

ARMTHORPE ACADEMY

CURRICULUM INTENT 2020-2021



SUBJECT: Hospitality & Catering

FACULTY: Practical & Design

Approach:

A key priority of the Hospitality & Catering curriculum is to inspire all pupils to succeed and excel in theoretical and practical demanding tasks. It provides opportunities for pupils to become practically confident in a way which supports their culinary skills. Opportunities to develop and succeed in practical assessments, which will build skills and confidence when completing tasks.

What are the minimum expectations of the National Curriculum/Exam Specifications?

The national curriculum for Hospitality & Catering aims to ensure that all pupils:

The national curriculum framework for KS3 sets out to build on knowledge and practical skills from a range of food groups, which are healthy and nutritious. Understanding the use of basic equipment safely and hygienically. It also states that the good practice for food storage, handling, presentation, cooking and serving of food and drinks is taught. The understanding of sustainability and the impact this may have on the environment and consider food labelling and how to reduce the risk of food poisoning.

Where/how do we exceed the minimum expectations of the National Curriculum/Exam Specification?

Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in the process of making.

As a department, we see these requirements as the absolute basics. Going beyond this in our curriculum choices and the range of topics studied.

- We ensure students have a broad knowledge of the hospitality and catering industry which links to the skills and techniques required. This is taught through research, making and evaluating of food products.
- From a design angle students are taught to research and explore different cultures and religions around food and what impact this may have. They are given information to develop their own ideas when making different foods and how to solve problems and understand how these can be adapted to suit different target audiences.

- Student are taught when making products that they use the correct equipment, techniques and process to achieve the correct outcome
- After practical lessons, students evaluate their finished products by photographing and tasting their products, these are then evaluated using peer assessment. Discussion then takes place on how dishes could be adapted to improve, flavour, texture and appearance. Also looking at how dishes be made with healthy options to suit different lifestyles
- Student also gain an understanding on how food impacts the environment, this is discussed when looking at food miles, packaging, including new technologies. Students are taught through demonstrations and video how to apply different cooking techniques.
- We have an extra-curricular club once a week for any year group to attend, this develops their skills in a more relaxed atmosphere, where they can challenge themselves and be more independent and creative.

How is the curriculum sequenced to help students to know more and remember more over time?

We have a clear path of carefully built up knowledge (theory) and skills and techniques (practical) throughout KS3 and KS4 which enables students to be successful in further education.

- Key Stage 3 should be used for basic practical skills which build up year on year from basic skills in Y7, to more complex skills in Y8.
- Year 9 covers half term projects which are internally assessed, this then leads into topics that are covered in Key Stage 4. This gives the students' knowledge and understanding to be successful in completing the tasks and building on their practical knowledge.

WJEC EDUQAS Level 1 & 2 Hospitality & Catering

- Unit 1 - The Hospitality and Catering Industry complete the exam content then exam takes place in year 11 – **Weighting 50%**

- Unit 2 - Hospitality and Catering in Action complete the coursework first, then the practical exam in early December – **Weighting Coursework 35%, Practical exam 15%**
- This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers
- How they operate and what they have to take into account to be successful.
- There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification.
- Students will have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Through the two units, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Each of the units of the WJEC Level 1/2 Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that students take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This approach also enables students to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation

- The fundamental ability to work alongside other professionals, in a professional environment

Unit 1 - The Hospitality and Catering Industry

Unit	Learning Outcome	Assessment Criteria
1	LO2 Understand how hospitality and catering provisions operate	AC2.1 describe the operation of the kitchen AC2.2 describe the operation of front of house AC2.3 explain how hospitality and catering provision meet customer requirements

	<p>LO3 Understand how hospitality and catering provision meets health and safety requirements</p>	<p>AC3.1 describe personal safety responsibilities in the workplace</p> <p>AC3.2 identify risks to personal safety in hospitality and catering</p> <p>AC3.3 recommend personal safety control measures for hospitality and catering provision</p>
	<p>LO4 Know how food can cause ill health</p>	<p>AC4.1 describe food related causes of ill health</p> <p>AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p>AC4.3 describe food safety legislation</p> <p>AC4.4 describe common types of food poisoning</p> <p>AC4.5 describe the symptoms of food induced ill health</p>
	<p>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</p>	<p>AC5.1 review options for hospitality and catering provision</p> <p>AC5.2 recommend options for hospitality provision</p>

