

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Department mission/curriculum statement:

Year 7 20 Weeks – 20 lessons	Unit 1 7 weeks – 7 lessons	Unit 2 7 weeks – 7 lessons	Unit 3 6 weeks – 6 lessons
Topic and/or Key Question	Health and safety Introduction and Introduction to specific equipment.	Nutrition focus (eatwell guide and saturated fat)	Fairtrade, food miles and seasonality focus.
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Knowledge; - Sensory analysis. - The 4C's of hygiene rules. - Health and safety rules within a food room. - Weighing and measuring (Scales, jugs and measuring spoons.) - Safety rules when using knives, grill and the hob. Skills; - Bridge and claw cutting techniques. - Weighing and measuring ingredients. - Toasting - Grating - Grilling - Boiling - Layering ingredients	Knowledge; - Eatwell guide – Examples of foods that are carbohydrates, proteins, fruit and veg, dairy and oils/ spreads. - The difference between starchy and sugary carbohydrates. - The difference between saturated and non-saturated fat. - Safety rules when using an oven. Skills; - Making a cake batter - Combining ingredients - Cutting techniques - Sifting - Melting - Whisking - Baking	Knowledge; - Fairtrade in the food industry. - Equipment usages and healthy safety rules associated. - Food miles - Food wastage - Seasonality Skills; - Dough making - Kneading - Spreading - Grating - Baking - Cutting techniques - Shaping - Rolling (Pastry) - Layering
Key Vocabulary (School Improvement Priority)	Sensory Appearance Texture Aroma Taste Hazard Safety Weighing Measuring Diet Health Ingredients Technique Hygiene	Sugary carbohydrates Protein Dairy Saturated fat Non saturated fat Starchy carbohydrates Vitamins Minerals Nutrients Healthy Alternatives Excess Deficiency	Fairtrade Environment Wastage Carbon emissions Seasonality Equipment Economy Advantages Produced Disadvantages Fossil fuels Equality Packaging Travel

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Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Grill snack planning – Students will need to write a comprehensive plan on how to make the grill snack. Teacher demo will be shown first and extended writing task to be completed after the demonstration. (This will enable them to show their comprehension of the skill being shown.) -Teacher assessed and green pen improvements to be completed after being assessed. (Feedback and assessment criteria within the booklet, at the top of the assessed work.)	Pasta salad planning – Students will need to write an evaluation of their pasta salad. The students will first note down the ingredients they plan on using within their pasta salad and which category of the eatwell guide it meets. Then they will need to evaluate their plan against the eatwell guide and justify their answers. (This will enable them to show their understanding of the eatwell guide and how to use it to form healthy meal decisions.) Teacher assessed and green pen improvements to be completed after being assessed. (Feedback and assessment criteria within the booklet, at the top of the assessed work.)	Long answer questions included within the end of unit test. – Students will have to complete a range of 4 and 5 mark questions, which require detailed and full answers. (using connectives and key terminology throughout.) End of Unit test assessed by the teacher.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Assessment grids included at the top of all extended writing tasks and any further assessed pieces. - Teachers will highlight the areas which have been met but circle and mark with a T for the criteria needed to be targeted within their green pen improvements. - Assessment criteria also summarised at the back of the booklet to highlight the grading in which they fall within before and after green pen improvements. - Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT	Assessment grids included at the top of all extended writing tasks and any further assessed pieces. - Teachers will highlight the areas which have been met but circle and mark with a T for the criteria needed to be targeted within their green pen improvements. - Assessment criteria also summarised at the back of the booklet to highlight the grading in which they fall within before and after green pen improvements. - Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve. Mid point assessment test – Student marked and teacher checked markings. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT	End of Unit test which students will have revised for. (Revision materials developed within the last theory based lesson.) Overall grading will be awarded for the paper and issued out to students. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT

