoire of dishes. Develop an understanding of more complex preparation and cooking skills that meets the needs of the <b>customer</b>.</p> | <p><b>SMSC</b> – Encourages social awareness, cultural respect, and moral responsibility in safe food handling. Promotes hygiene, allergy management, and cross-contamination prevention while fostering care, professionalism, and personal development through practical, hands-on cooking experiences.</p> <p><b>Think Careers</b> – Executive Chef, Sous Chef, Commis Chef, Chef de Partie</p> <p><b>Think Big Question</b> – What would happen in a world where there was no laws surrounding food safety? Who would be to blame if someone was seriously harmed by food bacteria?</p>                                                                                                                                                                                                            | <p>After completing AC1.1, learners move into food safety so they understand how poor practice can cause harm in hospitality settings. They begin by exploring the causes of food-related ill health, including bacteria, chemicals, physical hazards, allergies and intolerances, developing awareness of the risks that must be controlled in professional environments.</p> <p>They then study the symptoms and signs of illness, helping them recognise the consequences for customers and the responsibilities staff have to protect them. This leads into learning about preventative control measures, such as recall of correct temperatures, safe storage and preparation, and avoiding cross-contamination. (previous KS3 content, but this time relating more closely to industry establishments).</p> <p>Practical lessons reinforce this theory by giving learners opportunities to prepare and make dishes safely, apply effective presentation techniques, and embed strong hygiene routines. They finish the term by reviewing their dishes and evaluating their own performance, helping them build the reflective and professional skills needed for further progression.</p> |

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| 5    | <b>Food Safety in Hospitality and Catering</b> | <b>AC1.4.4 – Roles and Responsibilities of the EHO</b><br><br><b>Roles:</b> Enforcing environmental health laws<br><b>Responsibilities:</b> Inspecting businesses for food safety standards.<br><b>Legislation:</b> Food Safety Act, Food Safety (General Food Hygiene Regulations), Food Labelling Regulations<br><br><b>AC1.3.1 – Food Safety: HACCP</b><br><br><b>HACCP:</b> Identify critical control points and reduce risks, decide actions if issues occur, complete HACCP documents, maintain records to show procedures are working | <b>Practical cooking</b><br><br><b>2.3.1</b><br>How to prepare and make dishes<br><br><b>2.3.2</b><br>Presentation techniques<br><br><b>2.3.3</b><br>Food safety practices<br><br><b>2.4.1</b><br>Reviewing of dishes<br><br><b>2.4.2</b><br>Reviewing own performance | <b>Theory</b><br>Abide<br>Due diligence<br>Consequence<br>Legislation<br>Risk<br>Analysis<br>Mandatory<br>Physical<br>Chemical<br>Allergenic<br>Guideline<br><br><b>Practical</b><br>bain-marie<br>Fragrant<br>Gristle | <b>Assessment for Learning -</b><br>Questioning during discussions to gauge misconceptions.<br><br><i>Assessment of Ac1.1 and Ac1.4– 63 mark paper.</i> | <b>Science</b> – function of ingredients, bacteria, contamination, safe handling of food, viruses.<br><br><b>Maths</b> – numeracy, weighing and measuring solids and liquids, units of measurement.<br><br><b>Literacy</b> – reading and extracting information of a text, compare and contrast an argument.<br><br><b>RS</b> – religious needs of workers, dietary requirements.                                                                                                                                            | <b>Customer</b> - ensuring food safety standards are met, protecting <b>customers’</b> health, responding to complaints, and maintaining trust through safe, compliant food practices.<br><br>Identifying and controlling risks in food preparation, ensuring products are safe to eat, maintaining high-quality standards, and providing confidence and reassurance to <b>customers</b> . | <b>SMSC</b> – Encourages social awareness, moral responsibility, and cultural respect in food preparation. Promotes care, diligence, and integrity while reinforcing these values through practical, hands-on cooking activities that embed safe, hygienic, and professional practices.<br><br><b>Think Careers</b> – EHO in great detail – Business owners – Job role, qualifications, and qualities needed. All other job roles mentioned when discussing risks and the safety of employees.