

## Scheme of Learning

**Year Group** – Y10 Hospitality and Catering

**Unit Overview** – Unit 1: The Hospitality and Catering industry – Unit 1 LO1, 2, 3 and 4 and Practical cooking skills Unit 2

**Guided teaching and learning hours** – for the whole of 2022/2023 = 80 Hrs teaching time.

**Students will be able to acquire key information from Unit 1 - LO1, 2 and be able to apply this to exam style questions. Complete Unit 2**

**Student will know:**

- Hospitality and catering providers(types, types of service).
- The difference between commercial and non-commercial, residential and non-residential.
- Job roles within the industry.
- Working conditions such as rates of pay, sick pay and pensions.
- Factors affecting the success of hospitality and catering providers.
- Operation of the front and back of house.
- Customer requirements.
- How the hospitality and catering establishment meets the needs of the customer.
  
- **Student will continue to develop and refine their practical cooking skills through producing the following dishes:**
- Paella
- Pineapple upside down cake
- Bread roll
- Ravioli
- Cornish pasties/ Cheese and onion pasties
- Baked stuffed chicken breast
- Bread and butter pudding

Students to carry on with practical skills lessons each fortnight after Unit 2.

Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Home & Independent learning	Resources	Key Vocabulary (Tier 3)
<b>AR1</b>							
<b>Autumn term 15 weeks = 30 hours</b>							
1 – 2 (2 hours) Week 1	<p><b>LO1: AC1.1 The Structure of the hospitality and catering industry I can</b></p> <ul style="list-style-type: none"> <li>▪ Recall key information about topics covered.</li> <li>▪ explain key words and terms in some depth.</li> <li>▪ apply knowledge and understanding of topics covered to independently answer exam questions.</li> </ul>	<p>Seating plan to aid the students. Key terms/words - students to record these along with the definitions.</p> <p>Introduction to Hospitality and catering, more specifically catering services.</p> <p>Types of food service – discuss the class</p> <p>Students create a resource summarising each type of food service - Counter service, (A3 page split into 8) and other types of food service (A3 page split into 6).</p>	<p>Targeted section to read out appropriately.</p> <p>Peer support</p> <p>Support lower ability to annotate/highlight key areas to summarise. To support low ability students highlight key information to be recorded.</p> <p><b>Stretch and Challenge</b> – research to find specific examples of the types of food service in the local area.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Wipe board questioning to match description to type of se Ensure student can articulate the meanings of the key words.</p>	<p>Exam style question covering the topic in the lesson.</p>	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students books</p> <p>PPT</p>	<p>Hospitality Catering Cater Beverage Establishment</p>
Week 2 (2 hours)	<p><b>LO1: AC1.1 The Structure of the hospitality and catering industry DEMO PAELLA I can</b></p> <ul style="list-style-type: none"> <li>• Recall key information about topics covered.</li> <li>• explain key words and terms in some depth.</li> <li>• apply knowledge and understanding of topics covered to independently answer exam questions.</li> <li>•</li> </ul>	<p>Key terms/words - students to record these along with the definitions.</p> <p>Introduction to Hospitality and catering, more specifically catering services.</p> <p>Types of food service – discuss the class</p> <p>Students create a resource summarising each type of food service - Counter service, (A3 page split into 8) and other types of food service (A3 page split into 6).</p>	<p>Target students to read out from PPT</p> <p>Peer support</p> <p>Relevant sections highlighted for the students that need a little support.</p>	<p>Wipe boards used to question understanding.</p> <p>Targeted questioning to students.</p>	<p>Ingredients for the practical.</p> <p>Complete any notes that have not been finished</p>	<p>Printed sheets</p> <p>WJEC Hospitality and catering level ½ book</p> <p>PPT</p>	<p>Hospitality Catering Cater Beverage Establishment</p>