Year 8 20 Weeks – 20 Lessons	Unit 1 7 Weeks – 7 Lessons	Unit 2 7 Weeks – 7 Lessons	Unit 3 6 Weeks – 6 Lessons
Topic and/or Key Question	Healthy eating guidelines and Food health & safety focus	Food Assurance, fair trade and food wastage focus	The purpose and function of ingredients focus
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Knowledge; - What the healthy eating guidelines are. (All 8) - The reasoning's as to why we should follow the healthy eating guidelines. - Analysing a diet in relation to the healthy eating guidelines. - Bacteria food theory (temperatures and effects.) - Food poisoning - Health and Safety rules in relation to preventing food poisoning. Skills; - Cutting techniques - Frying - Peeling - Use of a food processor – breadcrumbs - Baking - Coating - Simmering	- Equipment usages, health and safety rules associated. - Fridge positioning of food and reasoning's. - Best before/ use by dates - Food assurance (The red tractor standards, organic and British legion quality mark.) - Fair trade - Vitamins and Minerals (Sourced, function, deficiency and excess.) Skills; - Cutting techniques - Frying - Making a cake batter - Whisking - Baking - Peeling - Deseeding - Grating	- Oriental inspired ingredients (Function of those ingredients) - Seasonality - Planning of oriental inspired dish. - Function of ingredients within a curry dish. - Analysing ingredient choices against the healthy eating guidelines. Skills; - Cutting techniques - Frying - Simmering - Coating - Marinating - Peeling - Deseeding - Grating - Boiling
Key Vocabulary (School Improvement Priority)	Healthy Guidelines Hazard Safety Bacteria Temperature probe Cross-contamination High risk Germs Core temperature Food poisoning Dormant Sanitise Starchy carbohydrates Saturated fat Fibre Diabetes Heart disease Digest Cholesterol	Positioning Equipment Health Safety Best before date Use by date Food wastage Quality CO2 emissions Reduce Reuse Climate change Food assurance Fairtrade Organic British legion quality mark Vitamins Mineral Excess Deficiency	Oriental Function Flavour Slice Julienne Dice Smell Texture Protein Analyse Starchy carbohydrates Digestion Wholegrain Saturated fat Diabetes Portion High blood pressure Type 2 diabetes Heart disease Dietary requirements

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Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Chicken nuggets health and safety extended writing task. – Students will be shown a video demo of how NOT to carry out the chicken nugget practical. They will need to identify as a class what is wrong in each video. They will then be tasked to write the correct health safety procedures to follow at each stage of the method. Key terminology and full sentences are expected and set out within the success criteria. (Sentence starters and key word prompts to be handed out to low ability students – Higher ability pushed to complete independently. -Teacher assessed and green pen improvements to be completed after being assessed. (Feedback and assessment criteria within the booklet, at the top of the assessed work.)	Mid-point assessment test – Students will be given a test paper that includes a few 4/5 mark questions that they will need to complete. (Replicate long answer exam questions) Year 8 exam week will also fall within one of the rotations.	Curry design analysis – Students will complete an analysis of their proposed curry design against the healthy eating guidelines. They need to justify their choices of ingredients and state how their dish will meet each of the guidelines. Technical words should be used throughout their written responses. (Sentence starters and key word prompts to be handed out to low ability students – Higher ability pushed to complete independently. -Teacher assessed and green pen improvements to be completed after being assessed. (Feedback and assessment criteria within the booklet, at the top of the assessed work.)
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Assessment grids included at the top of all extended writing tasks and any further assessed pieces. - Teachers will highlight the areas which have been met but circle and mark with a T for the criteria needed to be targeted within their green pen improvements. - Assessment criteria also summarised at the back of the booklet to highlight the grading in which they fall within before and after green pen improvements. - Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT	Mid-point assessment - Students to self-mark answers and teachers will check the grading tests submitted. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT	Assessment grids included at the top of all extended writing tasks and any further assessed pieces. - Teachers will highlight the areas which have been met but circle and mark with a T for the criteria needed to be targeted within their green pen improvements. - Assessment criteria also summarised at the back of the booklet to highlight the grading in which they fall within before and after green pen improvements. - Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve. Informal feedback given throughout theory and practical lessons. Minimum of Two of the sections will be formally assessed every 3 weeks, as per the faculty marking policy. WWW/EBI Verbal feedback Extended Writing Mini Quizzes- Rosenshine Principle - 5 question quiz. (memory recall) Peer Assessment Self-Assessment/ Self End of topic Assessment Student reflections- DIRT

