RIVERSACADEMY
West London An Aspirations Academy

(HOSPITALITY AND CATERING) - Curriculum Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 7 curriculum overview	Introduction to safety in the food room and healthy eating.	Understand the importance of macro nutrients and how to avoid cross contamination in the food room.	Introduction to design ideas in food technology and evaluation of practical lessons.	Introduction to pastry making and the effects of a diet high in sugar.	Demonstrate safe use of equipment in the food room and the importance of micro nutrients.	A focus on the safe use of the cookers and creating a balanced meal.
Key knowledge outcomes (students should know)	Explain the different sections of the eatwell guide. With supervision use a knife, chopping board and wash up correctly.	Name the 5 key nutrient groups and explain their function in a healthy and balanced diet.	Able to create a designed idea as a dish.	Describe a healthy lifestyle and consider changes to improve diet choices.	Is able to use a knife and other equipment independently and safely.	Can follow a recipe with minimal guidance, and work in an organised and tidy manner.
Key skills (students should be able to)	Understand the key principles of healthy eating and safe use of basic equipment in the food room. .	Be able to explain the reasoning for some of the safety regulations.	Confidently able to explain key nutrients and give examples.	Develop an understanding of the key nutrients and their functions in a healthy die	Be able to prepare fruit and vegetables safely and gain confidence with different forms of measuring.	Independently able to use a range of equipment and prepare dishes following instructions
Year 8 curriculum overview	Understanding how environmental issues affect food choice.	Students will develop an appreciation and acceptance of people from a variety of	Develop an appreciation for diet choices	Introduction to Fusion foods and creating new dish ideas.	Understanding how farming and food mass production	Gain confidence in safe use of cookers and

		cultural backgrounds. And their food choices.	including medical conditions.		affects cultures and local food choices.	creating family meals.
Key knowledge outcomes (students should know)	Be able to explain key terms such as seasonality and food miles.	Explain how several cultural diets meet nutritional needs considering seasonal, cultural and religious differences.	Can confidently use a range of equipment to d prepare ingredients to create a selection of healthy cultural dishes from a given recipe.	Create and prepare Fusion style foods from own research.	Explain key terms such as Fair trade. Prepare a range of ingredients and using various cooking methods	Can confidently use a range of equipment to accurately prepare ingredients required to recreate a selection of healthy cultural dishes from a given recipe.
Key skills (students should be able to)	Develop an appreciation for the food choices and how this can affect the environment.	Begin to explain how diet choices can affect long term health and nutrients deficiencies.	Give examples of how an excess or deficiency in nutrients can cause long term health problems and suggest steps needed to prevent this.	Develop an appreciation for the food choices of others including religious, allergy/ intolerance needs and medical concerns such as diabetes.	Gain confidence in preparing a range of ingredients and using various to prepare family meals.	Independently and safely use equipment, including cookers to create family meals.
Year 9 curriculum overview	Pupils are introduced to the professional world of Hospitality and catering including kitchen roles.	Understanding the legal safety requirements of the industry.	Developing increased knowledge of careers in the Hospitality and catering industry.	Pupils are also introduced to business costing and budgets.	Pupils should develop an understanding of food that will enable them to create stylish modern dishes that are cost effective and sustainable.	

					Dishes include lasagna, macaroni cheese and healthy burgers.	
Key knowledge outcomes (students should know)	The breadth of careers Hospitality and catering has to offer.	Key legal requirements such as HASAW and PPE for a business.	To know how age, diet and food choices can affect both long term and short term health. A range of careers in the unseen areas of the industry.	Understand how to create and plan own dishes considering the budget requirements of a business.	Expand on knowledge of careers in the Hospitality industry including food inspectors and catering job roles.	Develop an understanding for the importance of good customer service in a business.
Key skills (students should be able to)	Able to explain the difference between Hospitality and Catering and give specific examples to describe a range of job roles.	Be able to explain the legal safety requirements in a catering business and know some of the repercussions of not doing so.	Confident and accurate use of relevant equipment to prepare a range of dishes suitable for different stages of life.	1Can complete and follow a time plan to safely create a dish in the time given.	Explain and give examples of jobs roles and skills required to work in the industry. .	Explain the positive and negative effects for a business of customer service.
Year 10 curriculum overview	Introduction to the Hospitality and Catering industry including types of providers, job roles and professionalism. Unit 1, LO1 - focuses on the range of commercial and residential providers	Unit 1 LO2 focuses on the job requirements of front of house and kitchen staff in detail to include workflow, the brigade system, dress code, customer service and consumer rights	Unit 1 LO3 which focuses on legal Health and Safety requirements, including risk assessments, PPE, HASWA, COSHH and RIDDOR. The role of HSE and Environmental	Unit LO4 develops an understanding of the role of Environmental Health Officer (EHO) and food related health problems such as types of food poisoning and the 3 groups of	Revision of all of unit 1 to prepare for the June written exam. Focusing on understanding exam question terminology and high mark questions requiring knowledge of several areas to be	Continuing preparation for Unit 1. After this pupils will complete a mini Unit 2 brief to design and prepare a menu for a new business