<p>Week 3 (2 hours)</p>	<p>LO1 : 1.2 Working in the hospitality and practical PAELLA I can</p> <ul style="list-style-type: none"> <li>▪ understand the roles and responsibilities</li> <li>▪ describe the roles of different staff within the industry.</li> <li>▪ Produce a dish using a recipe provided.</li> </ul>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Discuss supply and demand, when might demand increase? Students to make notes.</p> <p>Personal attributes – round table activity ‘Which personal attributes do you think you need to work in the Hospitality and Catering industry?’ Students to recode spider diagram of person attributes needed.</p> <p>Discuss ‘study tip’ and students to record this in their books.</p> <p>Discuss difference between attributes and skills, students to copy down the example for a reception in a hotel.</p> <p>Students complete the attribute and skills table for a head chef – review as a class and revise.</p> <p>Case study on how person attributes can affect an establishment.</p>	<p><b>Stretch and Challenge</b> – extension task to complete person attribute and skills overview for other job roles in the industry.</p> <p>Provide sentence starters for the case study questions.</p> <p><b>Good to know</b> what further education establishments offer and how they will progress a career in this establishment.</p> <p>The attributes and skills involved in a variety of job roles.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Facilitate the learning when students are complete the case study, ensure accuracy of answers, directing students back to the study tip to ensure they are relating to the person attributes and correcting literacy where necessary ‘live marking’</p>	<p>Complete the case study if not completed in class.</p>	<p>WJEC Hospitality and Catering Level 1/2 book – pages 22- 26</p> <p>PowerPoint</p> <p>Printed resources</p>	<p>Employee Employer Worker</p>
<p>Week 4 (2 hours)</p>	<p>LO1 AC1.3 Describe the working conditions of different roles across the industry. Demo PINEAPPLE UPSIDE DOWN CAKE I can:</p> <ul style="list-style-type: none"> <li>▪ Show an awareness of working hours and rates of pay.</li> <li>▪ Explain the basic rights of employees and workers in the Hospitality and Catering industry</li> <li>▪ Describe some of the different types of employment contracts</li> </ul>	<p>Introduce key words – students to record these along with the definitions. Students to discuss what they link some of the basic working right in the UK are.</p> <p>Students to read through and record information of different types of contracts.</p> <p>Working hours and rates of pay - read through the information with the class, ensure they understand all key elements and students to record the information.</p> <p>Discuss remuneration and holiday entitlement, students to record key information.</p> <p>Practice questions.</p>	<p><b>Extension</b> – research what the current national minimum wages are?</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>AC1.2 and 1.3 practice questions</p>	<p>AR1 revision – AC1.1, AC1.2, AC1.3 – revision list to be provided. Ingredients for practical</p>	<p>WJEC Hospitality and Catering Level 1/2 book – pages 26 - 27</p> <p>PowerPoint</p> <p>Printed resources</p>	<p>Contract Remuneration</p>

<p>Week 5 (2 hours)</p>	<p>LO1 AC1.3 Describe the working conditions of different roles across the industry <b>Practical PINEAPPLE UPSIDE DOWN CAKE I can:</b></p> <ul style="list-style-type: none"> <li>▪ Show an awareness of working hours and rates of pay.</li> <li>▪ Explain the basic rights of employees and workers in the Hospitality and Catering industry Describe some of the different types of employment contracts</li> </ul>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Students to discuss what they link some of the basic working right in the UK are.</p> <p>Students to read through and record information of different types of contracts.</p> <p>Working hours and rates of pay - read through the information with the class, ensure they understand all key elements and students to record the information.</p> <p>Discuss remuneration and holiday entitlement, students to record key information.</p> <p>Practice questions.</p>		<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>AC1.2 and 1.3 practice questions</p>	<p>AR1 revision – AC1.1, AC1.2, AC1.3 – revision list to be provided.</p>	<p>WJEC Hospitality and Catering Level 1/2 book – pages 26 - 27</p> <p>PowerPoint</p> <p>Printed resources</p>	<p>Contract Remuneration</p>
<p>Week 6 (2 hours)</p>	<p>LO1 AC1.4 Explain factors affecting success of hospitality and catering providers. <b>DEMO BREAD ROLL</b></p> <ul style="list-style-type: none"> <li>▪ Show an awareness of the importance of technology in hospitality and catering.</li> <li>▪ Briefly describe some of the emerging and innovative cooking techniques.</li> <li>▪ Describe how customer demographics and lifestyle affects the hospitality and catering industry.</li> <li>▪ Produce a dish using a given recipe.</li> </ul>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Factors affecting success – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record 'cost' spider mind map, discuss with class and question to ensure understanding.</p> <p>Discuss information on profit and students to record key points. Examples of how profit is worked out to be recorded and then students to attempt to use this formula to work out the dishes given in activity 3.1. Students to also record the profit mind map showing what it can be affected by.</p>	<p><b>Stretch and challenge</b> activity – page 30</p> <p>Support students with low numeracy skills – one to one or small group.</p> <p><b>Good to know</b> how to address the issues around environmental sustainability. How the industry can address the targets to reduce reuse and recycle.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Self-mark profit questions in red pen.</p>	<p>Ingredients for practical</p>	<p>WJEC Hospitality and Catering Level 1/2 book – pages 28 - 30</p> <p>PowerPoint</p> <p>Printed resources</p>	<p>Gross profit (GP) Gross profit percentage (GP%) Net profit</p>

