

Prior Learning (Knowledge):

- ☑ understand and apply the principles of nutrition and health
- ☑ cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- ☑ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- ☑ understand the source, seasonality and characteristics of a broad range of ingredients.

Future Learning (Knowledge):

How cooking methods can impact on nutritional value, Food related causes of ill-health, Symptoms and signs of food-induced ill health, Factors affecting menu planning, How to plan production, Presentation techniques, Hospitality and catering provision to meet specific requirements, Reviewing of dishes, Health and safety in hospitality and catering provision.

Health and safety in hospitality and catering provision of the kitchen and front of house, The environmental health officer, Customer requirements in hospitality and catering, The operation of the front and back of house, Hospitality and catering providers, Working in the hospitality and catering industry, Working conditions in the hospitality and catering industry, Contributing factors to the success of hospitality and catering provision.

HT1					
Nutrition					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Capital / CEIAG / Cross-Curricular
	Unit 2: 2.3.3 - Food safety & hygiene 1.4.3	Food safety practices - focussing on the 4Cs - Food hygiene is necessary in order to produce and supply food which is safe to eat. This involves more than just being clean. A simple way to remember is the 4 Cs: Cleaning; Cooking; Chilling; Cross contamination.	Creative: Physical: Reflective: Reasoning: Mindful:	Give examples of personal safety, food safety and personal hygiene practices	
Weigh, measure, peel, cut, chop, slice, dice, trim, fry & saute, mix, stir & combine, melt, simmer & boil, drain, mash, grate, grill	Cottage Pie		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Eatwell Guide recap & Dietary guidelines		Creative: Physical: Reflective: Reasoning: Mindful:		PD Science
Weigh, cut, chop, slice, dice, peel, mix, stir and combine, form and shape, portion, bake, fry	Burger & Chips		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Macronutrients	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients: • carbohydrate • fat • protein.	Creative: Physical: Reflective: Reasoning: Mindful:	Give an example, source and function of 2 different macronutrients	Science

Weigh & measure, cut, chop, slice, drain, grate, mix, stir & combine, simmer & boil,	Spaghetti Carbonara		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Micronutrients	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium	Creative: Physical: Reflective: Reasoning: Mindful:	Give an example, source and function of 2 different micronutrients	Science
Weigh & measure, drain, mix, stir and combine, simmer & boil	Sausage Stroganoff Tagliatelle		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Fibre & water	Learners should know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: dietary fibre (NSP), water.	Creative: Physical: Reflective: Reasoning: Mindful:	What is the recommended intake of water per day? What function does fibre play in the body? Name 3 fibre rich foods.	Science
Weigh & measure, sift, mix, stir and combine, rub-in, form and shape, later, spread, bake, melt, simmer & boil, chill	Caramel Shortbread		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.2 - How cooking methods impact nutritional value	Learners should know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying.	Creative: Physical: Reflective: Reasoning: Mindful:	State 3 reasons for cooking food: Suggest 2 ways to reduce the impact of water-soluble vitamin loss:	Science
Weigh & measure, cut, chop, slice, crush, mix, stir and combine, fry & saute	Salt & Pepper Chicken		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 2: 2.1.1 - Balanced meal assessment		Creative: Physical: Reflective: Reasoning: Mindful:	Name control points you would put in place to ensure food is prepared safely	
Weigh & measure, beat, mix, stir & combine, bake.....	Toad in the Hole & accompaniments		Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:

Prepare a nutritionally balanced meal, adhering to all safety and food hygiene practices

Vocab:

Contamination, spoilage, physical, chemical, bacterial, enzymes, microorganisms, danger zone, high risk, hazard analysis, critical limits, corrective actions, record keeping, nutrients, vitamins, minerals, source, function, nutritional/dietary needs, hygiene