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Year 9	Autumn HT 1 7 Weeks – 14 lessons	Autumn HT 2 7 weeks – 14 lessons	Spring HT 1 6 weeks – 12 lessons	Spring HT 2 6 weeks – 12 lessons	Summer HT 1 7 weeks – 14 lessons	Summer HT 2 7 weeks – 14 lessons
Topic and/or Key Question	Nutrition and food safety unit	Nutrition and food safety unit	Dietary Requirements unit	Dietary Requirements unit	Accommodation Unit	Accommodation Unit
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Knowledge; - Food safety within a food room theory. - Food safety - Equipment usages - Healthy eating guidelines - Nutritional analysis of a selected dish. - Protein theory - Carbohydrates theory - Nutritional analysis - Vitamins and minerals - Function of ingredients - Presentation of dishes. Skills; - Cutting techniques - Frying - Simmering - Boiling - Roux sauce - Layering - Baking - Thickening - Casseroling - All in one sauce method - Pastry - Rubbing in method - Setting (Coagulation) - Rolling	Knowledge; - Dietary fibre theory - Water theory - Biological hazards - Physical hazards - Chemical hazards - Health and safety rules within a kitchen - Uniform rules within a kitchen - Food storage - Food poisoning - Bacteria Skills; - Roux - Mashing - Piping - Layering - Rubbing in method - Rolling - Baking - Shaping - Liquefying - Cutting techniques - Simmering - Boiling - Juicing - Whisking - Spreading - Grating	Knowledge; - Dietary requirements overview - Vegetarian theory - Dietary needs of babies/ children/ teenagers/ pregnant women/ adults/ elderly. - Religious needs and effect of food choice - Medical conditions and effect on food choice - Allergy vs Intolerance Skills; - Rubbing in method - Shaping - Rolling - Baking - Piping - Whisking - Creaming - Batter - Cutting techniques - Spreading - Pastry - Grating - Combining ingredients	Knowledge; - Food miles and effect on food choice - Seasonality - Food waste - Food labelling - Portion control and costing Skills; - Melting - Shaping - Baking - Coating - Boiling - Cutting techniques - Pastry - Rolling - Crimping - Stuffing (Filling) - Juicing - Rubbing in method - Grating	Knowledge; - Hospitality and catering industry overview - Structure of hospitality and catering - Hotel star ratings - Features/ facilities and services offered within a B&B - Front of house job roles - Booking procedures - Styles of food service - Non-food venue catering - Environmental considerations - Housekeeping job roles Skills; - Melting - Baking - Shaping - Whisking - Frying - Blending - Grating - Baking - Cutting techniques - Draining - Emulsifying - Poaching - Toasting	Knowledge; - Accessibility - House keeping risk assessments - Economy - Job roles of kitchen/ restaurant staff - Production plans Skills; - Melting - Kneading - Rolling - Spreading - Baking - Icing - Batter - Mashing - Poaching - Frying - Boiling - Simmering - Cutting techniques - Toasting
Key Vocabulary (School Improvement Priority)	Storage Accurately Hygiene Adapted Conditions Ingredients Deficiency Excess Function Sources Nutrients Complementation Energy Obesity	Biological Physical Chemical Hazard Poisoning Pathogenic bacteria Digestion Uniform Dehydration Contamination Prevention Symptoms Temperature Control measure	Factors Effecting Dietary Requirements Nutrients Target group Religion Medical Allergy Intolerance Vegetarian Ethical Life stages Beliefs	Food miles Food wastage Environmental considerations Carbon emissions Greenhouse gases Pollution Seasonality Produce Consumers Food labelling Packaging Content Portion Costing	Accommodation Establishment Commercial Non commercial Profit Community Service Corporate In house Residential Non residential Job roles Ratings Hospitality	Accessibility Disability Suppliers Kitchen brigade Hierarchy Duties Consortium Chain Management Operatives Features Facilities Services Catering

