



KS4 Curriculum Hospitality and Catering Overview

WJEC Level 1/2 Vocational Award.

(Technical Award)

Curriculum Intent

What do you want students at the end of Year 11 to know or be able to do in your subject?
Why?

The level 1/2 award in hospitality and catering award focusses on the hospitality and catering industry which includes all businesses that provide food, beverages, and/or accommodation services, which includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. These are all a huge part of our everyday lives and finding out about the logistics involved behind the scenes of these businesses is a very valuable experience for students to appreciate their complex nature and the impact they have on their lives. Students choose this course in order to develop their knowledge, understanding and the practical application of skills in a vocational context, providing students with a broad introduction to the H+C sector and, as it is a vocational course, the types of further education, training and employment they may wish to engage in.

The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry and this course equips students with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes. Students will develop their food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication which will benefit them in their future lives regardless of their career choices. In addition there are the, arguably more important, benefits of experiencing a breadth of cultures and approaches to food and drink to appreciate what is unique about different cuisines and a variety of influences on individual choices. Students will also come to appreciate good eating and nutrition are serious processes and that what they put into their bodies determines what they get out of it.

Unit 1: Hospitality and catering industry: Students will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2: Hospitality and catering in action: Students will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

How does the KS4 curriculum build on that from KS3?

At Downham Market Academy the subject of KS3 design technology is broken down into smaller rotations throughout the year, these include food, graphics, textiles, engineering and product design. By the end of KS3 all students should have had an opportunity to carry out a variety of projects using a range of disciplines and master some key skills from each of these areas allowing them to flourish and understand the world around them.

Students will learn to:

- Use creativity and imagination to design and make products that solve real and relevant problems including those encountered in their everyday lives.
- Build resilience and confidence to face challenges whilst raising their self esteem and developing new personal interests.
- Be able to work within a range of contexts, considering their own and others' needs, wants and values.
- Acquire a broad range of subject knowledge whilst learning how to take risks and becoming a resourceful, innovative, enterprising and capable citizen in an increasingly technological world.

At KS4 students are offered the opportunity to specialise in courses related to hospitality and catering, engineering and product design. These courses build on the skills, knowledge and understanding gained in KS3 using the design, make, evaluate model into a more industry ready approach. For example, rather than just producing a dish to suit themselves at KS3, in KS4 students are expected to support these dish designs with cultural, social and practical understanding developing well presented, nutritious meals that satisfy a particular brief. Students at KS4 use a wider range of materials, techniques and processes and are expected to be mastering their own design style and approach, justifying their choices taking into account a deeper appreciation of the impact of their designs.

What do students *do* with this knowledge or these skills?

Unit 1: The Hospitality and Catering Industry: Students apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Students will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viably whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action: Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the students appreciation of the whole vocational area beyond the kitchen environment.

How does the KS4 curriculum align to the National Curriculum?

There is no specific KS4 DT curriculum, however there are numerous opportunities for the KS4 DT opportunities we offer to align with other subjects to provide a broad and balanced approach across the school. E.g.

Investigating other cultures and designers.

Teamwork, cooperation and participation. Developing social skills, creativity, confidence and independence.

Recycling, sustainability and ethics.

Working mathematically - developing fluency, reasoning and solving problems. Number, algebra, ration, proportion, rates of change, geometry, measure, probability.

English – spoken language, reading, writing, developing vocabulary.

Science – working scientifically, biology, chemistry, physics.

How technology can solve problems, new and emerging technologies.

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Throughout the first 3 terms continuously building on previous practical lessons.	Work experience placements in the school canteen to experience first hand vocational hospitality and catering will be offered to all students throughout the year. 2.3 The skills and techniques or preparation, cooking and presentation of dishes. In this topic learners will gain knowledge and understanding of the following areas: 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4 Evaluating cooking. In this topic learners will gain skills knowledge and understanding of: 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance	2.3 The skills and techniques or preparation, cooking and presentation of dishes. In this topic learners will gain knowledge and understanding of the following areas: 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4 Evaluating cooking. In this topic learners will gain skills knowledge and understanding of: 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance

Autumn	1.1 Hospitality and catering provision. In this topic learners will gain knowledge and understanding of the following areas: 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 2.1 The importance of nutrition. In this topic learners will gain knowledge and understanding of the following areas: 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value	Unit 1: - Revision and consolidation activities. Unit 2: - Completion of internally assessed unit 2 folder.
Spring	1.2 How hospitality and catering provisions operate. In this topic learners will gain knowledge and understanding of the following areas: 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3 Health and safety in hospitality and catering. - In this topic learners will gain knowledge and understanding of the following areas: 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety 2.2 Menu planning In this topic learners will gain knowledge and understanding of the following areas: 2.2.1 Factors affecting menu planning 2.2.2 How to plan production	Unit 1: - Revision and consolidation activities. - Sit externally assessed unit 1.