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Unit 2 - Catering in Action

Learning Outcomes	Assessment Criteria	Content
<p>LO1 understand the importance of nutrition when planning menus</p>	<p>AC1.1 describe functions of nutrients in the human body</p>	<p>Nutrients</p> <ul style="list-style-type: none"> • Protein • Fat • Carbohydrate • Vitamins • Minerals

		<ul style="list-style-type: none"> • Water Dietary fibre (NSP)
	AC1.2 compare nutritional needs of specific groups	Specific groups <ul style="list-style-type: none"> • Different life stages • Childhood • Adulthood • Later adulthood • Special diets • Medical conditions
	AC1.3 explain characteristics of unsatisfactory nutritional intake AC1.4 explain how cooking methods impact on nutritional value	Characteristics <ul style="list-style-type: none"> • Visible • Non-visible Unsatisfactory <ul style="list-style-type: none"> • Nutritional deficiencies Nutritional excess Cooking methods <ul style="list-style-type: none"> • Boiling • Steaming • Baking • Grilling • Stir-fry • Roasting Poaching

LO2 understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus	<p>Factors</p> <ul style="list-style-type: none"> • Time of year e.g. seasonality of commodities, seasonal events • Skills of staff • Equipment available • Time available • Type of provision e.g. service, location, size, standards • Finance e.g. costs, customer needs <p>Client base</p>
	AC2.2 explain how dishes on a menu address environmental issues	<p>Dishes</p> <ul style="list-style-type: none"> • Preparation and cooking methods • Ingredients used • Packaging <p>Environmental issues</p> <ul style="list-style-type: none"> • Conservation of energy and water • Reduce, reuse, recycle • Sustainability e.g. food miles, provenance

	<p>AC2.3 explain how menu dishes meet customer needs</p>	<p>Needs</p> <ul style="list-style-type: none"> • Nutritional • Organoleptic <p>Cost e.g. premium priced dishes, value for money</p>
	<p>AC2.4 plan production of dishes for a menu</p>	<p>Plan</p> <ul style="list-style-type: none"> • Sequencing • Timing • Mise en place • Cooking • Cooling • Hot holding • Completion <p>Serving (presented as if to be served)</p> <p>Waste</p> <ul style="list-style-type: none"> • Equipment • Commodity quantities • Tools • Contingencies • Health, safety and hygiene • Quality points • Storage
<p>LO3 be able to cook dishes</p>	<p>AC3.1 use techniques in preparation of commodities</p>	

	<p>AC3.2 assure quality of commodities to be used in food preparation</p>	<p>Quality</p> <ul style="list-style-type: none">• Smell/Aroma• Touch• Sight• Storage <p>Packaging</p> <p>Techniques</p> <ul style="list-style-type: none">• Boiling• Blanching• Poaching• Braising• Steaming
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		<ul style="list-style-type: none"> • Baking • Roasting • Grilling (griddling) • Frying • Chilling • Cooling <p>Hot holding</p>
	<p>AC3.4 complete dishes using presentation techniques</p>	<p>Presentation techniques</p> <ul style="list-style-type: none"> • Portion control • Position on serving dish • Garnish <p>Creativity</p>
	<p>AC3.5 use food safety practices</p>	<p>This should be in relation to preparation and cooking of commodities and in relation to use of equipment</p>

Y7	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary (subject specific key words)
Autumn 1	Introduction to the food room, use of small basic equipment. Understanding the food room layout including hazards and safety. Understanding basic personal hygiene. Introduction to the Eat well plate. Accident and fire safety. Working as a team.	Completing rules and posters on basic hygiene and safety. Practical assessment task. Subject specific spellings on key words covered.	This is taught to introduce students to basic knife skills to carry out practical tasks. Knowledge on health and safety when prepare food. These are all basic life skills for the future.	New vocabulary (key words) Contamination, hygiene, hazard, demonstration, preparation and equipment.
Autumn 2	How to use basic light equipment safely and effectively. How to use the oven and hob safely? Basic knowledge and understanding of food poisoning and the risk of cooking with meat.	Completing practical knife skills. Test on how to use the oven and hob correctly. Spelling and evaluation of their products. Group tasks and worksheets.	This is taught for student to have the knowledge of how to use a cooker safely. This is a useful skill to show independence and take responsibility, building on knife skills using the 'bridge and claw' method.	Research, bacteria, evaluation, salmonella, independent, poisoning.