<p>Week 7 (2 hours)</p>	<p>LO1 AC1.4 Explain factors affecting success of hospitality and catering providers. <b>PRACTICAL BREAD ROLL</b></p> <ul style="list-style-type: none"> <li>▪ Show an awareness of the importance of technology in hospitality and catering.</li> <li>▪ Briefly describe some of the emerging and innovative cooking techniques.</li> <li>▪ Describe how customer demographics and lifestyle affects the hospitality and catering industry.</li> <li>▪ Produce a dish using a given recipe.</li> </ul>	<p>Students to record these along with the definitions.</p> <p>Factors affecting success – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record ‘cost’ spider mind map, discuss with class and question to ensure understanding.</p> <p>Discuss information on profit and students to record key points. Examples of how profit is worked out to be recorded and then students to attempt to use this formula to work out the dishes given in activity 3.1. Students to also record the profit mind map showing what it can be affected by.</p>	<p>Support students with low numeracy skills – one to one or small group.</p> <p><b>Good to know</b> how to address the issues around environmental sustainability.</p> <p>How the industry can address the targets to reduce reuse and recycle.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Self-mark profit questions in red pen.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	
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**October half term**

**Autumn half term 2 Week 8 -14**

<p>Week 8 (2 hours)</p>	<p>LO2 AC2.1 /AC2.2 Describe the operation of the kitchen/front of house. End of LO1 recall mini test.</p>	<p>Students to record these along with the definitions.</p> <p>Operations of the kitchen – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record ‘front of house’ spider mind map, discuss with class and question to ensure understanding.</p>		<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	<p>covers FIFO workflow risk assessment COSHH environment critical material maintenance security employees Stock control</p>
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		Discussion as a class to gain their thoughts and understanding,		<p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>			
Week 9 (2 hours)	LO2 – AC2.3 Explain how hospitality and catering provision meet customer requirements. DEMO RAVIOLLI	<p>Students to record these along with the definitions.</p> <p>Operations of the kitchen – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record 'front of house' spider mind map, discuss with class and question to ensure understanding.</p> <p>Discussion as a class to gain their thoughts and understanding.</p> <p>R&amp;R wipebards from previous lessons</p>		<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing</p>	Ingredients for practical	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>	customer need customer requirements and expectations market research corporate

				information to their answers.  Scores from practice questions.			
Week 10 (2 hours)	LO3 – Recall and mini assessment of LO2/ AC 3.1 Describe the personal safety responsibilities in the workplace of both employees and employers. PRACTICAL RAVIOLLI	<p><b>Objectives</b></p> <p><b>Revisit key words</b>, recorded in books along with definitions.</p> <p><b>Reading to recap knowledge</b> - Read through 'my revision notes' linked to AC3.1 (pages 47 - 49) as a class, select students to read out loud to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p><b>Task: Hazards</b> - students to complete the hazard revisions cards, students to work in pares to write the hazard matching the picture (in pencil), use the website to check answers with students, they can confirm or correct these in pen.</p> <p><b>Task 2</b> – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students, highlight key information to be recorded.</p> <p>Model example answers</p> <p>Templates on students shared rea</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>	control measure hazard risk risk assessment