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Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Within the students booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Extended writing task on nutrients will also be set for homework – This is where the students will complete a structure response of the function of key nutrients (e.g carbohydrates, protein, fats) - This will be set out similar to the format used for H&C unit 2 coursework. A similar marking criteria will also be used.	Within the students booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses.	Analysing and specifying foods required for key life stages. Students will need to research into each life stage and specify their needs thoroughly and the considerations that must be considered when planning a menu for these specific target groups. - The research analysis within their booklets will be teacher assessed using an assessment grid. Religious requirements extended writing task – Student will need to complete all indicated grids for each religious group specifying their requirements and how this would affect planning a menu for them. - Peer assessed and improvement time given before formal assessment by the teacher.	Extended writing task will be set for homework. The students will be required to complete an in-depth evaluation and analysis on the positives and negatives of buying and using Fairtrade and seasonally grown goods. They will be given an assessment criteria for the task, which will enable them to see how to achieve at minimum their target grade. This task will be teacher assessed and green pen improvement time given.	Within the student's booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Long answer exam questions will also be set for homework. – Students will have the opportunity to take their time answering the questions and will be able to see the assessment criteria for the question being answered in order to establish what needs to be included for full marks. (Teacher assessed upon hand in.)	Within the end of unit test, there is several long answer exam questions, related to the specific content of the unit that has been delivered. (This will teacher assessed.)
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Exam questions specific to lesson content within the booklets. - Some of the questions are teacher assessed and feedback given via the assessment criteria grids found underneath or at the top of the exam question. - Some of the exam questions are peer assessed and assessment criteria grids have been included within the booklet to help format and structure this feedback. Extended writing task on nutrients will also be set for homework. This will be assessed against a similar mark scheme used for the coursework unit. (Students will have time to green pen responses within lesson time.)	Exam questions specific to lesson content within the booklets. - Some of the questions are teacher assessed and feedback given via the assessment criteria grids found underneath or at the top of the exam question. - Some of the exam questions are peer assessed and assessment criteria grids have been included within the booklet to help format and structure this feedback. End of Unit test will be carried out at the end of the unit. The content of the test will be based solely on content covered within the booklets. - This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below	Life stages nutritional and dietary analysis research and extended writing tasks will be formally assessed by the teacher. - After it has been assessed students will have an opportunity to (green pen) improve the work ready for re-submission and re-assessment by the teacher. - An overall formal assessment grading will be issued to students after it has been re-assessed. Religious requirements extended writing task will be formally assessed via the teacher after an initial peer assessment has been carried out within lesson time. - An overall formal assessment grading will be issued to students after it has been assessed.	Extended writing task – Analysis and evaluation of positives and negatives of buying Fairtrade and seasonally grown produce. - After it has been submitted, it will be teacher assessed and students will have time in lesson to green pen improve the work. - They can then re-submit and an overall formal grading will be given. End of Unit test will be carried out at the end of the unit. The content of the test will be based solely on content covered within the booklets. - This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point.	Exam questions specific to lesson content within the booklets. - Some of the questions are teacher assessed and feedback given via the assessment criteria grids found underneath or at the top of the exam question. - Some of the exam questions are peer assessed and assessment criteria grids have been included within the booklet to help format and structure this feedback. - Homework – Exam questions (Long answered) will be marked against the assessment criteria found at the top/ bottom of the exam question handed out to them. The grading will be an informal assessment.	End of Unit test will be carried out at the end of the unit. The content of the test will be based solely on content covered within the booklets. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point. Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.