<p>Spring 1</p>	<p>Introduction to nutrition, why nutrient are important in our daily diet. Development of practical skills. Healthy lifestyle</p>	<p>This is assessed through knowledge of the basic nutrients. Group tasks, video clips, spellings, and practical assessments. Worksheets, matching tasks.</p>	<p>This is taught for students to understand how nutrition can keep use healthy, this subject can be linked to science and physical education. This will help student as they grow and development their knowledge and can have an effect on their future lifestyle.</p>	<p>Nutrition, lifestyle, development, educate, healthy.</p>
<p>Spring 2</p>	<p>How to weigh and measure ingredients and liquids correctly. Developing practical skills in the preparation of cooking and baking goods.</p>	<p>By using PP to give students a basic understanding, practical task, worksheets, independent research, spelling tests, assessments.</p>	<p>his is taught has this can help to develop their numeracy skills, understanding weights and measures and how to convert them.</p>	<p>Weighing, measuring, numeracy, assessment, ingredients.</p>
<p>Summer 1</p>	<p>Development baking skills, such as bread making, basic pastry skills and the importance of weighing and measuring from prior learning.</p>	<p>By showing demonstrations on how to make baked goods, groups tasks, PP presentations, Food tasting and worksheets. Practical skills.</p>	<p>This will develop student baking skills and have an understanding about chemical changes during baking and how this can be inked to science. This is useful if student may want to progress to KS4</p>	<p>Kneading, carbon dioxide, yeast, gluten, methods, proving and accurate.</p>

	How to develop the presentation and finishing skills?		as these are showing higher skills.	
Summer 2	Continuing to develop baking skills, different methods of cake making. Presentation skills.	By showing demonstrations on presentation techniques and how to development the skills for decorating cakes. Matching tasks, worksheet and PP presentations. Practical skills.	This will develop their presentation and decoration skills which could be useful if wanting to progress KS4 and beyond.	Presentation, decoration. Techniques, fondant, creaming, whisking, melting.

Y8	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	To understand how to carry out a practical cooking task and work independently. Recap of prior learning form year 7 to develop their skills	PP presentation - FSA food hygiene video. Worksheets – safety in the kitchen, risk and hazards.	This will further develop their practical skills and understanding of a catering kitchen. There are links to the food industry if students	Introduction to more catering terminology, such as 'bain marie' This is linked to a lot of French vocabulary.

	further and in more depth.	The 4C's of good hygiene and evaluations. Practical's	want to develop their skills in the future.	
Autumn 2	To understand the risks of cooking with meat. Linked to a deeper understanding of the different food poisonings and the cause and symptoms.	Matching tasks, video clips on food poisoning, worksheets, PP presentations. Demonstration on how to reduce the risk of food poisoning for high risk foods.	his will develop their understanding of food poisoning and how to reduce the risk, it will build on their prior knowledge from year 7. It will give them the confidence to be able to cook with meat and develop the repertoire of cooking different dishes.	Risk, confidence, repertoire, components, terminology, bacteria, temperature.
Spring 1	To understand about accident prevention in a catering environment. The risks and hazards of a fire. Risks associated with cooking chicken.	PP presentation, video clips, demonstrations, matching tasks, worksheets and practical's and understanding what to do in the event of an accident or a fire.	This will link to prior learning in year 7 risks of accidents and fire in the catering industry and how these can be reduced or avoided. Linking to prior learning on how to prevent food poisoning when cooking high risk foods.	Extinguisher, fire blanket, reduce, dangers, appropriate and potential.
Spring 2	To have a greater understanding of nutrition and the risk of not eating a healthy diet and how this can	PP presentations nutrition and healthy eating. Demonstrating food with a balance if	This will link to prior learning and develop a deeper understanding of nutrition and how this can affect your	Obesity, disease, lifestyle, investigate, analyse and improve.

	affect your lifestyle. Understanding what is a balanced diet.	nutrients. Worksheets, group tasks and practical's.	health in later life in reducing the risk of diseases.	
Summer 1	Developing teamwork and job roles within the catering industry.	PP presentations, worksheet, group tasks, practical's, and video clips on teamwork. Evaluations.	This will link to prior learning to develop working as a team to achieve an end goal. Teamwork is a vital skills to have in school and in a working environment in the catering industry.	Teamwork, industry, skill, achievement, environment, and adapt
Summer 2	Developing higher skills in pastry making, understanding how to make different pastries.	Demonstrations, practical's, PP presentations. Groups task and worksheets	Developing pastry skills is linked to prior learning of basic pastry skills in year 7, building on knowledge of the ratios in pastry, this can be lined to numeracy.	Adapt, investigate, compare, modify, flavours and explain.