<p>Week11 (2 hours)</p>	<p>LO3 – AC 3.1/3.2/3.3 Identify risks to personal safety in hospitality and catering / recommend personal safety control measures for hospitality and catering provision. DEMO CORNISH PASTIES</p>	<p><b>Objectives</b></p> <p><b>Revisit key words</b>, recorded in books along with definitions.</p> <p><b>Reading to recap knowledge</b> - Read through ‘my revision notes’ linked to AC3.1 (pages 47 - 49) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p><b>Task: Hazards</b> - students to complete the hazard revisions cards, students to work in pares to write the hazard matching the picture (in pencil), use the website to check answers with students, they can confirm or correct these in pen.</p> <p><b>Task 2</b> – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students, highlight key information to be recorded.</p> <p>Model example answers</p> <p>Templates on students shared rea</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students’ work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	<p>Ingredients for practical</p>	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	
<p>Week 12 (2 hours)</p>	<p>LO4 – 3.3/4.1 Recommend personal safety control measures for hospitality and catering provision Describe food related causes of ill health. PRACTICAL CORNISH PASTIES</p>	<p>Starter - R&amp;R, previous learning from LO4</p> <p><b>Introduce key words</b>, recorded in books along with definitions.</p> <p><b>Overview</b> importance of food handlers understanding food allergies and intolerances.</p> <p><b>Food allergy</b> – overview and symptoms, viable and invisibles. <b>Treating someone having an anaphylactic reaction</b> - students to read out to</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	<p>control measure hazard risk assessment</p>



		<p>the class and note down information in books (slides 5-8)</p> <p><b>Which food can cause allergies?</b> – Round table discussion followed by students labeling the images on the sheet to identify the correct common food allergens – students to stick sheets in (crop down to fit in books)</p> <p><b>Case study</b> – stick into books, read though as a class, students to work in pairs to answer the questions and record in books followed by teacher to led class feedback, students to record any missing points in red pen.</p> <p><b>Food intolerance</b> – symptoms to be recorded in books, students to read through the information about lactose intolerance and Coeliac disease and make notes.</p> <p><b>Food symbols</b></p> <p><b>Practice questions</b> – slide 13, completed independently and self-marked with missing information added in red</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students, highlight key information to be recorded.</p> <p>Seating plan - Peer support</p> <p><b>Stretch and Challenge task</b> – design a menu task on slide 14, copies printed as appropriate ready for students when required.</p>	<p>Student to peer mark keyword spellings.</p> <p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>			
Week 13 (2 hours)	LO4 – 4.2 / 4.3. symptoms of food induced ill health/describe food safety legislation DEMO BAKED STUFFED CHICKEN BREAST	<p>Starter - R&amp;R, previous learning from LO4</p> <p><b>Introduce key words</b>, recorded in books along with definitions.</p> <p><b>Overview</b> importance of food handlers understanding food allergies and intolerances.</p> <p><b>Food allergy</b> – overview and symptoms, viable and invisibles. <b>Treating someone having an anaphylactic reaction</b> - students to read out to the class and note down information in books (slides 5-8).</p> <p><b>Which food can cause allergies?</b> – Round table discussion followed by students labeling the images on the sheet to identify the correct common food allergens – students to stick sheets in (crop down to fit in books).</p> <p><b>Case study</b> – stick into books, read though as a class, students to work in pairs to answer the questions and record in books followed by teacher to led class feedback, students to record any missing points in red pen.</p> <p><b>Food intolerance</b> – symptoms to be recorded in books, students to read through the information about lactose intolerance and Coeliac disease and make notes.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students, highlight key information to be recorded.</p> <p>Seating plan - Peer support</p> <p><b>Stretch and Challenge task</b> – design a menu task on slide 14, copies</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>	Ingredients for practical	WJEC Hospitality and Catering Level 1/2 book  Printed sheets  Students' books  PPT	

