

ADT (Subject Area) Curriculum Intent, Implementation and Impact Overview

Year: 11 Subject: HOSPITALITY AND CATERING IMPLEMENTATION			
<p>INTENT (including key concepts and skills)</p>	<p>COMPLETION, REVIEW AND IMPROVEMENT OF PRACTICE UNIT 2</p> <p>Context: students given a brief and will show off practical skills making a wide range of dishes. Understanding assessment criteria and structure of controlled assessment to prepare for Y11.</p> <p>Key vocabulary: Vitamins and minerals, Carbohydrates, Protein, Nutrition, justification.</p> <p>Prior learning/ LTM: Use of practical skills from essential skills and nutritional knowledge. Making dishes independently.</p> <p>Cultural Capital: Understanding a range of ingredients and their functions and sources.</p>	<p>UNIT 2</p> <p>Context: Exam board controlled assessment; students must demonstrate their ability to perform a range of technical skills under controlled condition. They must analyse skills leading to a 3 hour practical examination where students must make two dishes with accompaniments to fit the brief and show as much skill as possible. Brief set by exam board.</p> <p>Key Vocabulary: Key Vocabulary: Skills, justification, safe working practice, time management, food provenance, healthy eating guidelines, nutritional knowledge, analysis, sensory analysis, cost analysis, quality control, hygiene and safety, distinctive character.</p> <p>Prior Learning / LTM: Use of practice Unit 2 from Y10 and previous project will ensure students understand the assessment criteria and components needed in the Unit 2 task. Use of a range of practical skills gained throughout Y9 and (for students of 3 year GCSE) Y10 which will be applied independently.</p> <p>Cultural Capital: Independently making a wide range of dishes and accompaniments without assistance, safely. Being able to justify and understand how a nutritionally balanced meal can be put together will be useful in life.</p>	<p>EXAM THEORY AND REVISION</p> <p>Context: Y11 written exam in June, a range of revision and retention activities used throughout lessons covering the knowledge from Y9 and (for students of 3 year GCSE) Y10 informed from QLA of MOCK exam. Topics covered include; structure of industry, front of house and kitchen operations, job requirements and conditions in the industry, responsibility of employees and employers for H & S, meeting customer requirements, food safety legislation, risk and control measures, food related health, role of the EHO.</p> <p>Key Vocabulary: services, commercial, residential, housekeeping, kitchen brigade, supply and demand, attributes, contracts, remuneration, holiday entitlement, profit, cost, economy, competition, trends, environment, technology, political, media, workflow, stock control, dress code, administration, expectations, needs, requirements, leisure, corporate, COSHH, PPE, PPER, MHOR, HACCP, labelling, microbes, chemicals, lactose intolerant, coeliac, allergy.</p> <p>Prior Learning / LTM: Learnt prior during Y10 project. Revised initially for Y10 exam and to be revised again now!</p> <p>Cultural Capital: understanding can be applied to jobs in the industry which is appropriate considering the schools cohort.</p>
<p>Understanding the of the hospitality and catering industry</p>		<p>Applied when explaining how dishes on a menu consider a range of factors.</p>	<p>Revision will include a range of activities to meet the needs of all learners. This will include repetition and spaced learning to have maximum impact through the use of metacognitive strategies.</p>
<p>Practical skill development and application</p>		<p>Students will need to apply skills when making a range of dishes for the brief given and for the final exam.</p>	

Nutritional knowledge and application	Review of nutritional knowledge to ensure they have enough detail for target grade or above. This then shows standard needed for the official Unit 2.	Dishes will need to be analysed for nutritional content and application to different age's groups and their needs.	
Health and safety of a range of equipment and processes		Shown through use of a range of equipment and ingredients when making dishes to fit the brief and show skills.	Exam style questioning which analyse scenarios and kitchen processes.
Understanding safe and hygienic food preparation		Applied on a production plan. Demonstrated in the practical exam and assessments.	Shown when revising food safety legislation, risk and control measures in industry.
Applying safe and hygienic food preparation		Applied through use of a range of equipment and ingredients when making dishes to fit the brief and show skills.	
Justification/ making to a brief		Dishes made will need to be justified as to why they fit the context given. Justifications will need to include nutritional content, cost and food provenance.	
IMPACT	Assessment: Detailed marking and feedback will be given on each section of the section included in the task. This can then be used when official Unit 2 is being completed to ensure they understand what is needed.	Assessment: UNIT 2 marked as a whole document and moderated with other schools and then sent too exam board. Work is marked by teacher (marks kept for own records) who can then give feedback on a regular basis to class as a <u>whole</u> but CANNOT be given on an individual basis as the exam board and JCQ requires.	Assessment: Exam style questions marked and feedback given for R2R throughout. Multiple choice questions set as a starter each lesson, testing knowledge from previous lessons, marked and corrected by students. MOCK exam in January informs QLA which in turn informs teacher planning of key topics to focus on.