

# Hospitality & Catering Year 10 Curriculum Overview



## **Hospitality & Catering Year 10/11 Overview**

The qualification is made up of 2 units

Unit 1: The Hospitality and Catering industry

Pupils will

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

Unit 1 enables pupils to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. This unit is assessed by a written exam and is worth 40% of the pupils overall grade

Unit 2: Hospitality and catering in action

Pupils will:

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning.

Pupils will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review their work effectively. They will be given an exam brief from the exam board to use to create their work.

This unit is assessed internally by the class teacher and forms 60% of the pupil's overall grade.

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## YEAR 10 PLAN

Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p style="text-align: center;"><b>1-6 (Autumn 1)</b></p>	<p>The topics for this half term are:</p> <ul style="list-style-type: none"> <li>- Macro &amp; Micro nutrients</li> <li>- Different life stages</li> <li>- Special dietary needs either medical, allergens or life choices.</li> </ul>	<p><b>Learners should know and understand the function of the nutrients and have an awareness of the need for a balanced/varied diet:</b></p> <p><b>Macro-nutrients:</b> Including carbohydrate, fat and protein.</p> <p><b>Micro-nutrients:</b></p> <p><b>Vitamins:</b></p> <ul style="list-style-type: none"> <li>• fat soluble vitamin A and vitamin D</li> <li>• water soluble: vitamin B group and vitamin C.</li> </ul> <p><b>Minerals:</b></p> <ul style="list-style-type: none"> <li>• calcium</li> <li>• iron</li> <li>• sodium</li> <li>• potassium • magnesium as well as:</li> <li>• dietary fibre (NSP)</li> <li>• water.</li> </ul> <p>Learners should be able to apply their knowledge of nutrition to different life stages.</p> <p><b>Different life-stages:</b></p> <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers.</li> </ul> <p><b>Special dietary needs for individuals who:</b></p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> <li>• require special diets</li> <li>• have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency</li> <li>• have dietary requirements, such as religious beliefs</li> <li>• are pescatarians, vegetarians, vegans.</li> </ul>	<p>Pupils will be assessed after each unit using an activity that mirrors a section of the design brief.</p> <p>Assessment 1 – Designing a meal for an adult who is a vegan.</p> <p>3 Practical's will be assessed using a self-evaluation sheet. Pupils will reflect on their practical thinking about what they have done well and how they can improve.</p>

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		<p><b>Learners should know and understand a range of cooking methods that include:</b></p> <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• grilling</li> <li>• poaching</li> <li>• roasting</li> <li>• steaming</li> <li>• baking</li> <li>• stir-frying</li> </ul> <p>Practical will support the learning of</p> <ul style="list-style-type: none"> <li>• Basic knife skills</li> <li>• Health &amp; safety</li> <li>• Boning a chicken</li> <li>• Chicken goujons</li> <li>• Chicken tikka masala &amp; naan bread</li> <li>• Pasta making</li> <li>• Bolognese</li> </ul>	
<p style="text-align: center;"><b>7-13 (Autumn 2)</b></p>	<p>Unit 1 <b><u>1.1.1 Hospitality and catering providers.</u></b></p>	<p>Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial:</p> <p>They need to understand a variety of different examples of Commercial &amp; non-commercial establishments as well the difference between residential &amp; non-residential.</p> <p>Examples include</p> <p><b>Commercial (residential):</b></p> <ul style="list-style-type: none"> <li>• B&amp;B, guest houses and Airbnb</li> <li>• campsites and caravan parks</li> <li>• cruise ships</li> <li>• holiday parks, lodges, pods and cabins</li> <li>• hotels, motels and hostels.</li> </ul> <p><b>Commercial (non-residential):</b></p>	<p>The pupils will complete a selection of exam style question based on this topic. The questions will be graduated in the degree of difficulty to ensure that learners can revisit knowledge from previous questions. This will ensure a greater depth of understanding due to retrieval of the different topics.</p>

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- airlines and long distance trains
- cafés, tea rooms and coffee shops
- fast food outlets
- food provided by stadia, concert halls and tourist attractions
- mobile food vans and street food trucks
- pop-up restaurants • public houses, bars
- restaurants and bistros • takeaways
- vending machines.

**Non-commercial (residential):**

- armed forces
- boarding schools, colleges, university residences
- hospitals, hospices and care homes
- prisons.

**Non-commercial (non-residential):**

- canteens in working establishments (subsidised)
- charity run food providers
- meals on wheels • schools, colleges and universities.

Learners will also understand the following types of service within commercial and non-commercial provisions.

**Food service includes the following:**

- table: plate, family-style, silver, Gueridon, banquet
- counter: cafeteria, buffet, fast food
- personal: tray or trolley, vending, home delivery, takeaway.

**Residential service includes the following:**

- rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities) • refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available
- conference and function facilities
- leisure facilities (spa, gym, swimming pool).

**As part of understanding different types of establishments learners need to understand the importance of the standards and ratings that can be given to hotels & guest houses as well as restaurants.**

3 Practical's will be assessed using a self-evaluation sheet. Pupils will reflect on their practical thinking about what they have done well and how they can improve.