		<p><b>Food symbols</b></p> <p><b>Practice questions</b> – slide 13, completed independently and self-marked with missing information added in red</p>	<p>printed as appropriate ready for students when required.</p>				
<p>Week 14 (2 hours)</p>	<p>LO4 – 4.4 The Environmental Health Officer <b>PRACTICAL BAKED STUFFED CHICKEN BREAST</b></p>	<p>Starter - R&amp;R, previous learning from LO4</p> <p><b>Introduce key words</b>, recorded in books along with definitions.</p> <p><b>Overview</b> importance of food handlers understanding food allergies and intolerances. <b>Food allergy</b> – overview and symptoms, viable and invisibles. <b>Treating someone having an anaphylactic reaction</b> - students to read out to the class and note down information in books (slides 5-8)</p> <p><b>Which food can cause allergies?</b> – Round table discussion followed by students labeling the images on the sheet to identify the correct common food allergens – students to stick sheets in (crop down to fit in books)</p> <p><b>Case study</b> – stick into books, read though as a class, students to work in pairs to answer the questions and record in books followed by teacher to led class feedback, students to record any missing points in red pen.</p> <p><b>Food intolerance</b> – symptoms to be recorded in books, students to read through the information about lactose intolerance and Coeliac disease and make notes.</p> <p><b>Food symbols</b></p> <p><b>Practice questions</b> – slide 13, completed independently and self-marked with missing information added in red</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students, highlight key information to be recorded.</p> <p>Seating plan - Peer support</p> <p><b>Stretch and Challenge task</b> – design a menu task on slide 14, copies printed as appropriate ready for students when required.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>	

**Spring term (3.1.23 – 31.3.23) 12 weeks = 24 Hrs**

<p>Week 1 (2 hours)</p>	<p><b>Unit 2 LO1 1.1 Understanding the importance of nutrition I can</b></p> <ul style="list-style-type: none"> <li>Explain the difference between macro and micro nutrients</li> <li>Explain the reason why the body needs vitamins and minerals</li> <li>Describe the special dietary needs for a variety of individuals</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>	<p>Students asked to read aloud sections of the PPT.</p> <p>Guiding to the correct sections.</p> <p>Highlighted areas for some students.</p>	<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p>	<p>Looking at the brief and finding a suitable dish/dishes to cover the brief.</p> <p>Practicing the dishes chosen at home</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p>	
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			Printed resources for students that are slower writers.	Wipeboards at the start and end of lesson to check understanding and progress.		PPT slides designed by staff	
Week 2 (2 hours)	<b>Unit 2 LO1 1.2 how cooking methods can impact nutritional value</b> <b>I can</b> <ul style="list-style-type: none"> <li>Describe a variety of cooking methods</li> <li>Explain how those methods impact of the nutritional value of food</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>	<b>Stretch and Challenge</b> students are asked to add more detail to their work. This will contribute to gaining higher marks.	<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Looking at the brief and finding a suitable dish/dishes to cover the brief.</p> <p>Practicing the dishes chosen at home</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p> <p>PPT slides designed by staff</p>	
Week 3 (2hours)	<b>Unit 2 LO2 2.1 Factors affecting menu planning</b> <b>I can</b> <ul style="list-style-type: none"> <li>Show an awareness of portion control</li> <li>Explain how the skills of the chef can affect a menu</li> <li>Demonstrate how prepare, cook and present more than one dish at a time</li> <li>Show an understanding of the 3 R's</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>		<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Looking at the brief and finding a suitable dish/dishes to cover the brief.</p> <p>Practicing the dishes chosen at home</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p> <p>PPT slides designed by staff</p>	
Week 4 (2 hours)	<b>Unit 2 LO2 2.2 How to plan production</b> <b>I can</b> <ul style="list-style-type: none"> <li>Plan a dish for a menu showing quantities, equipment, dove tailing and serving (how it is to be served)</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>		<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Looking at the brief and finding a suitable dish/dishes to cover the brief.</p> <p>Practicing the dishes chosen at home</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p> <p>PPT slides designed by staff</p>	