Y9	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	Half term project 'Food around the World' Research different cultures and religions with regards to food. Research provenance of food and dishes and where they come from.	This is project in an assessment, this involved a written report, using research skills. Also through practical assessment.	As we live in a multicultural society it is important to understand the different culture around food. Understanding where certain foods come from and the environmental impact of food miles.	Society, culture, provenance, impact, religion, country.
Autumn 2	Half term project 'Sweet Success'. Research different categories of desserts, such as cold desserts, cakes and pastries. Investigate different method of cooking dessert and presentations skills.	This is project is an assessment which involved a written report using research skills. The desserts made in practical lessons will be assessed.	The topic involves adapting desserts, so being able to adjust using research to develop and idea and finished product. Being able to adapt to change is a good skill to have for the future and this could help with career choices.	Develop, career, category, investigate, products and adjust.

Spring 1	Half term project 'Healthy Eating'. Students will need to research the different food groups and how these can help to develop a healthy lifestyle. How nutrients affect different groups of people throughout their life cycle.	This project involves completing a report on nutrition and research the different age groups and dietary requirement for medical conditions. Also practical dishes are assessment for making healthy dishes.	Taking care of your health is vital, his project enables to students to understand what nutrient intake they should be eating and how this could affect their life as they get older and what impact it may have on their life.	Healthy, nutrition, life cycle, medical, intolerance and vital Carbohydrates, protein, fat, vitamins, minerals, and fibre.
Spring 2	Half term project 'Special Occasions'. Students will need to research catering for a special occasion. Research recipe ideas suitable for the occasion, with consideration for the type of function, numbers, venue, date and time.	The project involved writing a report after researching the function idea. Also a practical assessment making appropriate dishes to suit the function.	Planning for different functions for various occasions, understanding what is suitable. This relates to how functions can be catered for in the hospitality and catering industry.	Occasions, venue, planning, organisation, consideration and function.
Summer 1	Half term project 'Risk of Food Poisoning'. Students will need to research the different food poisons	This project involves writing a report after researching different food poisoning and the causes and symptoms.	Students need to understand the risk of food poisoning and how this could affect food businesses and the role of the EHO.	Environmental health, business, risk, contamination

Summer 2	Half term project 'Job Roles in the H&C Industry'. Students will research the different job roles in the H&C industry and what skills are required.	The project involves writing a report after research the different job roles in the H&C industry.	Student will gain an insight into the various job roles within the H&C, and skills and attributes are required within the industry.	Attributes, skills, confidence, effective, efficient, organised, leadership.
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Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	ier 2/3 vocabulary
Autumn 1	Unit I <ul style="list-style-type: none"> • Introduction to the course, content and examples. • Food safety, roles and responsibilities of EHO. • Food safety legislation, common types of food poisoning. • Relevant practical lessons. 	<ul style="list-style-type: none"> • Baseline test to check current knowledge. Marks scheme. • Practical lessons to check understanding on the emphasis of food safety. • PP on food safety, recipe cards, worksheets, PP on food legislation. 	This is taught so students understand food safety and how the risk of food poisoning can be reduced. This links to riot learning in KS3 and helps to develop their understanding and knowledge for student wishing to pursue a career in the H&C	Introduction to the names of food poisonings such as salmonella, E Coli, campylobacter, Listeria, and legislation.