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		<p><b>Practical will support the learning</b></p> <ul style="list-style-type: none"> <li>• Pizza pin wheels</li> <li>• Burger &amp; chips</li> <li>• Spring Rolls &amp; dipping sauce</li> <li>• Macaroni cheese</li> <li>• Quiche</li> <li>• Christmas Bakewell tart</li> </ul>	
<p><b>14-18 (Spring 1)</b></p>	<p>Unit 1 <b>1.1.2 Working in the hospitality and catering industry</b></p>	<p><b>In this unit learners will understand the different types of employment roles and responsibilities within the industry. They will cover the following areas:</b></p> <ul style="list-style-type: none"> <li>• front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets</li> <li>• housekeeping: chambermaid, cleaner, maintenance, caretaker</li> <li>• kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur</li> <li>• management: food and beverage, housekeeping, marketing.</li> </ul> <p><b>Learners will also study the specific personal attributes, qualifications and experience an employer would look for to fulfil the roles.</b></p> <p><b>Practical will support the learning</b></p> <ul style="list-style-type: none"> <li>• Pastry making (different types)</li> <li>• Rough Puff pastry</li> <li>• Puff pastry</li> <li>• Sweet pastry</li> </ul>	<p>An end of unit assessment will be set as well as exam style questions the aim of this is to check for knowledge and understanding of the topics. 3 Practical's will be assessed using a self-evaluation sheet. Pupils will reflect on their practical thinking about what they have done well and how they can improve. This prepares them for their controlled assessment when they must reflect on their performance.</p>
<p><b>19-24 (Spring 2)</b></p>	<p>Unit 1 <b>1.1.3 Working conditions in the hospitality and catering industry</b></p>	<p><b>Learners will understand the different types of employment contracts and working hours which include:</b></p> <ul style="list-style-type: none"> <li>• casual</li> <li>• full time permanent (temporary)</li> <li>• part-time (temporary)</li> <li>• seasonal</li> <li>• zero hours contract.</li> </ul> <p><b>Learners then need to be aware of the remuneration and benefits in the industry which cover the following items. As well as the benefits learners need to be aware of how the industry needs fluctuates in different seasons and the reasons for this.</b></p>	<p>The pupils will complete a exam style question assessments based on the topics that have been covered.</p> <p>3 Practical's will be assessed using a self-evaluation sheet. Pupils will reflect on their practical thinking about what</p>

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		<ul style="list-style-type: none"> <li>• a salary</li> <li>• a wage (hourly)</li> <li>• holiday entitlement</li> <li>• pension • sickness pay</li> <li>• rates of pay</li> <li>• tips, bonuses and rewards.</li> </ul> <p><b>Practical will support the learning</b></p> <p>Sauce making</p> <ul style="list-style-type: none"> <li>• Roux sauce</li> <li>• Reduction sauce</li> <li>• Emulsion</li> <li>• Decorative sauces</li> </ul>	<p>they have done well and how they can improve</p>
<p><b>25-30 (Summer 1)</b></p>	<p>Unit 1 <b>1.1.4 Contributing factors to the success of hospitality and catering provision</b></p>	<p><b>Costs of running a business is important and learners will explore what the basic costs incurred within the hospitality and catering industry are. These are labour, materials and overheads. As part of this topic learners will look at the difference between gross &amp; net profit. They will then look at VAT and the strength of the economy.</b></p> <p><b>The environment and the impact on buying food is an important factor on the hospitality &amp; catering industry. Learners need to understand a range of basic concepts regarding this which includes:</b></p> <ul style="list-style-type: none"> <li>• seasonality</li> <li>• sustainability: reduce, reuse, recycle.</li> </ul> <p>As technology advances this affects businesses and learners need to understand how technology is impacting the hospitality &amp; catering industry. They will look at cashless systems, innovative digital technology (apps, web-booking, key card access, digital menu) and software. This also includes how technology can have both negative and positive impacts to a business. Learners will consider the areas below.</p>	<p>Topic specific exam styles questions will be used to form an assessment.</p> <p>3 Practical's will be assessed using a self-evaluation sheet. Pupils will reflect on their practical thinking about what they have done well and how they can improve</p>

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		<ul style="list-style-type: none"> <li>• printed media (newspaper, magazines)</li> <li>• broadcast (television, radio)</li> <li>• internet (social media, websites)</li> <li>• competitive (other establishment)</li> </ul> <p><b>Practical will support the learning</b></p> <ul style="list-style-type: none"> <li>• Presentation skills (making a mood board and then using basic ingredients plate up a marshmallow so it is suitable for different environment (high end restaurant, beach side café, student union, leisure centre)</li> <li>• Pupils to select their own dish based on the given design brief and practice how to make each element.</li> </ul>	
<p><b>31-38</b> <b>(Summer 2)</b></p>	<p><b><u>Unit 2</u></b> Menu planning</p>	<p>Pupils will look at a design brief from a previous year to create a mock piece of coursework to include 1 practical dish.</p> <p><b>Learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus.</b></p> <p>They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p> <p>This unit is synoptic and draws upon the knowledge gained in Unit 1.</p> <p><b>Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:</b></p> <ul style="list-style-type: none"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul>	<p>Assessment: Mock piece of coursework.</p> <p>At the end of the school year and end of year exam will cover all aspects of Unit 1.</p>

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