Summer	1.4 Food safety in hospitality and catering. In this topic learners will gain knowledge and understanding of the following areas: 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) Mock written paper for unit 1 and mock coursework folder for unit 2 with mock practical cooking session too.	Unit 1: - Revision and consolidation activities. - Sit final externally set exam if resit is required. Unit 2: - Revision and consolidation activities. - Sit final internally set exam if resit is required.
Rationale for this sequencing	Students are required to sit an externally set exam to assess unit 1. A huge amount of this is based on the hospitality and catering industry and is new information to students. Many have 'life experience' they can draw upon to aid with this, however others are lacking the cultural capital, and therefore need much more explanation and to cover some aspects in more depth. By covering this unit in year 10 we have plenty of time to embed the understanding and respond to misconceptions. There is also more flexibility to build in trips and real world opportunities to put the learning in context with this additional time. Unit 2 is more practical based and draws on the KS3 experiences of cooking skills and nutrition. By covering different aspects of cooking skills throughout year 10 students are able to keep up to date with this through the course. It also allows us to link cooking dishes to key times of the year, seasonality of ingredients etc. By the end of year 10 students are completing holistic projects which take into account their full understanding of the H+C industry building on everything they have learnt, meaning it has to come at the end.	We do the bulk of new learning in year 10, then focus more on revision strategies and exam technique in year 11 once students are more confident with the terminology and key characteristics of the course. This allows students to apply what they learnt in year 10 over the course of 2 years embedding it and giving it purpose. The externally set exam for unit 1 can be sat in January on June but has to be the last assessment completed. By sitting this in January the knowledge is fresh in the students minds, but it gives them the back up of a resit on the summer series if required. The projects completed at the end of year 10 in LO5 are a great starting point for the final assessment of unit 2 completed in year 11. Students are given a design brief and have to design and cook a variety of dishes suitable for this scenario. Students are able to draw on all their practical experience from KS3 and 4 to show their absolute best work. If we did this earlier in the year they would still be perfecting their own style and approach to designing recipes as well as building confidence trying new cooking methods and ingredients so would not fulfil their full potential. The brief for unit 2 is only released in September and has to be completed in the final year of the course. By doing this in November we provide time for the students to resit if required, but more importantly they are enthusiastic and fresh at the start of the year with lots of ideas and are keen to show everything they have mastered in year 10.

Additional support at home

Additional reading for enjoyment, enhancement and extension	- Programmes like Masterchef, Great British Bake off etc all help with ideas of new recipes and ingredients to try. - Go out to eat in different styles of restaurants and stay in different hospitality establishments to see the different facilities and services they offer. - Watch things like – Four in a bed, Channel 4; Britain's most luxurious hotel, Channel 4; Inside the World's greatest hotels, Channel 5; Motel makeover, Netflix; The night manager, BBC. - The Edible Atlas: around the world in 39 cuisines. Mina Holland. - The Geeky Chef Cookbook. Cassandra Reeder.
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	• Food Anatomy: The curious parts and pieces of our edible world. Julia Rothman. • The Forager's Calendar: a seasonal guide to nature's wild harvests. John Wright. • Unreasonable Hospitality: the remarkable power of giving people more than they expect. Will Guidara. • 150 hotels you need to visit before you die. Debbie Pappyn.
Online resources to practice, consolidate and revise	• BBC Good Food. • Tesco Recipes. • Michelin guide. • Food Inspectors – can be found on YouTube. • Food a Fact of Life. • Eduqas knowledge organisers. • Bitesize – Nutrition. • Bitesize – Hospitality. These Bitesize links are really useful, clear and simple but are not specifically for this course. However the information does overlap so please go ahead and use them, but make sure to only use the relevant chapters. Any issues please ask the teachers.
Workbooks & revision guides to practice, consolidate and revise	• CGP do offer really useful, clear and simple revision guides but not specifically for this course. However the information does overlap so please go ahead and use them, but make sure to only use the relevant chapters. Any issues please ask the teachers. • Eduqas course book. • Eduqas revision guide. Please ensure you buy the 2nd edition Technical Award version for Sept 2023 rather than the old course book. As above most will still be relevant, but it does not cover everything.