HT2					
Dietary needs for specific groups					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caital / CEIAG / Cross-Curricular
	Unit 1: 1.4.1 - Food contamination & spoilage 1.4.2 1.4.3	Learners should know that ill health could be caused by the following: - allergies - bacteria - chemicals - intolerances.	Creative: Physical: Reflective: Reasoning: Mindful:	What are the 3 main types of food hazard? Give an example for each type	
Weigh & measure, sift, mix, stir and combine, rub-in, form and shape, layer, spread, bake, melt, simmer & boil, chill	Caramel Shortbread		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Dietary needs throughout life/activity levels	Learners should be able to apply their knowledge of nutrition to: Different life-stages: - adults; early, middle, late (elderly) - children; babies, toddlers, teenagers. Special dietary needs for individuals who: - require different energy requirements based on lifestyle, occupation, age or activity level	Creative: Physical: Reflective: Reasoning: Mindful:	Alongside life stages, what 5 factors can impact on nutrients needed?	
Weigh & measure, cut, chop, slice, crush, mix, stir and comb ine, fry & saute	Salt & Pepper Chicken		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 2: 2.1.1 - Religion	Special dietary needs for individuals who: require special diets - have dietary requirements, such as religious beliefs	Creative: Physical: Reflective: Reasoning: Mindful:	What role can food play in religion? Name 3 religions that affect food choice and what food they cannot eat:	
Weigh & measure, beat, mix, stir & combine, bake.....	Toad in the Hole & accompaniments		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.1.1 - Moral & ethical	Special dietary needs for individuals who: require special diets - are pescatarians, vegetarians, vegans	Creative: Physical: Reflective: Reasoning: Mindful:	Identify 2 types of food that people may choose to buy for ethical reasons: Identify 2 ethical issues about food and the environment: What is food poverty?	
Proving, chopping, folding, kneading, mixing, rolling, weighing & measuring, baking, shaping	Gluten Free Pizza		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Medical 1.4.2 (allergies & intolerances)	Special dietary needs for individuals who: require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency. Learners should know and understand the following food related causes of ill health: Food allergies: • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. Food intolerance: • gluten • lactose • aspartame • MSG.	Creative: Physical: Reflective: Reasoning: Mindful:	Give examples of 3 medical conditions that affect food choice: Which type of diabetes can be controlled through diet? Name a symptom of anaemia Name a symptom of lactose intolerance	
	Choice of meal - for an allergy		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.3.1 - Important temperatures in catering - cooking 1.4.3 - correct temperature in delivery, storage, preparation & service		Creative: Physical: Reflective: Reasoning: Mindful:	The danger zone, when bacteria grow most rapidly, is between which 2 temperatures? At what temperature should a fridge be kept? What should the core temperature of all cooked food reach?	
	Chicken breast recipe		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 2: 2.1.1 - Dietary needs meal assessment		Creative: Physical: Reflective: Reasoning: Mindful:		
	Prepare meal for dietary need		Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:
 Prepare a meal for a person with a specific dietary need, adhering to all safety and food hygiene practices.

Vocab:
 Contamination, spoilage, physical, chemical, bacterial, danger zone, high risk, nutrients, vitamins, minerals, source, function, nutritional/dietary

HT3					
Menu planning					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caital / CEIAG / Cross-Curricular
	Unit 1: 1.4.1 - Food Poisoning 1.4.3	Learners should know the following food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus. Learners should know and understand the following symptoms of food induced ill health: Visible: • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence. Learners should know and understand the control measures to prevent	Creative: Physical: Reflective: Reasoning: Mindful:	Name 2 types of bacteria which can cause food induced illness & a possible symptom for each: Suggest 2 ways to reduce the risk of food poisoning:	
Weigh, measure, peel, cut, chop, slice, dice and trim, fry & saute, mix, stir & combine	Risotto	food-induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination. (COVERED IN TERM 2)	Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Menu styles	To be customer friendly menus need to be easy to read, clearly set out and have clear descriptions. What information should a menu contain? Different types of menu: a la carte cyclic menu du jour menu function menu meal menu speciality menu table d'hote Menus are presented in a variety of formats depending on the image that the venue wants to portray.	Creative: Physical: Reflective: Reasoning: Mindful:	Name 3 different types of menu: Suggest 2 pieces of information which should be included on a menu:	
Weigh, measure, rub-in, fold, mix, shape, roll, peel, slice, baton/julienne, boil, bake, saute	Mince & potato pie & veg (choice of cuts for carrots)		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 2: 2.2.1 - Factors to consider	Learners should be aware of the following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time.	Creative: Physical: Reflective: Reasoning: Mindful:	Name 3 points that you need to consider when planning a menu and how this will benefit the business: For example - Making the menu environmentally sustainable benefits by using local and seasonal foods.	
Peel, slice, dice, deseed, fry, stew, ...	Sausage casserole with choice of potatoes		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Food and environmental issues / Food production & food miles	Learners should know and understand the following factors when planning menus: environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? What are food miles - why we should choose local, seasonal produce.	Creative: Physical: Reflective: Reasoning: Mindful:	Name a food with a high carbon footprint: Name a food with a low carbon footprint: What are food miles? When planning menus what ingredients can businesses choose to have the least impact on the environment? What can businesses do to use less energy when cooking?	
Peel, slice, dice, deseed, bake, saute, blend, prove, shape, knead	Tomato & red pepper soup and bread rolls		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Sustainability, food storage & waste	Learners should know and understand the following factors when planning menus: environmental issues - sustainability - making sure that foods are from renewable sources. Storage - keeping high risk food chilled has an impact on the environment. How can we lessen the impact? Food waste - what is it and how can we reduce it?	Creative: Come up with ideas for dishes to reduce food waste Physical: Reflective: Reasoning: Quiz Mindful:	What is a sustainable food source? Give an example of a rule for food storage that lessens impact on the environment: What gas does food waste produce? Give 2 examples of ways to avoid food waste	
	Store cupboard challenge		Creative: Physical: Reflective: Reasoning: Mindful:		
	2.3.2 - Presentation techniques & portion control	Learners should know and understand the importance of using the following appropriate presentation techniques during the production of dishes: Presentation techniques: • creativity • portion control.	Creative: Physical: Reflective: Reasoning: Mindful:		