<br><br><b>Think Big Question</b> – What problems might we face if out-of-date food could still be sold in shops | Building on Term 3, this term continues to develop learners’ understanding of food safety, focusing on how poor practice can cause harm in hospitality settings. Learners explore the roles and responsibilities of Environmental Health Officers, relevant legislation, and the principles of HACCP, linking theory to real-world industry standards. Practical lessons, including AC2.3.1–2.3.3 give learners hands-on experience in safe preparation, hygiene, and portion control, reinforcing theory while promoting teamwork, care, and professionalism.<br><br>The term also emphasises the impact of food waste and sustainability, encouraging responsible use of ingredients and embedding hygiene routines. By reviewing and evaluating their practical work, learners develop reflective skills and an awareness of customer safety, ethical practice, and environmental responsibility, ensuring a strong foundation for further study and progression in hospitality. |
| 6    | <b>Understand the importance of nutrition</b>  | <b>AC 2.1.1</b> - Understanding the importance of nutrition<br><br><b>The function of nutrients and have an awareness of the need for a balanced/varied diet:</b><br>Macro-nutrients, Micro-nutrients, including vitamins and minerals.                                                                                                                                                                                                                                                                                                      | <b>Practical cooking</b><br><br><b>2.3.1</b><br>How to prepare and make dishes<br><br><b>2.3.2</b><br>Presentation techniques<br><br><b>2.3.3</b><br>Food safety practices<br><br><b>2.4.1</b><br>Reviewing of dishes<br><br><b>2.4.2</b><br>Reviewing own performance | <b>Theory</b><br>function<br>releasing<br>insulate<br>repair<br>summarise<br>soluble<br>deficiency<br>absorbed<br>Density<br>hydrate<br>Nutritional<br><br><b>Practical</b><br>Gelatinisation<br>Uniform<br>Dovetail   | <b>Assessment for Learning -</b><br>Questioning during discussions to gauge misconceptions.<br><br><i>Assessment links to WJEC Unit 2 criteria.</i>     | <b>Science:</b> Understanding macro and micro-nutrients, vitamins, minerals.<br><br><b>Maths:</b> Calculating portion sizes, nutritional content.<br><br><b>PSHE/Health Education:</b> Promotes awareness of balanced diets, healthy eating habits, and the impact of nutrition on wellbeing.<br><br><b>English:</b> Reading, interpreting, and evaluating recipes, instructions, and nutritional information.<br><br><b>Geography:</b> Links to global food sources, seasonal ingredients, and sustainable food production. | Customer - Understand the importance of nutrition, helping students to create meals that meet customer needs, preferences, and dietary requirements. Practical dishes allow students to apply this knowledge in producing safe, enjoyable, and nutritionally balanced meals for others.                                                                                                    | <b>SMSC</b> – Considers customer health, dietary needs, and cultural preferences. Encourages moral responsibility, teamwork, attention to detail, and pride in producing safe, high-quality, and professional dishes.<br><br><b>Think Careers – Sous Chef, Executive Chef, (recap from AC1.1.2)</b> – must know the link between menu planning and nutrition.<br><br><b>Think Big Question</b> – If we know a particular food isn’t good for our health, why do we still consume it?                                                                                                                           | This term builds on prior food safety and practical skills, focusing on nutrition and the diet. Learners explore macro- and micro-nutrients and apply this knowledge in practical lessons, including AC2.1.1–2.1.2 dishes. Practical tasks reinforce hygiene, portion control, presentation, and professional skills, while also promoting environmental awareness and reflective evaluation to prepare learners for progression in hospitality.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 1       | <b>Underst and the importa nce of nutritio n</b> | <p><b>AC 2.1.1</b><br/>Understanding the importance of nutrition</p> <p><b>Different life-stages:</b><br/>adults; early, middle, late (elderly) children; babies, toddlers, teenagers.</p> <p><b>Special dietary needs for individuals who:</b><br/>require different energy requirements, require special diets, have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency</p> <p><b>AC 2.1.2 - How cooking methods can impact on nutritional value</b><br/>Including water and fat-based cooking methods.