	and how these are monitored and rated. Practical dishes include shepherd's pie, tray bake cake and decoration, soups and bread rolls.	legislation. Practical dishes include jerk chicken, ravioli and Yule logs. All pupils will take part in planning, preparing and serving food at the Christmas Tea event.	Health officers is explored along with a detailed focus on Food Inspectors and their legal duties. Practical dishes are focused on pastry and include Jamaican Patties, pastel de nata (custard tarts) Eclairs and mini Croissants.	contamination, Physical, chemical and biological. Pupils are also introduced to food intolerance and allergic reactions and first aid interventions required. Practical dishes are focused on high risk foods such as rice pudding, risotto and paella.	connected. Practical dishes focused on shaping and forming doughs and other ingredients such as burgers and buns, spaghetti meatballs and pitta bread, hummus and vegetable dips.	which will inform a three hour practical mock assessment. Practical dishes will be in response to pupils own choices and focus on higher skill levels such as garnishing techniques, use of specialist equipment such as deep fat fryers and ice cream makers.
Key knowledge outcomes (students should know)	Different job roles within the Hospitality and Catering sector and demonstrate knowledge of employment, business and safety regulations.	Discuss a large range of factors that must be considered when planning a dish or menu for others, including special diets needs, seasonality, sustainability concerns and financial factors of a business.	Can use a risk assessment to discuss business legislation including COSHH and RIDDOR.	Work area and equipment used is hygienic and safe at all times considering myself and others' needs	The dishes created are nutritious, appetising to eat and of an industry standard.	Able to create a time plan to prepare, cook and present a range of dishes considering use of cooking methods and garnishing techniques.

Key skills (students should be able to)	Be able to explain the skills required to work in both front and rear of house job roles and discuss management expectations. Practical skills are to develop using a range of cooking methods to prepare a single dish while building confidence in knife skills and presentation.	Be able to explain the order of work in a professional hospitality environment. Practical skills are to develop marinades for seasoning, making fresh pasta and filling and cake decoration. The Christmas Tea event gives pupils the experience of planning, preparing and serving food to a large number of people and working within a budget.	Pupils should be able to explain the reasons Health and Safety legislation is in place and give examples of each of the key phrases. Practical skills are to develop a range of pastry making skills and introduce sauces and setting of mixtures.	Pupils should be able to identify different types of food related illness, suggest causes and actions to prevent reoccurance. Practical skills are focused on cooking with rice, independent seasoning, testing for readiness and correct storage of high risk foods.	Pupils should be able to explain the requirements of different types of exam questions and use information given to formulate logical responses. Practical skills are to use a range of skills to complete whole dishes, with accompaniments in response to a simple brief.	Be able to independently respond to a brief, consider the needs of a business and customers. Pupils should be able to identify their own preferences and strengths in a range of practical skills.
Year 11 curriculum overview	Unit 2 brief released early September. LO1 explain the importance of nutrition in relation to the brief including macro & micro nutrients, special diets and religious or medical needs. Consider how cooking methods affect nutritional	Unit 2 L02 factors to consider when planning a menu. Pupils should consider business needs such as staffing and finance alongside customer needs such as fashion or trends and sustainability. Practical dishes continue to be linked	Unit 2 LO3 Plan, prepare and present 2 dishes in a three hour time period. Pupils focus on strengths and previous experience to produce a time plan in response to the brief and present 2 dishes in a 3 hour practical exam. Practical	Unit 2 LO1 to 3 final assessment to include an evaluation of menu plan and dishes created considering the views of others and task related needs. Unit 1 revision for pupils requiring to retake the written exam element of the	Unit 1 revision for pupils requiring to retake the written exam element of the course.	

	value in a range of dishes. Practical skills linked to brief given to include tortilla wraps, sides and fillings, iced buns and coating ingredients in breadcrumbs.	to the exam brief but could include setting of mixtures in cheesecakes and lemon meringue pie or balancing flavours in curry with rice, naan bread and dips.	dishes focus on presentation skills and enabling pupils to produce high skill dishes in a limited time.	course.		
Key knowledge outcomes (students should know)	Discuss and analyse a range of factors that contribute to the success or failure of a business including customer service and business regulation requirements.	Able to discuss and demonstrate knowledge of a range of factors necessary to consider when planning a menu or meal plan for a variety of ages, diet and medical needs.	Plan, prepare, cook and present a range of dishes, demonstrating a variety of skills and cooking methods that show creativity and a professional level of organoleptic qualities	.Dishes created are visually creative, unique, appealing and demonstrate a professional level of organoleptic requirements.	Review planning, cooking and presentation of dishes highlighting areas of success and of potential further development considering organisation and time management.	
Key skills (students should be able to)	Using relevant information to suggest specific diet needs of others. Creatine timeplans for dishes of choice to demonstrate high skill	Logical and reasoned consideration of the needs of others. Creating time plans and dishes relevant to a brief.	Create and follow a planned sequence of work in exam conditions.	Evaluation of practical exam performance considering and organoleptic views of others.	Pupils should be able to explain the requirements of different types of exam questions and use information given to formulate logical responses.	