Mix, shape, crimp, beat + Accompaniments	prepare a meal for an environmentally conscious restaurant		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Plan a meal for an environmentally conscious restaurant		Creative: Physical: Reflective: Reasoning: Mindful:		
	Prepare a meal for an environmentally conscious restaurant		Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:

Vocab:

Food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus,

HT4					
Menu planning					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caital / CEIAG / Cross-Curricular
	Unit 1: 1.4.3 - Food safety legislation & food labelling laws	Learners should be aware of food labelling laws and food safety legislation.	Creative: Physical: Reflective: Reasoning: Mindful:	Why do we need food labels? Name the two types of date marks found on food labels and explain the difference Give an example of a food which would have a use by date: What is an allergen? How must allergens be marked on a food label?	
Cut, chop, slice, dice, mix, stir & combine, stir-fry	Stir fry		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Packaging & recycling	Learners should know and understand the following terms: • reduce • reuse • recycle • sustainability	Creative: Physical: Reflective: Reasoning: Mindful:	How can we reduce the amount of packaging waste in the kitchen? What can we reuse in the kitchen? What packaging item can be easily recycled? Why are some food packaging materials not suitable for recycling? What is sustainability?	
Weigh and measure, cut, chop, slice, dice, zest, juice, marinate, boil, simmer, roast	Chicken kebab and Nando's style rice		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 2: 2.2.1 - Meeting customer needs - nutrition & sensory	organoleptic qualities.	Creative: Physical: Reflective: Reasoning: Mindful:	What is food texture? Give 2 examples of senses used in sensory testing of food: Which sense uses the olfactory system? Where are taste receptors located?	
Weigh and measure, cut, chop, slice, dice, form & shape, boil and simmer, drain, fry & saute	Spaghetti & meatballs		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Create a dovetail plan for a 2-course meal to be served in a health food café		Creative: Physical: Reflective: Reasoning: Mindful:	Why have you chosen your dish to serve in a health food café? Give 2 hygiene considerations you have included in your time plan: Which task o your plan takes the longest time? How will you make sure your meal is presented well?	
Sift, zest, beat, knead, roll-out, cut-out, bake	Easter biscuits		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.1 - Costing		Creative: Physical: Reflective: Reasoning: Mindful:		
	Prepare 2 course meal from dovetail plan		Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:

Create a dovetail plan for and prepare a 2-course meal to be served in a health food café, adhering to all safety and food hygiene practices.