</p>                                                                                    | <p><b>Practical cooking</b></p> <p><b>2.3.1</b><br/>How to prepare and make dishes</p> <p><b>2.3.2</b><br/>Presentation techniques</p> <p><b>2.3.3</b><br/>Food safety practices</p> <p><b>2.4.1</b><br/>Reviewing of dishes</p> <p><b>2.4.2</b><br/>Reviewing own performance</p> | <p><b>Theory</b><br/>adolescent obligation<br/>fatigue<br/>forbidden<br/>malabsorption<br/>leaching<br/>damaged<br/>impact</p> <p><b>Practical</b><br/>Whisking/whisk<br/>Rolling<br/>Blind-baking<br/>Consistency<br/>Kneading<br/>Wilt</p>                                                                                                                                                                               | <p><b>Assessment for Learning -</b><br/>Questioning during discussions to gauge misconceptions.</p>                                                                                                                                                                                                | <p><b>Science:</b> Nutrient functions, dietary requirements, and cooking method effects.</p> <p><b>Maths:</b> Portion sizes, energy values, and recipe calculations.</p> <p><b>Health &amp; Social Care/PSHE:</b> Balanced diets, life-stage nutrition, special dietary needs, and health impacts.</p> <p><b>English:</b> Reading, interpreting, and presenting recipes and nutritional information.</p> <p><b>Geography:</b> Food sources, seasonal ingredients, and sustainability considerations.</p>       | <p><b>Customer -</b> These topics link to the golden thread of customer by helping learners understand nutritional needs across different life stages and for individuals with special dietary requirements.</p> | <p><b>SMSC –</b> Encourages social awareness, moral responsibility, and cultural respect in preparing meals for different life stages and dietary needs. Promotes care, empathy, and professional integrity while reinforcing teamwork, hygiene, and attention to detail through practical cooking tasks and reflective evaluation.</p> <p><b>Think Careers – Sous Chef, Executive Chef, commis, chef de partie, pattiseur (recap from AC1.1.2)</b> – must know the link between menu planning and nutrition.</p> <p><b>Think Big Question –</b> Should restaurants be allowed to serve any food they want, even if it risks triggering allergies, as long as they warn customers, or should they have to adapt their menus to keep everyone safe?</p>                                                                                                                                                                                              | <p>This term revisits nutrition and cooking methods to pre-teach key knowledge ahead of the NEA. Learners consolidate prior knowledge from KS3 and Term 6 Year 10 while developing practical skills through AC2.3.1–2.3.5 dishes. This builds real-world awareness of customer needs, portion control, presentation, hygiene, and professional cooking techniques, preparing them for assessment and industry practice.</p> |
| 1 and 2 | <b>Factors affectin g menu planning</b>          | <p><b>Ac2.2.1 - Factors affecting menu planning</b></p> <p><b>Coverage to include:</b> cost , portion control, balanced diets/current nutritional advice, time of day, clients/customers. equipment available, skills of chef, related to the needs of the dishes/menu/customer. Time available, environmental issues, time of year, organoleptic qualities.</p> <p><b>AC 2.2.2 - How to plan production</b></p> <p><b>know and understand the following:</b><br/>commodity list with quantities, contingencies, equipment list, health, safety and hygiene, quality points, sequencing/dove-tailing, timing, mise en place, cooking, cooling, hot holding, serving, storage.</p> | <p><b>Practical cooking</b></p> <p><b>2.3.1</b><br/>How to prepare and make dishes</p> <p><b>2.3.2</b><br/>Presentation techniques</p> <p><b>2.3.3</b><br/>Food safety practices</p> <p><b>2.4.1</b><br/>Reviewing of dishes</p> <p><b>2.4.2</b><br/>Reviewing own performance</p> | <p><b>Theory</b><br/>menu<br/>profit<br/>proportioni ng<br/>substitute<br/>equipment<br/>influenced<br/>efficient<br/>provenanc e<br/>alternative<br/>consumer<br/>Fairtrade<br/>biodegrada ble<br/>repurposin g<br/>Availability</p> <p>Sustainab ility<br/>Organole ptic<br/>aesthetic<br/>dovetail<br/>spoilage<br/>Quality<br/>contingen cy<br/>reflection<br/>consisten cy<br/>garnish<br/>provision<br/>scenario</p> | <p><b>Assessment for Learning -</b><br/>Questioning during discussions to gauge misconceptions.</p> <p>At the end of Term 2 students will sit a full examination consisting of a past paper with 80 marks and a unit 2 assessment cooking 2 dishes which a range of medium and complex skills.</p> | <p><b>Maths:</b> Costing, portion control, timing, sequencing, and calculations.