Week 5 (2 hours)	<b>Unit 2 LO3 3.1 How to prepare and make dishes I can</b> <ul style="list-style-type: none"> <li>Prepare and make dishes showing a variety of cooking techniques</li> <li>Include preparation techniques and knife techniques</li> </ul>	PPT from the exam board.  R&R from knowledge learnt in Year 9 and previous years.  Discussion about the importance of nutrition.  Selected students to read aloud to aid focus and understanding.  Notes can be taken both in printed booklets and on paper.		Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.	Looking at the brief and finding a suitable dish/dishes to cover the brief.  Practicing the dishes chosen at home	WJEC PPT slides.  Range of recipe cards.  Printed books for each student to complete notes.  PPT slides designed by staff	
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**Y10 AR1 assessment window**  
**AR1 assessment 1 hour Unit 1 LO1 – LO2 content**

Week 6 (2 hours)	<b>Unit 2 LO3 3.2 Presenting techniques</b>	PPT from the exam board.  R&R from knowledge learnt in Year 9 and previous years.  Discussion about the importance of nutrition.  Selected students to read aloud to aid focus and understanding.  Notes can be taken both in printed booklets and on paper.		Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.	Looking at the brief and finding a suitable dish/dishes to cover the brief.  Practicing the dishes chosen at home	WJEC PPT slides.  Range of recipe cards.  Printed books for each student to complete notes.  PPT slides designed by staff	
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Week 7 (2 hours)	<b>Unit 2 LO3 3.3 Food safety practices</b>	PPT from the exam board.  R&R from knowledge learnt in Year 9 and previous years.  Discussion about the importance of nutrition.  Selected students to read aloud to aid focus and understanding.  Notes can be taken both in printed booklets and on paper.		Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.	Looking at the brief and finding a suitable dish/dishes to cover the brief.  Practicing the dishes chosen at home	WJEC PPT slides.  Range of recipe cards.  Printed books for each student to complete notes.  PPT slides designed by staff	
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Half term 20<sup>th</sup> 24<sup>th</sup> February

<p>Week 8 (2 hours)</p>	<p><b>Unit 2 LO 4 4.1 Reviewing of dishes</b> <b>I can</b></p> <ul style="list-style-type: none"> <li>• Provide a brief review of planning, preparation and cooking</li> <li>• Highlight areas of success and areas of development</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>		<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Forming a rough review of the dishes made and chosen</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p> <p>PPT slides designed by staff</p>	
<p>Week 9 (2 hours)</p>	<p>Unit 2 LO4 4.2 Review own performance. <b>I can</b></p> <ul style="list-style-type: none"> <li>• Identify personal strengths and weaknesses in decision making, organisation, planning and time management</li> </ul>	<p>PPT from the exam board.</p> <p>R&amp;R from knowledge learnt in Year 9 and previous years.</p> <p>Discussion about the importance of nutrition.</p> <p>Selected students to read aloud to aid focus and understanding.</p> <p>Notes can be taken both in printed booklets and on paper.</p>		<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Forming a rough review of the dishes made and chosen</p>	<p>WJEC PPT slides.</p> <p>Range of recipe cards.</p> <p>Printed books for each student to complete notes.</p> <p>PPT slides designed by staff</p>	
<p>Week 10 (2 hours)</p>	<p>Unit 2 Controlled assessment</p>	<p>Students sat in a seating plan to aid their concentration.</p> <p>Guidance using their books with notes.</p> <p>PPT available for the students to follow.</p> <p>Print out of any sections missed.</p>	<p>Students guided to the correct areas.</p> <p>Highlighted areas in the contents to aid structure.</p> <p>Heading added to google slides.</p>	<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>	<p>Forming a rough review of the dishes made and chosen</p>	<p>WJEC PPT available to all students.</p> <p>Their own notes available.</p>	

Week 11 (2 hours)	<b>Unit 2 Controlled assessment</b>	Students sat in a seating plan to aid their concentration.  Guidance using their books with notes.  PPT available for the students to follow.  Print out of any sections missed.	Students guided to the correct areas.  Highlighted areas in the contents to aid structure.  Heading added to google slides.	Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.			
Week 12 (2 hours)	Unit 2 Controlled assessment	Students sat in a seating plan to aid their concentration.  Guidance using their books with notes.  PPT available for the students to follow.  Print out of any sections missed.	Students guided to the correct areas.  Highlighted areas in the contents to aid structure.  Heading added to google slides.  <b>Stretch and Challenge</b> students will need to provide in depth work for higher grades	Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.			