			industry.	
Autumn 2	<ul style="list-style-type: none"> • The function of nutrients in body, what they do and why we need them. • Comparing the nutritional needs of specific groups and the effect on medical conditions. • Explain the characteristics of unsatisfactory nutritional intake. • Cooking methods and the nutritional impact. • How dishes meet customer needs 	<ul style="list-style-type: none"> • Teacher demonstration on low fat dishes. • Menu planning to understand balanced nutrition. • Worksheet, PP presentations, recipe cards, equipment and utensils 	<p>This is taught so students understand why nutritionally balanced dishes are important for good health. To understand how different cooking methods, impact on the nutritional value. This information links to prior learning and will be needed to complete coursework</p>	<p>Emphasis, protein, carbohydrates, high biological value, amino acids, low biological value, haemoglobin cholesterol, osteoporosis, scurvy, rickets and anaemia.</p>
Spring 1	<ul style="list-style-type: none"> • Cooking methods – roasting, grilling, frying, chilling, cooking, steaming and hot holding. • Understand how to 	<ul style="list-style-type: none"> • Teacher lead demonstrations • Differentiated recipe cards. • Worksheets • PP presentations 	<p>This is taught so students have an understanding of the different cooking methods that can be used to produce different</p>	<p>Leach, water-soluble vitamins, fat-soluble vitamins, Presentation techniques, decoration and creative techniques.</p>

	<p>produce a time plan for dishes to include timings, special point.</p> <ul style="list-style-type: none"> • Presentation techniques. • Recap on theory learnt this this half term – interim test. 	<ul style="list-style-type: none"> • Text Books • Student practical's 	<p>dishes. This links to prior learning on nutrition. Completing a time plan will help to understand the sequencing required to complete a successful time plan for their coursework and practical lessons.</p>	
Spring 2	<ul style="list-style-type: none"> • Recap on the types of food poisoning • Recap on nutrition • Recap on special diets • Recap on the role of EHO when visiting premises • Re-cap ON EHO when opening a new premises • Introduce and explain the structure of the hospitality and careering industry – commercial and non-commercial • Baseline test to see improvement from the beginning of the year 	<ul style="list-style-type: none"> • Teacher lead demonstrations with high- risk foods. • Differentiated recipe cards • Worksheets/booklets • Power point presentations • Mini assessment papers 	<p>This is taught so students understand the importance of cooking with high-risk foods. Mini assessments will link to prior understanding. Practical assessments will emphasise how to ensure food is balanced. This will help with their coursework and practical exam. Baseline assessment to check understanding.</p>	<p>Vegetarian, emphasis, contamination, gluten free, environmental, commercial and non-commercial</p>

Summer 1	Unit 2 <ul style="list-style-type: none"> • Environmental issues – reduce, recycle, reuse • Reduce waste when preparing food • Reuse • Recycle – ways to recycle food within the industry ensuring safety • Mini test – environmental issues relating to food production • Understanding menu planning. 	<ul style="list-style-type: none"> • Teacher demonstration – whole chicken portioning. • Student practical with the emphasis on reducing waste and cooking time. • Power point presentations • Worksheets/booklet • Recipe cards 	<p>This is taught so students have an understanding how to consider environmental issues such as reducing, reusing and recycling and how this can impact on the hospitality and catering industry. This will help with coursework and practical exam</p>	<p>Recycle, reuse, reduce, portions, expectations, food production.</p>
Summer 2	Unit 1 <ul style="list-style-type: none"> • Understanding the environment in which H&C providers operate. • Describe the structure of the H&C industry – recap. • Analyse job 	<ul style="list-style-type: none"> • Power point presentations. • Assessments. • Worksheets. • Recipe cards. • Teacher demonstrations. 	<p>This is taught so students have an understanding of the different job roles and structure of the H&C industry. Also what factors can affect the success of the H&C</p>	<p>New vocabulary and subject terminology which will be required to understand exam questions and to gain higher marks in their coursework.</p>

