Food Technology Year 10
SUBJECT OVERVIEW MAP

Year 10	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment**
Term 1	Unit 1 LO4: Know how food can cause ill health Students should be aware of and be able to analyse, identify explain or describe: Students should be aware of food safety prior to cooking Candidates could take an external food safety course, either online or through an external agency	✓ food-related causes of ill health ○ common types of food poisoning ○ symptoms of food induced ill health ○ food safety hazards in different situations ○ risks to food safety ○ control measures ○ food safety regulations	❑ Learning mat assessment 1 AO1 Demonstrate knowledge and understanding from across the specification. AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions ❑ Food spoilage Assessment 2 (AO1, AO3)

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Term 2	Unit 2 LO1: Understand the importance of nutrition when planning meals. LO2: Understand menu planning	✓ Students should be able to Describe the functions of nutrients • compare the nutritional needs of specific groups • explain what happens if you don't have a balanced diet • know how the different cooking methods impact on the nutritional value of foods • know the factors to consider when planning menus • be aware of environmental issues when cooking • explain how the dishes meet the customer needs • produce time plans for practical outcomes • be aware of how to check ingredients are of good quality NUTRITION STILL NEEDS COMPLETING. BEHIND DUE TO FRIDAYS THEORY LESSON BEING IMPACTED WITH EARLY CLOSING/CLOSED/PREVIOUS TOPIC BEING REVISITED ETC.	❑ External online Food safety course (AO1 & AO3)

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Term 3	Unit 1 LO1: Understand the environment in which hospitality and catering providers operate. LO5: Be able to propose a hospitality and catering provision to meet specific requirements.	✓ Gain an understanding of the different types of establishments and the types of foods that the produce for customers. • describe the structure of the hospitality and catering industry • be aware of and be able to describe the job roles and working conditions. • explain the factors affecting the success of providers ✓ Introduce learners to this type of activity.	❑ (AO1 & AO3) Examination style questions assessment

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Term 4	Unit 1 LO1: Understand the environment in which hospitality and catering providers operate. LO2: Understand how Hospitality and catering providers operate. LO3: Understand how Hospitality and catering provision meets health and safety requirements.	Menu Planning: ✓ Types of menus ✓ Cost ✓ Portion control ✓ Clients/customers ✓ Time of day ✓ Equipment ✓ Skills of chef ✓ Environmental issues ✓ Seasonality ✓ Organoleptic qualities ✓ Skills of chef	❑ Examination style questions assessment
Term 5	Unit 1 LO1: Understand the environment in which hospitality and catering providers operate. LO2: Understand how Hospitality and catering providers operate. LO3: Understand how Hospitality and catering provision meets health and safety requirements.	✓ For this section arranging a range of speakers or visits to enable the pupils to see first-hand how the industry works. This could include visits to: • local hotels • restaurants • food suppliers • event services Guest speakers from:	❑ Examination style questions assessment

		• hotel management • event organisers • wedding planners • food suppliers • health and safety executive from local industry	
Term 6	This term would be used to further develop exam technique and practical skills, Finish any content not covered and complete the internal assessments for the course.	✓ Students will have a practice examination papers in preparation for the examination ✓ Students may be given the task chosen for Mock exam, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. Preparation time should also be allowed along with opportunity for them to study exemplar work so that pupils are fully aware of the requirements of the tasks.	❑ Unit 1 past paper questions are to be completed as a Mock examination (AO1 & AO3)

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Practical's **Term 1**	Unit 2 Practical work to be covered LO3: • Be able to cook dishes. Developing and improving skills learnt at KS3	✓ Basic skills would be taught this first term: knife skills e.g. soups, salads, vegetable cuts ✓ methods of cake making ✓ yeast doughs ✓ pastry making ✓ Pasta making ✓ sauces With emphasis on food safety and hygiene •	❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils ❑ AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.
Term 2	Unit 2 Practical work to be covered (LO3) Use of commodities	✓ Students should prepare and cook a range of high-risk dishes and follow the principles they have learnt in the theory lessons. starter one week, then a main course, then a dessert Producing dishes using a range of commodities: • meat • fish • poultry • eggs • dairy • vegetarian alternatives When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies.	❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils

		Candidates should continue to use a range of cooking techniques when preparing the dishes	
Term 3	Unit 2 Practical work to be covered (LO3) Produce dishes to be served on a range of different menus.	✓ presentation techniques and accompaniments for a range of dishes including: • vegetarian, • vegan dishes • dairy free • gluten free • low fat diets • healthy school meals	❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils
Term 4	Unit 2 Practical work to be covered (LO3) Produce dishes to be served on a range of different menus.	✓ presentation techniques and accompaniments for a range of dishes including: • Children • Teenagers • Adults • Elderly	❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils

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Term 5	Unit 2 Practical work to be covered (LO3)	✓ Group work. Pupils to • plan, • trial, • prepare, • cook and • serve a three-course meal or range of dishes for a target group, or target catering outlet. To complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety. The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include: • meat/poultry/fish/vegetarian alternatives • eggs and dairy produce • cereals, rice, pasta, or flour • fruit and vegetables	❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils

