

## Subject Academic Curriculum Overview

Year	Term - Content						Transition Milestones
	Lesson 1-2	Lesson 3-4	Lesson 5-6	Lesson 7-8	Lesson 9-10	Lesson 11-13	By the end of the year students will have learned to apply the following skills through the content studied.....
<b>7</b>	<b>BASELINE ASSESSs;</b> Transition and introduction to subject. 4Cs <b>Hazard identification.</b> Washing up.	Weighing and measuring. Practical; Experiment lesson making cakes 1 <sup>st</sup> <b>Flapjack assessment (Melting method)</b>	Using the cooker, understanding the parts of a cooker and heat transfer. Practical; Fruit crumble <b>(rubbing in method)</b>	Design lesson, Plan savoury scones, design and timeplan. Practical; prepare savoury scones to own plan.	<b>Evaluation,</b> Sensory qualities. Slice and dice veg (dem) Practical; Flat bread pizza, demonstrate <b>knife skills</b> learnt.	Where food comes from, and farming. Practical; sausage rolls. <b>(Grating, raw meat)</b> Evaluation and assessment.	Understand and demonstrate basic practical and knife skills Understand how hazards are dangerous and suggest how they can be prevented. Evaluate practical and show how senses are important when evaluating food choices.
<b>8</b>	Eatwell Guide, healthy eating Practical; Thai Green Curry	Nutrition project (macro) protein Practical; Chicken Fried Rice	Nutrition project (macro) carbs Practical; Macaroni Cheese	Nutrition project (macro) Fats Practical; Cheesecake	Nutrition project (micro) vitamins Practical; Pizza	Nutritional round presentation, Dangers of fat, sugar and salt. Practical; Quiche / Cinnamon Whirls	Use, understand and refer to relevant catering terminology, such as macro and micro nutrients. Explain why nutrients are vital to good health and wellbeing and the results of poor nutrition. Participate in group presentations and group work. Demonstrate higher level practical skills (raw meat)
<b>9</b>	HACCP Practical; Burgers	Shopping and budgeting. Practical; Chicken Portioning and Kievs	Reasons for choice project ILT Practical; Chicken Fajitas	Practical's; Chicken Chow Mein Chocolate Mousse	Practical's; Pasties, Choux buns	Practical's; Pork pies, Vegetable calzone Written Test and hand in of ILT	Investigate and understand why we make the decisions and choices we do with regards food, by completing independent learning tasks Draw links between food safety, hygiene and food poisoning or hazards by using HACCP Learn and demonstrate high level practical skills
	Sept – Oct	Oct- Dec	Jan-Feb	Feb-Mar	April – May	June-July	By the end of the year students will have learned to apply the following skills through the content studied.....
<b>10</b>	Health and safety <b>LO1; The INDUSTRY AC 1.1</b> Types of establishments <b>1.2</b> Job Roles <b>1.3</b> Working conditions <b>1.4</b> Factors affecting success  PASTRY WORKSHOPS	<b>LO2 INDUSTRY SET UP AC 2.1</b> Operation of Kitchen <b>2.2</b> Large and small equipment <b>2.3</b> Customer needs  High level skills, filleting fish, boning meat etc. Pasta	<b>LO3 SAFETY AC 3.1</b> Personal safety <b>3.2</b> Risks to personal safety <b>3.3</b> Safety Recommendations  Roux sauces, technical challenges	<b>LO4 FOOD POISONING A.C 4.1</b> Food related ill health, Allergies and intolerances <b>4.2</b> EHO <b>4.3</b> Food Safety Legislation <b>4.4</b> Food poisoning <b>4.5</b> Food induced ill health Risotto, using setting agents.	<b>LO5 PROPOSE PROVISION A.C 5.1</b> Review options <b>5.2</b> Recommend provision  PREPARE FOR EXAM  No practicals, prepare for external exam	EXTERNAL EXAM POP UP RESTAURANT  Pop up restaurant, prepare suitable recipes. <b>FORMAL ASSESSMENT (dishes for restaurant)</b>	Investigate and understand how the industry is set up and run. Draw links between poor hygiene and food poisoning and other food related illnesses. Use, understand and refer to relevant catering terminology Identify hazards and risks within and industry and suggest how to overcome them. Contextualise the industry by participating in the pop up restaurant, including deconstructing menus and organise self and time Identify and recommend suitable provision for groups of customers Develop high levels practical skills including knife skills, understanding and identifying when to use particular knives by participating in cook offs, workshops and challenges to develop the high level practical skills.
<b>11</b>	Nutrition, why are they needed and how do individuals differ in their need for nutrition? What are the effects of poor nutrition, allergies and dietary choices? <b>Ac 1.1, 1.2 1.3</b> Timeplans <b>(AC 3.1)</b> Practical; Basic recipes and differentiation according to student ability, students will be given an item to prepare a dish around (i.e. pasta/chicken) Garnishing skills	Reasons for choice, why do people make the choices they do regarding food, what are the factors to consider when menu planning. What are the environmental issues regarding the industry and how can they be overcome? <b>Ac 2.1, 2.2, 2.3</b> Practical; Dishes suitable for NEA (high level) tasks such as wellingtons, lasagne, or the accompaniments that are suitable.	<b>9 hour Practise NEA including a 2 hour mock practical</b> (blocks of 45 minutes)  Refresh AC 1.1-3.1 if needed following mock NEA  <b>Start actual NEA 9 hours</b> (broken down so 45 minutes per lesson) Practical; Practise dishes chosen for NEA, in preparation of formal assessment (can be elements of the dish) <b>2 HR PRACTICAL ASSESS</b>	<b>Complete NEA Resit NEA (if nec) Resit EXAM Preparation</b> Unit 1 theory; EHO, hospitality industry MOCK EXAM  (some students may have finished the course) Practise chosen dishes for NEA  <b>FORMAL PRACTICAL ASSESSMENT (4hrs)</b>	Revision of unit 1 topics, including practice exams MOCK EXAM  (some students may have finished the course) Practical; Technical challenges to assist revision if appropriate.	<b>FORMAL EXAM</b> Revision of unit 1	Understand and respond creatively to brief, picking dishes that are demonstrating high level skills but are suitable to the specification given. Contextualise learning and apply it. Review and reflect on own progress, using the mark scheme to help. Develop skills relevant to the industry and apply to the NEA when menu planning etc. Understand the importance of good nutrition and the effect of poor nutrition. Develop an understanding of what influences food choice Use knowledge and understanding to refine and adapt menu/recipe choices to improve the final outcome Develop skills in presentation, understanding why it is important. Demonstrate good/excellent knife skills, using correct knives for the job.