	<p>requirements within the H&C industry.</p> <ul style="list-style-type: none"> • Describe working conditions of different job roles with the H&C industry. • Explain factors affecting the success of H&C providers. • Understanding hoe providers operate, describe the operation of the kitchen and front of house. • Understanding how providers meet customer needs. • Baseline assessment to check learning form this half term 	<ul style="list-style-type: none"> • Student practical's. • Recipe cards. • Worksheets. 	<p>industry and the needs of customers. This will help with revision and coursework.</p>	
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Y11	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
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<p>Autumn 1</p>	<p>Unit 2 Actual Task</p> <ul style="list-style-type: none"> • Teacher lead introduction to task content and timings. • Requirements and expectations. • Discuss possible dishes from recipes already cooked. • Research LO1 – AC 1.1, AC 1.2 Link to the brief given. • Research LO1 – AC 1.3, AC 1.4 Link to brief given. • Research LO2 – AC 2.1, AC 2.2 Link to brief given. • Planning – AC 2.4 Complete time plan. • Planning - AC 2.4 Complete time plan. 	<ul style="list-style-type: none"> • Student practical trial of possible dish. • Student practical of trial dish suitable for brief. • Free choice practical. • Differentiated recipe cards. • Worksheets to complete. • Class notes. • Text books. • Power point presentations. • Equipment and utensils. 	<p>This is taught, for students to practice different dishes that would be suitable for the brief. Student will also use prior learning and knowledge to start their coursework which is a controlled assessment.</p> <p>This will give students the confidence to trial more demanding dishes to improve their grade.</p>	<p>Most of the vocabulary will be linked to prior learning from year 10.</p> <p>New Vocabulary will be introduced when student start to look at past exam papers, understanding the questions and what is required to ensure full marks.</p>
<p>Autumn 2</p>	<ul style="list-style-type: none"> • Research LO2 – AC 2.3 Planning. • Recap LO1 – AC 1.3 Describe working conditions within the H&C 	<ul style="list-style-type: none"> • Student practical trials suitable for the brief. • Differentiated recipe cards. 	<p>Student will need this information to build on the practical and theoretical knowledge to complete the coursework and practical</p>	<p>New vocabulary and subject terminology which will be required to understand exam questions.</p>

	<p>industry.</p> <ul style="list-style-type: none"> • AC 1.4 Explain factors which affect the success of H&C providers • Recap Unit 1 - LO2 AC 2.1 Describe the operation of a kitchen. • AC.2.2 Describe the operation of Front of House. • Recap Unit 1 – LO2 AC 2.3 Explain how H&C provision meet customer requirements. • Recap Unit 1 – LO3 AC 3.1 Describe personal safety responsibilities in the workplace. • Recap Unit 1 – LO3 AC 3.2, AC 3.3 Health and safety risks and controls. • Mock Exam – feedback. • Discussion as group, go over any problems occurred and how to improve their grade. 	<ul style="list-style-type: none"> • Power point presentations. • Text books. • Worksheets. • Booklets. • Equipment and utensils • Mock exam assessment paper. • Teacher led revision form prior lessons. • Proforma 	<p>exam. By working through the work and resources they will be able to understand what improvement could be made to ensure a higher final grade.</p>	
Spring 1	<ul style="list-style-type: none"> • Recap – LO4 AC 4.1 Describe how food cause ill health. • Recap AC 4.2 Describe 	<ul style="list-style-type: none"> • Teacher led lessons. • Power point presentations. 	<p>Students will need this information to understand the links between food poisoning and legislation.</p>	<p>Most vocabulary will be linked to prior learning, concentrating on</p>

	<p>the role of the EHO.</p> <ul style="list-style-type: none"> Recap – LO4 AC 4.3 Describe food safety legislation. Recap – AC 4.4 Describe common types of food poisoning, AC 4.5 Describe symptoms of food induced ill health. 	<ul style="list-style-type: none"> Class notes Worksheets Text books 	<p>This also links to the role of an EHO and what powers they have.</p>	<p>subject specific terminology which will benefit the students when answering questions and completing coursework.</p>
<p>Spring 2</p>	<p>Unit 1 – LO5</p> <ul style="list-style-type: none"> Recap AC 5.1 Review options for H&C provision. Recap –Unit 1 LO5 AC 5.2 Recommend options for hospitality provision. MOCK EXAM MOCK EXAM 	<ul style="list-style-type: none"> Past exam papers Power point presentations Text books Revision booklet 	<p>Student will recap on prior learning to help with their revision. Being able to answer higher mark questions and what techniques to use to gain higher marks.</p>	<p>Most vocabulary will be linked to prior learning, concentrating on subject specific terminology which will benefit the students when answering exam questions.</p>
<p>Summer 1</p>	<p>REVISION</p>	<ul style="list-style-type: none"> Past exam paper Revision booklet Worksheets 	<p>This will give students the opportunity to revise from past papers. Revision tasks to enable students to have a better understanding of vocabulary used in exam questions and the etiquette of answering questions</p>	<p>Most vocabulary will be linked to prior learning, concentrating on subject specific terminology which will benefit the students when</p>

			correctly to gain higher marks.	answering exam questions.
Summer 2				