

# Key Stage Four Curriculum Overview for Hospitality and Food

## Curriculum Intent and Rationale for Exam Boards (for examined subjects)

To be engaging and practical, encouraging creativity and industry practise in the hospitality industry, with a breadth of study to allow access to a wide range of follow-on course and careers. WJEC exam board offers this technical course which encourages practical skill and ability developing the whole students outlook.

## How does the KS4 curriculum build on that from KS3?

The technical level 2 (GCSE) continues the development of skills built at KS3, the added focus of the Hospitality industry prepares students well for further study in a broad range of areas and takes the practical knowledge from Key stage 3 study and locates this in the industry sector. There is a good balance of practical and theoretical knowledge as the course has an Exam and an NEA with a 40% to 60% ratio.

Students will have a greater opportunity to develop interest and knowledge of working in the Hospitality industry and the wide range providers this includes. The course extends to business knowledge that includes types on contact and working conditions, the factors that could spell success or failure of these kinds of businesses.

They will have already had the opportunity to think and learn about consumers and customers, food safety and cooking techniques, but these are taken to a higher level with a greater depth of learning within the course.

Students will develop a higher level of independence and self-management as the course develops and they become more proficient in their art.

## What do students do with their acquired knowledge and skills?

They will become confident to prepare meals and a balanced diet/menu, this is applied in an industry setting, They will be qualified to move onto further studies in related areas of catering and hospitality or to move into work within the industry.

They will apply logic, embrace restriction and creativity, and become confident with the application of practical catering through the NEA assessment (12 hours).

Assessment Sections in NEA:

The importance of nutrition

Menu planning.

The techniques of preparation, cooking, and presentation of dishes

Evaluating cooking techniques

And their External Exam will have the following sections:

Hospitality and catering Providers

Working in the H + C industry

Working conditions in H + C industry

Contributing factors to the success of H + C Provision

## How does the KS4 curriculum align to and go beyond the National Curriculum?

Pupils have the opportunity to study hospitality and catering at sufficient depth to allow them to progress to higher levels of study or to a professional career.

Pupils are encouraged to learn methods over a finite skill (where appropriate). This gives a confidence to learn and continue to learn, so that as the industry develops they are encouraged to adapt and find their own solutions, taking a creative approach to meals and menus. They will find themselves well placed to adapt and continue to professionally develop in line with the demands of a modern world.

We aim to offer enriching activities that support students in learning at greater depth and offer students to apply learning beyond the classroom.

## What new knowledge are students taught?

Term	Year 10	Year 11
<b>Autumn</b>	<p>Introduction to course content:</p> <p>Theory:</p> <p>Unit 1</p> <p>1.3.2 HACCAP forms</p> <p>1.4.1 Food related ill health:</p> <ul style="list-style-type: none"> <li>• food labelling laws</li> <li>• food safety legislation</li> <li>• food hygiene.</li> </ul> <p>Practical:</p> <p>Unit 2</p> <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> <p>2.1.1 Understanding the importance of nutrition</p> <p>2.1.2 How cooking methods can impact on nutritional value</p>	<p>Refresh: Health &amp; Safety training/certificate</p> <p>Theory:</p> <p>1.3.1 Health and safety in hospitality and catering provision of the kitchen and front of house</p> <p>1.3.2 Food Safety</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>Unit 1</p> <p>1.4.4 The Environmental Health Officer (EHO)</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>Practical:</p> <p>2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p> <p>Controlled assessment task could be undertaken here</p>
<b>Spring</b>	<p>Theory:</p> <p>Unit 1</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.1 Food related causes of ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>Unit 2</p> <p>Mock controlled assessment task on 2.1.1/2.1.2</p> <p>2.2.1 Factors affecting menu planning</p>	<p>Start of spring term: Controlled assessment task could be undertaken here</p> <p>Theory:</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p>

	<p>2.2.2 How to plan production</p> <p>2.3.2 Presentation techniques</p> <p>2.3.3 Food Safety practices</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>Practical:</p> <p>2.3.1 how to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p>1.1.4 Contributing factors to the success of hospitality and catering provision</p>
<p>Summer</p>	<p>SAMs mock Controlled Assessment Task</p> <p>Theory:</p> <p>Unit 1</p> <p>1.3.1 Health and safety in hospitality and catering provision.</p> <p>2.3.3 Food safety practices</p> <p>Practical:</p> <p>2.3.1 How to prepare and make dishes</p> <p>2.3.2 Presentation techniques</p> <p>2.3.3 Food safety practices</p> <p>2.4.1 Reviewing of dishes</p> <p>2.4.2 Reviewing own performance</p> <p>Building Preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p><b>MAY: Controlled assessment marked and sent for moderation to the WJEC</b></p> <p>Theory:</p> <p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the hospitality and catering industry</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food Safety</p>

## How and where do students build knowledge through KS4?

The sequence provides logical development of knowledge and skills that inform subsequent learning and practical application.

We aim to provide a balanced opportunity to take part in practical learning that is supported throughout the course so practical knowledge and study develops at a steady pace throughout the course, the exception to this is the initial weighting on food safety and hygiene and the last section of the course where external exam skills will be covered in more depth.