**Easter Holidays 31<sup>st</sup> March – 16<sup>th</sup> April**  
**Summer Term 17<sup>th</sup> April – 25<sup>th</sup> July**  
**13 weeks = 26 hrs**

Week 1 (2 hours)	Controlled assessment	Students sat in a seating plan to aid their concentration.  Guidance using their books with notes.  PPT available for the students to follow.  Print out of any sections missed.	Students guided to the correct areas.  Highlighted areas in the contents to aid structure.  Heading added to google slides.	Verbal questioning.  Google slides can be seen by teacher allowing to check progress and understanding.  Questioning on focused areas.  Wipeboards at the start and end of lesson to check understanding and progress.			
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Week 2	<b>Controlled Assessment</b>	<p>Students sat in a seating plan to aid their concentration.</p> <p>Guidance using their books with notes.</p> <p>PPT available for the students to follow.</p> <p>Print out of any sections missed.</p>	<p>Students guided to the correct areas.</p> <p>Highlighted areas in the contents to aid structure.</p> <p>Heading added to google slides.</p>	<p>Verbal questioning.</p> <p>Google slides can be seen by teacher allowing to check progress and understanding.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding and progress.</p>			
Week 3 (2 hours)	<p><b>LO1: AC1.1 The Structure of the hospitality and catering industry</b></p> <p><b>DEM</b></p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>▪ Recall key information about topics covered.</li> <li>▪ explain key words and terms in some depth.</li> <li>▪ apply knowledge and understanding of topics covered to independently answer exam questions.</li> </ul>	<p>Demonstration of the dish/practical skills, questions students throughout, link back to previous skills learn/practiced.</p> <p>Complete practical planning sheet.</p>	<p>Ingredients and method on the whiteboard to support lower ability students.</p> <p>Students may adapt practical (depending on practical ability level) – make suggests or steers students in the right direction to enable the successful completion of the dish.</p>	<p>Practical planning sheets produced.</p> <p>Questioning throughout demonstration.</p>	Source ingredients for practical session.	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students books</p> <p>PPT</p> <p>PPT with ingredients and method.</p>	
Week 4 (2 hours)	<p><b>LO1: AC1.1 The Structure of the hospitality and catering industry</b></p> <p><b>PRACTICAL</b></p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>▪ Recall key information about topics covered.</li> <li>▪ explain key words and terms in some depth.</li> <li>▪ apply knowledge and understanding of topics covered to independently answer exam questions</li> </ul>	<p>Students complete hygiene and safety steps.</p> <p>Prepare ingredients, check dates, visual check and weighing/measuring.</p> <p>Follow steps on practical planning sheet to complete the dish, keep work stations clear as they go.</p> <p>Clean down-</p>	<p>Practical support where necessary.</p> <p>Students should have their own practical planning sheets to follow, this is their responsibility – we do not supply laminated recipe cards at KS4.</p>	<p>Practical outcomes.</p> <p>Observation of skills and questioning</p>	Practical evaluation worksheet.	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students books</p> <p>PPT</p>	
<b>Half term 29<sup>th</sup> May – 2<sup>nd</sup> June 2023</b>							
Week 5 (2hours)	<p><b>LO1: AC1.1 The Structure of the hospitality and catering industry</b></p> <p><b>DEM</b></p> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>▪ Recall key information about topics covered.</li> <li>▪ explain key words and terms in some depth.</li> </ul>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Discuss supply and demand, when might demand increase? Students to make notes.</p>		<p>Learning Ladder at the start of the lesson.</p> <p>Repeated at the end of the lesson to see improvements of answers.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students books</p>	