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	Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.	their target grade.) Summative assessment point. Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.	Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.	Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.	Informal feedback given throughout theory and practical lessons. Assessment criteria at the back of the booklet will also be used to mark practical assessments so students can visibly see their grading and how to improve.	
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Year 10	Autumn HT 1 7 weeks – 14 lessons	Autumn HT 2 7 Weeks – 14 lessons	Spring HT 1 6 weeks – 12 lessons	Spring HT 2 6 weeks – 12 lessons	Summer HT 1 7 weeks – 14 lessons	Summer HT 2 7 weeks – 14 lessons
Topic and/or Key Question	Public House project	Public House project	Centre Parcs project	Centre Parcs project	LO1/ LO2 lesson focus	LO3/ LO4 Lesson focus
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Knowledge; - Pub industry - Jobs in public houses - Children’s menus - Types of services - Uniforms and corporate image - Operations of the kitchen brigade - Stock control - Manual handling - Customer requirements - Suppliers - Food safety - Environmental health officers (EHO) Skills; - Boiling - Roux sauce - Melting - Baking - Frying - Cutting techniques - All in one method - Layering - Kneading - Shaping - Spreading	Knowledge; - Environmental considerations - Factors affecting success (media) - Factors affecting success (cost & profit) - Factors affecting success (technology) - Factors affecting success (political & economical) - Factors affecting success (demographic) - Factors affecting success (customer service) Skills; - Melting - Whisking - Setting - Frying - Boiling - Simmering - Cutting techniques - Combining ingredients - Baking - Batter (Cake) - Breadcrumbs - Biscuit base	Knowledge; - About the business (Centre parcs) - Customers - Food poisoning - Food safety &EHO - Factors affecting success - Legislation - Jobs and employment contracts - Environmental considerations - Working conditions - Hotel structure Skills; - Cutting techniques - Frying - Simmering - Boiling - Liquefying (stick blender) - Rubbing in method - Rolling - Shaping - Melting - Coating - Baking - Crimping (edges) - Combing ingredients	Knowledge; - Types of services - Industrial equipment - Economy - Kitchen/ staff uniform and corporal image - Kitchen layout - Job roles and uniform - Proposing H&C business - Workflow Skills; - Mashing - Frying - Shaping - Frying - Baking - Coating - Choux pastry - Whisking - Melting - Rubbing in method - Coagulation (Lemon mixture) - Meringues - Layering - Grating - Juicing - Boiling	Knowledge; - Types of H&C establishments - Types of food services - Stars and ratings - Job roles - Pay/ contracts/ training/ qualifications - Kitchen designs - Equipment - Stock control - Operations of Front of House - Dress code - Customer service Skills; - Rubbing in method - Rolling - Shaping - Baking - Cake batter - Whisking - Layering - Dough (pasta) - Boiling	Knowledge; - Food legislation - Risk assessment - PPE - Personal health and safety - Manual handling - Bacteria - Food poisoning - Allergies and intolerances - EHO - Food safety legislation Skills; - Emulsification - Frying - Simmering - Liquefying (stick blender) - Whisking - Rolling - Baking - Creaming - Batter (Cake) - Layering

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Key Vocabulary (School Improvement Priority)	Industry Services Facilities Profit Political Economy Requirements Qualities Nutrition Menu Corporate PPE Catering Stock control EHO Corporate image	Buffet A la carte Carvery Table d’hote Executive chef Sous chef Manual Handling Employee Employer Regulations Suppliers Media Technology Demographic Customer service Environmental	Customer Requirements Premium Expectations Poisoning Health Safety Environmental Regulations Hazard Employment Contract Factors Entitlement Considerations Conditions	Media Economical Political Technological Legislation Control measures Remuneration Kitchen brigade Non commercial Commercial Industrial Operational Portion control Quality Workflow Layout	Events Hospitality Catering Hygiene Contracts Training Entitlements Laws Regulations Expectations Documentation Administration Operational Customers Qualifications Equipment	Non commercial Commercial Ratings Sustainable Food service Reviews Personal attributes Trends Demographics Lifestyle Environment Stock control Customer service Dietary requirements Legislation Risk assessment
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Within the student’s booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Homework booklet (Autumn term 1) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.)	Within the student’s booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Homework booklet (Autumn term 2) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.)	Within the student’s booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Homework booklet (Spring term 1) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.)	Within the student’s booklet there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. - Teachers will assess the exam questions and highlight the grading awarded underneath the question. - Students will then have the opportunity to green pen their responses. Homework booklet (Spring term 2) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.)	Long answer questions within the Learning objective targeted assessment tests.	Long answer questions within the Learning objective targeted assessment tests.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Exam questions specific to lesson content within the booklets. - Some of the questions are teacher assessed and feedback given via the assessment criteria grids found underneath or at the top of the exam question. - Some of the exam questions are peer assessed and assessment criteria grids have been included within the	Exam questions specific to lesson content within the booklets. Some of the questions are teacher assessed and feedback given via the assessment grids found underneath/ top of the question Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/	Exam questions specific to lesson content within the booklets. - Some of the questions are teacher assessed and feedback given via the assessment criteria grids found underneath or at the top of the exam question. - Some of the exam questions are peer assessed and assessment criteria grids have been included within the	Exam questions specific to lesson content within the booklets. Some of the questions are teacher assessed and feedback given via the assessment grids found underneath/ top of the question Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/	Learning objective 1 and 2 end of unit tests which will be taken at the end of every 7 lessons. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point.	Learning objective 3 and 4 end of unit tests which will be taken at the end of every 7 lessons. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point.

