

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

	Year: 10 Subject: HOSPITALITY AND CATERING IMPLEMENTATION			
	ESSENTIAL SKILLS	NUTRIENTS	UNDERSTANDING THE CATERING INDUSTRY	PRACTICE UNIT 2
INTENT (including key concepts and skills)	<p>Context: Building of practical skills including dishes using the following skills: pastry (choux, shortcrust, puff), pasta making, sauce making, frying, bread making, batters, chopping, cake making (creaming, melting, rubbing in, whisking), portioning chicken, meat preparations, forming and shaping.</p> <p>Key Vocabulary: Shortening, kneading, rolling, lining, dough formation, Whisking, Beating</p> <p>Prior Learning / LTM: building on basic practical skills learnt and practiced throughout KS3.</p> <p>Cultural Capital: Understanding how to use a range of ingredients to form meals at home.</p>	<p>Context: understanding what nutrients are needed in the body and the specific functions they play in the body. Understanding the effects of deficiency of nutrients on the body. Applying knowledge of functions to create meals for people from different groups with different nutritional needs.</p> <p>Key Vocabulary: micronutrients, macronutrients, fat, fibre, protein, minerals, calcium, iron, fluoride, vitamins, deficiency, function.</p> <p>Prior Learning / LTM: application of the Eat well guide.</p> <p>Cultural Capital: understanding how to eat healthy and how different groups may need different nutrients.</p>	<p>Context: ran alongside essentials skills project and continuing up until exam. Understanding how the catering and hospitality industry function works and the roles and qualities needed by the people who work there. Understanding how establishments can be rated and reviewed. Roles of the EHO and safety in the kitchen.</p> <p>Key Vocabulary: Environmental health officer, kitchen brigade, Michelin star, AA Rosette,</p> <p>Prior Learning / LTM: Knowledge of the catering industry e.g. kitchen brigade job roles from KS3.</p> <p>Cultural Capital: Useful knowledge for gaining job roles in the catering industry</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>
Understanding the of the hospitality and catering industry			Covered in theory lessons, quizzes, assessments and revision activities within lessons	Applied when showing consideration of a range of factors when designing menus.
Practical skill development and application	Working through a wide variety of recipes to apply a range of practical skills (see above).	Practical's to revise and embed nutritional knowledge, making to a brief for people who have deficiencies in vitamins and to create high carb/ high protein meals. Making meals to increase dietary fibre and reduce fat content.		Practical's will fit a brief and aim to show skills learnt in project one.
Nutritional knowledge and application		Theory lessons and practical activities to fit briefs covering certain nutrients. Wide range of activities for revision and retention of nutritional knowledge.		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	Taught during making of dishes through safe teaching and practice of use of a wide variety of equipment; including electrical blender, whisks and food processors.	Through use of a range of equipment and ingredients when making nutritional meals.	Understanding HCAAP and the role of the EHO	Through use of a range of equipment and ingredients when making dishes to fit the brief and show skills.
Understanding safe and hygienic food preparation	Taught and practiced through practical.		Storage and preparation temperatures.	Applied when writing a production plan.
Applying safe and hygienic food preparation	Practiced during the making of the range of dishes. Constant recap and practice.	Through use of a range of equipment and ingredients when making nutritional meals.		Through use of a range of equipment and ingredients when making dishes to fit the brief and show skills.
Justification/ making to a brief	Taught main skills with opportunity to adapt and adjust recipes to fit a brief and show skills to target grade.	Opportunity to adapt and adjust recipes to fit a brief and show skills to target grade.		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: Practical (Eclairs and eat well guide meal) and written assessments (testing knowledge of processes, skills, safe working practice and equipment) throughout the project.	Assessment: Written assessment to test nutritional knowledge learnt throughout project. To be recapped and assessed again during project 4.	Assessment: Written assessment to test industry knowledge learnt throughout project. Full MOCK week before Easter with QLA and Exam June of Y10.	Assessment: Practical assessment at the end of the project as a MOCK practical exam. (possibly drop down day with Afternoon tea afternoon) 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.