</p> <p><b>Science:</b> Nutritional content, cooking methods, and food preservation.</p> <p><b>Health &amp; Social Care/PSHE:</b> Balanced diets, special dietary needs, and safe preparation for customers.</p> <p><b>English:</b> Writing clear production plans, interpreting recipes, and communicating procedures.</p> <p><b>Geography:</b> Seasonal ingredients, sourcing, and environmental impact of menu choices.</p> | <p><b>Customer -</b> These topics link to the golden thread of customer by focusing on designing menus and planning production that meet customer needs and preferences.</p>                                     | <p><b>SMSC –</b> Encourages social awareness and moral responsibility through planning meals that meet diverse customer needs. Promotes teamwork, care, and cultural respect while embedding hygiene, ethical ingredient choices, and professional practice. Practical planning and preparation tasks reinforce responsibility, attention to detail, and reflective evaluation in a real-world context.</p> <p><b>Think Careers –</b> Contract caterer/ events planner. (also recap previous job roles from ac1.1.2).</p> <p><b>Think Big Question –</b> If a dish looks good but doesn't taste right, can it still be called a successful piece of cooking?</p> <p><b>Earthshot –</b> Encourages sustainable menu planning through seasonal choices, efficient ingredient use, waste reduction, packaging choices and energy awareness. Practical activities embed environmentally responsible, organised, and professional kitchen practices.</p> | <p>This term builds on prior knowledge of nutrition, food safety, and practical skills to develop real-world menu planning and production expertise. Learners explore factors affecting menu design and learn to plan, sequence, and manage production efficiently, embedding hygiene, timing, and quality control. This pre-teaches key skills and knowledge ahead of the NEA and industry practice.</p>                   |

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| Term | Topic                                                      | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        | Vocabulary                                                                                                                                                                                                                                                                  | Assessment                                                                                                   | Cross-Curricular Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Golden Threads                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                            | Rationale |
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| 3    | <b>Unit 2 - NEA Releases</b>                               | <b>Unit 2 - Hospitality and Catering in Action</b><br><br><b>AC 2.1.1</b><br>Understanding the importance of nutrition<br><i>(all content from term 6 yr 10 and term 1 yr 11)</i><br><br><b>AC 2.1.2</b><br>How cooking methods can impact on nutritional value<br><i>(all content from term 6 yr 10 and term 1 yr 11)</i><br><br><i>(no teacher directed content taught this term - NEA competition 8.5 hours controlled assessment, Ac2.1.1 to Ac2.4.2 – lesson based)</i> | <b>Practical cooking</b><br><br><b>2.3.1</b><br>How to prepare and make dishes<br><b>2.3.2</b><br>Presentation techniques<br><b>2.3.3</b><br>Food safety practices<br><b>2.4.1</b><br>Reviewing of dishes<br><b>2.4.2</b><br>Reviewing own performance | <b>Theory</b><br><br>weaning metabolism<br>Growth Spurt<br>Blanching<br>Steaming<br>cuisine<br>immune<br>adhering<br>appliances<br>mise en place<br>prioritisation<br>allocation<br>simultaneous<br>compromisin<br>g<br>attractiveness<br>s<br>coordination<br>overlapping  | <b>Assessment for Learning</b> -<br>Questioning during the first part of the lesson to gauge misconceptions. | <b>Science:</b> Nutrition, food safety, and cooking methods.<br><br><b>Maths:</b> Costing, portion control, timings, and sequencing.<br><br><b>Health &amp; Social Care/PSHE:</b> Special dietary needs, safe food handling, and balanced diets.<br><br><b>English:</b> Written plans, evaluations, and recipe communication.<br><br><b>Business:</b> Budgeting, planning, and resource management.<br><br><b>Media:</b> Presentation, photography, and visual communication of dishes.<br><br><b>French:</b> Culinary terminology in recipes and techniques (for example, julienne, sauté, mise en place). | <b>Customer</b> - Term 3 focuses on completing the Unit 2 NEA brief, where learners plan, prepare, and present dishes for a real or simulated customer scenario. This ensures meals meet customer needs, dietary requirements, presentation standards, and taste expectations, embedding customer satisfaction as central to all practical and planning activities.