

KS4 Curriculum

CURRICULUM INTENT? What does Hospitality and catering help young people achieve at KS4? Why have you made these curriculum choices?

Intent-to enable students to prepare nutritious meals for themselves and their families, to know how to store food safely and to be wise shoppers minimising the waste of food and their impact on the environment re their food habits. To prepare students for careers in the hospitality and catering industry.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

	Year 10 Course Outline	Year 11 Course Outline	Opportunities beyond the classroom
Autumn Term	<p><i>Knowledge:</i> Commodities to include-buying, nutritional value (link to specific groups need and loss during cooking) storing, use in cooking. Link in with KS4 bundle.</p> <p><i>Factors affecting food choice including reducing carbon footprint, food spoilage and its causes/prevention.</i></p> <p><i>Key Skills:</i> Creaming method cake-gateaux Shortcrust pastry-fruit pie/savoury mince pie Choux pastry-eclairs or profiteroles Using puff pastry-chicken and leek pie Making puff pastry-apple turnover. Evaluate practical</p>	<p><i>Knowledge:</i> Recap nutrients and their function Specific groups and their nutritional requirements- food allergies and intolerance Menu planning to meet customer needs- nutritional, organoleptic assessment, cost Environmental impact of food.</p> <p><i>Key Skills:</i> Dovetailing, time management , jointing chickens, advanced cake decorating e.g piping chocolate to make decorations, garnishes. Time plans Portion control</p>	<p>Prepare and service food for various school events thus experiencing large scale food production and front of house role</p>

<p style="text-align: center;">Spring Term</p>	<p><i>Knowledge:</i></p> <p><i>The hospitality and catering industry</i> <i>Job requirements and working conditions</i> <i>Operation of the kitchen and front of house</i> <i>Meeting Customer requirements</i> <i>Factors affecting success</i></p> <p><i>Key Skills:</i></p> <p><i>Lasagne-dry frying, reduction sauce, roux sauce (gelatinisation)</i> <i>Enriched bread rolls-cinnamon rolls -revision of gluten formation, use of milk and egg to enrich dough, factors affecting yeast.</i> <i>Quiche-baking blind-coagulation</i> <i>Bread and butter pudding or savoury cheese and tomato pie-coagulation</i> <i>Swiss roll/roulade -air as the main raising agent.</i> <i>Marble cake-self raising flour (baking powder -as raising agent)</i> <i>Gingerbread-bicarbonate of soda as raising agent.</i> <i>Order of work.</i> <i>Assess the environmental impact of dishes.</i></p>	<p><i>Knowledge:</i></p> <p><i>Unit 2 assessment</i></p> <p><i>Start revision-the hospitality and catering industry.</i></p> <p><i>Key Skills:</i></p> <p><i>Trial dishes for Unit 2</i></p>	
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Summer Term	<p><i>Knowledge:</i></p> <p><i>Health and safety including food related causes of illness, food allergies, food legislation, role of EHO</i> <i>Revision of and extension of nutrition-nutritional needs of specific groups, unsatisfactory nutritional intake. Menu planning</i> <i>Mock Unit 2 assessment</i></p> <p><i>Key Skills:</i></p> <p><i>Bakewell tart-pastry, frangipani (make own raspberry jam)</i> <i>Making pasta-ravioli or tagliatelle</i> <i>Calzone -chicken and mushroom or bolognese filling. Revision of bread making-shaping and sealing.</i> <i>Fish cakes-shaping and enrobing</i> <i>Meatballs-shaping</i> <i>Order of work</i> <i>Evaluating environmental impact of dishes and nutritional loss caused by cooking methods used</i></p>	<p><i>Knowledge:</i></p> <p><i>Focus on unit one knowledge-structure of the industry, factors affecting success, marketing and customer service, identifying customer needs. Topics in response to student requirements.</i></p> <p><i>Key Skills:</i></p> <p><i>Command words</i> <i>Answering longer answer questions.</i></p>	
Key Independent Learning Resources		GREAT READS	
<p>Revision guide. Nutrition and environment-online textbook Own notes.</p>			