Vocab:

Food safety, legislation, labelling, ingredients (including additives and allergens)

HT5					
Presentation techniques & the world of hospitality & catering					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caital / CEIAG / Cross-Curricular
	Unit 2: 2.4.2 - Reviewing performance	Learners should be able to identify personal strengths and weaknesses relating to: • decision making • organisation • planning – including the advantages and disadvantages of chosen options and how they meet specific needs • time management.	Creative: Physical: Reflective: Reasoning: Mindful:		
Weigh, measure, cut, chop, slice, grate, zest, peel, crush, mix, stir & combine, form & shape, divide, bake, presentation - decorate & garnish	Koftas and dip		Creative: Physical: Reflective: Reasoning: Mindful:		

	Unit 1: 1.1.2 - Job roles in hospitality and catering	Learners should know and understand the following types of employment roles and responsibilities within the industry: • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d’hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing	Creative: Physical: Reflective: Reasoning: Mindful:		
Weigh, mix, stir & combine, divide, form & shape, bake, presentation - decorate & garnish	Fishcakes		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 1: 1.1.2 - Personal attributes for these roles	Learners should know and understand the following specific personal attributes, qualifications and experience an employer would look for to fulfil the roles: Personal attributes: • organised • hardworking • punctual • hygienic • pleasant • calm • friendly • good communicator • team player • good people skills • willingness to learn and develop • flexible. Qualifications and experience: • apprenticeships • experience in the role/sector – part-time job, summer employment • school, college and/or university qualifications relevant to the job.	Creative: Physical: Reflective: Reasoning: Mindful:		
Weigh, measure, crush, mix, stir & combine, whisk, spread, chill, presentation - decorate & garnish	Cheesecake - adaptating for flavour of choice		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 1: 1.4.4 - The Environmental Health Officer (EHO)	Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include: • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.	Creative: Physical: Reflective: Reasoning: Mindful:		
Weigh, measure, peel, chop, crush, sauté, mix, stir, blitz, simmer, bake, presentation - decorate & garnish	Katsu / Chinese chicken curry		Creative: Physical: Reflective: Reasoning: Mindful:		

	Mock exam questions		Creative: Physical: Reflective: Reasoning: Mindful:		
Weigh, measure, bake, zest, chop, fry, drain, combine, presentation - decroate & garnish	Stuffed Peppers		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.3.2 - Plan a 2-course set dinner menu with accompaniments, focussing on presentation		Creative: Physical: Reflective: Reasoning: Mindful:		
	Prepare set dinner menu		Creative: Physical: Reflective: Reasoning: Mindful:		

Challenge:

Create a 2 course set dinner menu with accompaniments, focussing on presentation and adhering to all safety and food hygiene practices.

Vocab:

Planning, production, ordering, storing, mise en place, sequencing/dovetailing, timing, cooking, cooling, hot holding, completion & serving, waste from the

HT6					
Planning production					
Skills	Knowledge	Knowledge Detail	Possible Activities	Recall Check+	Enrichment / Cultural Caital / CEIAG / Cross-Curricular
	Unit 2: 2.2.2 - Plan the production of dishes for a menu (Plan & order)	Learners should be able to plan dishes for a menu and know and understand the following: • 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.	Creative: Physical: Reflective: Reasoning: Mindful:		
weigh, measure, mix, rub-in, roll, shape, grate, blind bake, bake	Quiche		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.2 - Plan the production of dishes for a menu (Store & Mise en place)	Learners should be able to plan dishes for a menu and know and understand the following: • 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.	Creative: Physical: Reflective: Reasoning: Mindful:		

shred, crush, grate, steam, boil, fry	Teriyaki chicken		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.2 - Plan the production of dishes for a menu (Sequencing & cooking)	Learners should be able to plan dishes for a menu and know and understand the following: • 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	Creative: Physical: Reflective: Reasoning: Mindful:		
cream, beat, juice, zest, bake, fold, deseed, mix	Orange & passionfruit traybake		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.2 - Plan the production of dishes for a menu (Timing & cooling/hot holding)	Learners should be able to plan dishes for a menu and know and understand the following: • 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	Creative: Physical: Reflective: Reasoning: Mindful:		
	Meal of choice		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.2 - Plan the production of dishes for a menu (Completion and serving & waste)	Learners should be able to plan dishes for a menu and know and understand the following: • 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	Creative: Physical: Reflective: Reasoning: Mindful:		
	Meal of choice		Creative: Physical: Reflective: Reasoning: Mindful:		
	Unit 2: 2.2.2 - Plan production of a menu		Creative: Physical: Reflective: Reasoning: Mindful:		

	Prepare 2 dishes from menu		Creative:		
			Physical:		
			Reflective:		
			Reasoning:		
			Mindful:		

Challenge:
Prepare 2 dishes from your menu, adhering to all safety and food hygiene practices.

Vocab:
Planning, production, ordering, storing, mise en place, sequencing/dovetailing, timing, cooking, cooling, hot holding, completion & serving, waste