<br><br><b>SMSC</b> - Encourages social awareness, teamwork, and moral responsibility in delivering safe, high-quality dishes. Promotes cultural respect, care, and professionalism while embedding reflection and responsibility through hands-on NEA practical assessments.<br><br><b>Think Careers – Waiter/Server</b><br><br><b>Think Big Question</b> - Is the most important part of cooking getting the dish right first time, or learning how to improve it afterwards?<br><br><b>Earthshot</b> - Promotes sustainability through careful ingredient use, portion control, and waste reduction during NEA tasks. Embeds energy-efficient cooking, responsible storage, and environmentally aware practices, fostering long-term professional responsibility. | This term consolidates all prior knowledge and practical skills as students complete the controlled Unit 2 NEA assessment. Learners apply theory from nutrition, food safety, hygiene, menu planning, and cooking techniques to produce dishes under controlled conditions, developing independence, professional practice, time management, and reflective evaluation skills essential for progression and industry readiness. |           |
| 4    | <b>AC1.3 Health and safety in hospitality and catering</b> | AC1.3.1 - Health and safety in hospitality and catering provision<br><br><b>Be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the laws.</b><br><br><b>Know the importance of and be able to complete the key documentation.</b><br><br><b>AC1.3.2 (recap)- Food safety (legislation in more detail)</b><br>Hazard Analysis and Critical Control Points ( <b>HACCP</b> )                                     | <b>Practical cooking</b><br><br><b>2.3.1</b><br>How to prepare and make dishes<br><b>2.3.2</b><br>Presentation techniques<br><b>2.3.3</b><br>Food safety practices<br><b>2.4.1</b><br>Reviewing of dishes<br><b>2.4.2</b><br>Reviewing own performance | <b>Theory</b><br><br>Hazardous Substance<br>Irritation<br>Handling<br>Protective Occurrences<br>Accountability<br>Surveillance<br>Obstructions<br>Reduce<br>Customer<br><br><b>Practical</b><br><br><i>(revisit key terms in Unit 2 – see 2025 exam paper for examples)</i> | <b>Assessment for Learning</b> -<br>Questioning during discussions to gauge misconceptions.                  | <b>Science:</b> Hazards, chemicals, and risk control measures.<br><br><b>Business/ enterprise:</b> Legal compliance, employer responsibilities, and workplace policies.<br><br><b>Maths – Numeracy</b> – weighing and measuring solids and liquids, units of measurement.<br><br><b>Literacy</b> – reading and extracting information of a text, compare and contrast an argument.<br><br><b>PSHE/Health &amp; Social Care:</b> Personal safety, wellbeing, and safeguarding.                                                                                                                               | <b>Customer:</b><br>These topics link to the golden thread of customer by ensuring learners understand how health, safety, and food safety legislation protect customers from harm. Knowledge of HACCP, risk assessments, and safe working practices supports consistent, safe service, builds customer trust, and ensures legal compliance in hospitality environments.<br><br><b>SMSC</b> – Encourages moral responsibility, social awareness, and professionalism by promoting safe working practices. Develops care, integrity, and accountability through understanding legal duties, risk management, and protecting others in hospitality environments.<br><br><b>Think Careers – Health and Safety Executive (main one)</b><br><br><b>Linked content to</b> - Receptionist/ manager / catering manager / book keeper / waitress / head chef / sous chef / EHO / all job roles discussed year 10 linked to health and safety.<br><br><b>Think Big Question</b> – If managers are responsible for the health and safety of employees, who is responsible for their safety?                                                        | This term deepens the understanding of health, safety, and food safety responsibilities within hospitality settings. By studying key legislation and documentation, learners develop industry-relevant knowledge that underpins safe practice. Revisiting HACCP reinforces its importance ahead of assessment and progression, ensuring learners can confidently apply theory to real-world workplace scenarios.                |           |