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Term 6	Unit 2 Practical work to be covered (LO3) Mock practical using previous years Brief	✓ Individual work. Pupils to • plan, • trial, • prepare, • cook and • serve a three-course meal or range of dishes for a target group, or target catering outlet. ✓ To complete a portfolio of evidence to back up the choice of dishes made with reference to To complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety. The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include: • meat/poultry/fish/vegetarian alternatives • eggs and dairy produce • cereals, rice, pasta, or flour • fruit and vegetables	❑ Mock practical using previous years Brief AO2 ❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils using WJEC Educas mark scheme

Hospitality and Catering Year 11
SUBJECT OVERVIEW MAP

	Substantive Knowledge	**Disciplinary Knowledge**	**Assessment**
Half-term 1	2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices **Practical work to be covered:** Produce dishes to be served on a range of different menus. Special dietary needs **<u>Nutrition-Revision</u>** Macronutrients and Micronutrients • Macro-nutrients: • carbohydrate • fat	✓ Students will cook each week. Link to Special dietary needs: -Vegan/vegetarian diet -Religious diets -Medical diets -Deficiencies -Life stages **(Look at presentation techniques and accompaniments for a range of dishes.)** ✓ Students should know and understand the function of the following Macro/micro nutrients and have an awareness of the need for a balanced/varied diet as well as cooking methods ✓ Nutrition (Recap and revise for write up- Exam questions, quizzes etc	❑ Practical's will be judged using WJEC practical criteria. Teacher to choose which dishes to assess. Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils ❑ The preparation and cooking techniques are categorised as follows: Basic* Medium** Complex*** ❑ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic ❑ Summative theory assessment across – convert to a percentage for predictive grading purpose ❑ Homework built to extend as well as test knowledge recall

	• protein. Micro-nutrients: • Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C. Minerals: • calcium • iron • sodium • potassium • magnesium as well as: • dietary fibre (NSP) • water. Students should be able to apply their knowledge of nutrition to: Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers.	(no resources can be used for write up-2hrs)	(no resources can be used for write up-2hrs) CAT will be 60% of overall marks

	Special dietary needs for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten • intolerance, diabetes (type 2), cardiovascular disorder, iron • deficiency		
Half-term 2	Practical work to be covered (LO3) Produce dishes to be served on a range of different menus. Special dietary needs	✓ Students will cook each week. Link to Special dietary needs: -Vegan/vegetarian diet -Religious diets -Medical diets -Deficiencies -Life stages	▪ Practical's will be judged using WJEC NEA practical criteria. Teacher to choose which dishes to assess. ▪ The preparation and cooking techniques are categorised as follows: Basic* Medium** Complex***

	How cooking methods can impact on nutritional value know and understand how the following cooking methods impact on nutritional value: • boiling • frying • grilling • poaching • roasting • steaming • baking • stir-frying. **Factors affecting menu planning** following factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers. Learners should know and understand the following factors when planning menus: • equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment.	**(Look at presentation techniques and accompaniments for a range of dishes.)** Revision using Knowledge organisers, exam questions, quizzes etc	▪ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic ▪ Summative theory assessment across – convert to a percentage for predictive grading purposes ▪ Homework built to extend as well as test knowledge recall

	• skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer. • time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time. • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Students should know and understand the following terms: • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities. • organoleptic qualities		

Half term 3	This term to be used to commence CAT. It will be completed each lesson in exam conditions only using resources when allowed to.	Candidate assessment pack to be handed out and read through. Students should be fully aware of the requirements of the tasks. Students to be given the CAT task, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. • Carry out 3 hour practical exam in exam conditions. This exam to take place in February to allow time for evaluation and marking before sent off to exam board.	▪ No Practical's once CAT has officially started ▪ Each task should be consecutively carried out ▪ Write up of nutrition linked to brief. ▪ Use guidelines for times of each task ▪ **Carry out 3hour practical exam in exam conditions. This exam to take place in February to allow time for evaluation and marking before sent off to exam board.**

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Half term 4	Evaluate practical exam and complete CAT. Exam revision begins: unit 1 40% 80 marks): • 1.1 Hospitality and catering provision • 1.2 How hospitality and catering providers operate • 1.3 Health and safety in hospitality and catering • 1.4 Food safety in hospitality and catering	▪ Evaluation for coursework write up (Coursework/practical exam is 60% of overall marks) ✓ Demonstrations, videos, documentaries and quizzes etc.	▪ Evaluation for coursework write up (Coursework/practical exam is 60% of overall marks) ▪ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic ▪ Summative theory assessments– convert to a percentage for predictive grading purposes ▪ Homework built to extend as well as test knowledge recall
Half term 5	Exam revision (unit 1 40% 80 marks): • 1.1 Hospitality and catering provision	✓ Demonstrations, videos, documentaries and quizzes etc.	▪ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic ▪ Summative theory assessments– convert to a percentage for predictive grading purposes

	• 1.2 How hospitality and catering providers operate • 1.3 Health and safety in hospitality and catering • 1.4 Food safety in hospitality and catering		▪ Homework built to extend as well as test knowledge recall
Halt term 6	EXAM		