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	booklet to help format and structure this feedback. Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/ marking.) Teacher will then check students marking and aware a grading for the overall booklet.	marking.) Teacher will then check students marking and aware a grading for the overall booklet. End of Unit test will be carried out at the end of the unit. The content of the test will be based solely on content covered within the booklets. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point.	booklet to help format and structure this feedback. Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/ marking.) Teacher will then check students marking and aware a grading for the overall booklet.	marking.) Teacher will then check students marking and aware a grading for the overall booklet. End of Unit test will be carried out at the end of the unit. The content of the test will be based solely on content covered within the booklets. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point.		
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Year 11	Autumn HT 1 7 weeks -14 lessons	Autumn HT 2 7 weeks – 14 lessons	Spring HT 1 6 weeks -12 lessons	Spring HT 2 6 weeks – 12 lessons	Summer HT 1 7 weeks – 14 lessons	Summer HT 2 7 weeks – 14 lessons
Topic and/or Key Question	Mock coursework unit	Mock coursework unit	NEA	NEA/ Start of Revise for 2 nd chance exam.	Revision for students re-taking exam	Revision for students re-taking exam.
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Knowledge; - Micro-nutrients - Macro-nutrients - Function of nutrients - Deficiency and excess of nutrients. - Saturated fat theory - Energy theory - Nutritional requirements of 2 target groups - The effects of cooking methods on nutrients Skills; - Frying - Marinade - Cutting techniques - Paste (Curry) - Piping - Layering - Baking - Simmering - Shaping - Mashing	Knowledge; - Temperatures and storage theory - Factors to consider when proposing dishes - Environmental considerations - Needs of customer - Production plans Skills; - Frying - Cutting techniques - Simmering - Boiling - Baking - Mashing - Shaping - Breadcrumbs (food processor) - Filleting a fish - Roux sauce - Poaching - Grating - Mashing	Content similar to mock coursework but with a different course brief. Therefore, the overall knowledge covered will be the same but with some changing to the content of the work. Skills covered will be chosen by students in relation to the dishes they wish to produce and practical for the coursework unit. - The practical dishes must relate to the brief and be justified. - A range of skills should be shown. At least 3 prep and 3 cooking techniques. Presentation must also be considered.	Content similar to mock coursework but with a different course brief. Therefore, the overall knowledge covered will be the same but with some changing to the content of the work. Skills covered will be chosen by students in relation to the dishes they wish to produce and practical for the coursework unit. The practical dishes must relate to the brief and be justified. A range of skills should be shown. At least 3 prep and 3 cooking techniques. Presentation must also be considered.	Knowledge; LO1 Focus – - The structure of the hospitality and catering industry - Job requirements within the hospitality and catering industry - Working conditions of different job roles across the hospitality and catering industry. - Factors affecting the success of hospitality and catering providers. LO2 Focus – - Operation of the kitchen - Operation of front of house - How hospitality and catering provision meets customer requirements. No practical skills will be covered. – Just practice of exam skills needed. (Especially long answer questions.)	Knowledge; LO3 Focus – - Personal safety responsibilities in the workplace - Risks to personal safety in hospitality and catering industries - Personal safety control measures for hospitality and catering provision. LO4 Focus – - Food related causes of ill health - Role and responsibilities of the environmental health officer - Food safety legislation - Types of food poisoning - Symptoms of food induced health. No practical skills will be covered. – Just practice of exam skills needed. (Especially long answer questions.)