## Hospitality & Catering

## Year 11

| Term | Topic                                                                 | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                                                                                                                                                                                                                              | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cross-Curricular Links                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Golden Threads                                                                                                                                                                                                                                                                                                                                                                                           | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 5    | Ac1.2 Under stand how hospit ality and cateri ng provis ion opera tes | <p><b>AC2.1 - Describe the operation of the front and back of house</b></p> <p>Layout, workflow, operational activities, equipment (large and small) materials, stock control, ordering documentation and administration, staff allocations, dress code, safety and security</p> <p><b>AC2.2 – Customer requirements in hospitality and Catering</b></p> <p>Leisure, business/corporate local residents</p> <p><b>AC2.3 -Explain how hospit ality and catering provis ion meets customer requirements</b></p> <p>customer needs, expectations, customer trends, customer rights, equality</p> | <p><b>Practical cooking</b></p> <p><b>2.3.1</b><br/>How to prepare and make dishes</p> <p><b>2.3.2</b><br/>Presentation techniques</p> <p><b>2.3.3</b><br/>Food safety practices</p> <p><b>2.4.1</b><br/>Reviewing of dishes</p> <p><b>2.4.2</b><br/>Reviewing own performance</p> | <p><b>Theory</b></p> <p>Operations<br/>Structure<br/>Front of house<br/>Back of house<br/>Cloakroom<br/>Workflow<br/>Service<br/>Scale<br/>Equipment<br/>Service ware<br/>Tableware<br/>Specialist<br/>Control measure<br/>Hot holding<br/>Waste disposal<br/>Maintenance<br/>Handheld</p> <p><b>Practical</b><br/>(revisit key terms in Unit 2 - see 2025 exam paper for examples)</p> | <p><b>Assessment for Learning</b> - Questioning during discussions to gauge misconceptions.</p> <p><b>Assessment as Learning</b> - Self-assessment of work, (multiple choice and exam questions).</p> <p><b>Assessment of learning</b> – written independent practice within the booklet. Feedback given.</p> <p>At the end of Term 2 students will sit a full examination consisting of a past paper with 80 marks and a unit 2 assessment cooking 2 dishes which a range of medium and complex skills.</p> | <p><b>Geography</b> – geographical information about businesses. Local, city, international.</p> <p><b>Business/enterprise:</b> Operation s management, customer service, documentation, and competition.</p> <p><b>PSHE/Health &amp; Social Care:</b> Equality, inclusion, disability access, and customer rights.</p> <p><b>English:</b> Interpreting documentation, communication with customers, and professional language.</p> <p><b>Maths:</b> Stock control, ordering, invoices, and resource management.</p> <p><b>Media:</b> Customer expectations, trends, branding, and media influence on hospitality choices.</p> | <p><b>Customer</b> - This content strongly links to the golden thread of customer by developing learners’ understanding of how hospitality and catering operations are designed around customer needs, rights, inclusion, and equality. Knowledge of workflows, equipment, documentation, and service expectations ensures learners can deliver efficient, safe, and inclusive customer experiences.</p> | <p><b>SMSC</b> – Encourages social awareness, equality, and inclusion by exploring customer rights and diverse needs. Promotes professionalism, respect, and responsibility through understanding workplace roles, service expectations, and ethical hospitality practice.</p> <p><b>Think Careers</b> – Security guard, chef, head chef, waiter, waitress, front of house staff, management, site managers, cleaners, maintenance all discussed and their roles linked to operations of a business.</p> <p><b>Think Big Question</b> – How is it responsibility of all workers to make sure the workflow system is successful?</p> | <p>This term focuses on the operational and organisational aspects of hospitality and catering provision. Learners explore front and back of house workflows, equipment, documentation, and dress codes, building a clear understanding of how establishments function efficiently. This knowledge supports progression by linking theory to real workplace structures and professional standards.</p> <p>This content is taught after the Unit 2 NEA to build on learners’ practical experience in the kitchen. Having prepared and served dishes, learners can now contextualise operational workflows, job roles, documentation, and customer service expectations. This sequencing consolidates industry knowledge and deepens understanding of professional hospitality environments.</p> |