Key Vocabulary (School Improvement Priority)	Establishment Brief Leisure Facilities Dietary Requirements Environmental Propose Function Sources Methods Impact Special Conversation Recycle	Target age groups Nutrition Dietary choices Nutritional needs Vitamins Minerals Legal requirements Local residents Micronutrients Macronutrients Deficiency Excess Microorganisms Water soluble Food provenance	Establishment Brief Leisure Facilities Dietary Requirements Environmental Propose Function Sources Methods Impact Special Conversation Recycle	Target age groups Nutrition Dietary choices Nutritional needs Vitamins Minerals Legal requirements Local residents Micronutrients Macronutrients Deficiency Excess Microorganisms Water soluble Food provenance	Events Hospitality Catering Hygiene Contracts Training Entitlements Laws Regulations Expectations Documentation Administration Operational Customers Qualifications	Non commercial Commercial Ratings Sustainable Food service Reviews Personal attributes Trends Demographics Lifestyle Environment Stock control Customer service Dietary requirements Legislation
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Mock coursework unit – Students will complete a written document. The document will include extended writing (report) on the following topics; - Nutrients (Function, excess, deficiency, comparison between their two age groups.) - Cooking methods and the effects they have on nutrients - Factors that affect planning dishes - Environmental issues - How dishes meet customer needs - Production plan.	Mock coursework unit – Students will complete a written document. The document will include extended writing (report) on the following topics; - Nutrients (Function, excess, deficiency, comparison between their two age groups.) - Cooking methods and the effects they have on nutrients - Factors that affect planning dishes - Environmental issues - How dishes meet customer needs - Production plan.	NEA Coursework unit – Similar to the work needed to be completed for the mock coursework. (Except the coursework brief will change.)	NEA Coursework unit – Similar to the work needed to be completed for the mock coursework. (Except the coursework brief will change.)	Within the student’s folder there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. • Teachers will assess the exam questions and highlight the grading awarded underneath the question. • Students will then have the opportunity to green pen their responses. Homework booklet (Summer term 1) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.) - Long answer questions within the Learning objective targeted assessment tests.	Within the student’s folder there is 4-5 long answer exam questions, related to the specific content of the lesson that has been delivered. • Teachers will assess the exam questions and highlight the grading awarded underneath the question. • Students will then have the opportunity to green pen their responses. Homework booklet (Summer term 2) to be handed out to students to complete over a 3-week period within this half term. (Contains several long answered questions) (Self-assessed using green pen when submitted in lesson time. Teacher to check marking once submitted.) - Long answer questions within the Learning objective targeted assessment tests.

Inspire, Challenge, Enrich

Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Each page of the mock coursework will be individually assessed by the teacher and feedback given for students to use to improve the work and re-submit. After each page have been submitted on overall grading will be awarded. If under target grade – Intervention will be put into place to improve the coursework up to standard. Formal/ summative assessment grading. Informal feedback given throughout theory and practical lessons. A practical assessment sheet will also be completed at the end of each practical lesson to enable students to visually see what grading they would be awarded for in relation to the coursework practical assessment criteria.	Each page of the mock coursework will be individually assessed by the teacher and feedback given for students to use to improve the work and re-submit. After each page have been submitted on overall grading will be awarded. If under target grade – Intervention will be put into place to improve the coursework up to standard. Formal/ summative assessment grading. Informal feedback given throughout theory and practical lessons. A practical assessment sheet will also be completed at the end of each practical lesson to enable students to visually see what grading they would be awarded for in relation to the coursework practical assessment criteria.	No feedback will be given at all throughout the coursework unit in guidance with JCQ regulations on feedback for assessment work. Students will submit the coursework at the end of their allocated time and the teacher will assess the work using the WJEC Unit 2 assessment criteria and mark sheets. Students are only allowed 9 hours in total, 3 hours of which will be used for their practical exam. - NEA work will be formally submitted to exam board upon completion of assessment.	No feedback will be given at all throughout the coursework unit in guidance with JCQ regulations on feedback for assessment work. Students will submit the coursework at the end of their allocated time and the teacher will assess the work using the WJEC Unit 2 assessment criteria and mark sheets. Students are only allowed 9 hours in total, 3 hours of which will be used for their practical exam. NEA work will be formally submitted to exam board upon completion of assessment.	Learning objective 1 and 2 end of unit tests which will be taken at the end of every 7 lessons. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point. Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/ marking.) Teacher will then check students marking and aware a grading for the overall booklet.	Learning objective 3 and 4 end of unit tests which will be taken at the end of every 7 lessons. This will be teacher assessed and overall grade awarded. (Some students selected for targeted intervention if below their target grade.) Summative assessment point. Homework booklet to be assessed using the mark scheme. (Power point of mark scheme to be shown to students to use for green pen/ marking.) Teacher will then check students marking and aware a grading for the overall booklet.
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