	<ul style="list-style-type: none"> <li>apply knowledge and understanding of topics covered to independently answer exam questions.</li> </ul>	<p>Personal attributes – round table activity ‘Which personal attributes do you think you need to work in the Hospitality and Catering industry?’ Students to recode spider diagram of person attributes needed.</p> <p>Discuss ‘study tip’ and students to record this in their books.</p> <p>Discuss difference between attributes and skills, students to copy down the example for a reception in a hotel.</p> <p>Students complete the attribute and skills table for a head chef – review as a class and revise</p>		<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>		PPT	
Week 6 (2 hours)	<p>LO1 : 1.2 Working in the hospitality and practical I can</p> <ul style="list-style-type: none"> <li>understand the roles and responsibilities</li> <li>describe the roles of different staff within the industry.</li> </ul> <p>Produce a dish using a recipe provided</p>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Discuss supply and demand, when might demand increase? Students to make notes.</p> <p>Personal attributes – round table activity ‘Which personal attributes do you think you need to work in the Hospitality and Catering industry?’ Students to recode spider diagram of person attributes needed.</p> <p>Discuss ‘study tip’ and students to record this in their books.</p> <p>Discuss difference between attributes and skills, students to copy down the example for a reception in a hotel.</p> <p>Students complete the attribute and skills table for a head chef – review as a class and revise</p>	<p><b>Stretch and Challenge</b> – extension task to complete person attribute and skills overview for other job roles in the industry.</p> <p>Provide sentence starters for the case study questions.</p> <p><b>Good to know</b> what further education establishments offer and how they will progress a career in this establishment.</p>	<p>Verbal questioning.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding.</p> <p>Question walls and peer marking.</p> <p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	



			The attributes and skills involved in a variety of job roles.	Live marking of key students' work to check understanding.  Marked in line with faculty policy.  Self-mark question wall answers adding information if needed.			
Week 7 (2 hours)	<p>LO1 : 1.2 Working in the hospitality and catering industry I can</p> <ul style="list-style-type: none"> <li>▪ understand the roles and responsibilities</li> <li>▪ describe the roles of different staff within the industry.</li> </ul> <p>Produce a dish using a recipe provided</p>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Discuss supply and demand, when might demand increase? Students to make notes.</p> <p>Personal attributes – round table activity '<i>Which personal attributes do you think you need to work in the Hospitality and Catering industry?</i>' Students to recode spider diagram of person attributes needed.</p> <p>Discuss 'study tip' and students to record this in their books.</p> <p>Discuss difference between attributes and skills, students to copy down the example for a reception in a hotel.</p> <p>Students complete the attribute and skills table for a head chef – review as a class and revise</p>	<p><b>Stretch and Challenge</b> – extension task to complete person attribute and skills overview for other job roles in the industry.</p> <p>Provide sentence starters for the case study questions.</p> <p><b>Good to know</b> what further education establishments offer and how they will progress a career in this establishment.</p> <p>The attributes and skills involved in a variety of job roles.</p>	<p>Verbal questioning.</p> <p>Questioning on focused areas.</p> <p>Wipeboards at the start and end of lesson to check understanding Using low mark exam questions. Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Live marking of key students' work to check understanding</p>	.	<p>Newspaper article review.</p> <p>Their thoughts.</p>	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>

<p>Week 8 (2 hours)</p>	<p>LO1 AC1.3 Describe the working conditions of different roles across the industry <b>Dem</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>▪ Show an awareness of working hours and rates of pay.</li> <li>▪ Explain the basic rights of employees and workers in the Hospitality and Catering industry</li> </ul> <p>Describe some of the different types of employment contracts</p>	<p>Introduce key words – students to record these along with the definitions.</p> <p>Students to discuss what they link some of the basic working right in the UK are.</p> <p>Students to read through and record information of different types of contracts.</p> <p>Working hours and rates of pay - read through the information with the class, ensure they understand all key elements and students to record the information.</p> <p>Discuss remuneration and holiday entitlement, students to record key information.</p> <p>Practice questions.</p>	<p><b>Stretch and challenge</b> extension question</p> <p>Guided one to one support.</p> <p><b>Good to know</b> All of the roles and how the hierarchy works within the industry</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark questions used during the lesson as starter activity.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>	
<p>Week 9 (2 hours)</p>	<p>LO1 AC1.3 Describe the working conditions of different roles across the industry <b>Practical</b></p> <p><b>I can:</b></p> <ul style="list-style-type: none"> <li>▪ Show an awareness of working hours and rates of pay.</li> <li>▪ Explain the basic rights of employees and workers in the Hospitality and Catering industry</li> </ul> <p>Describe some of the different types of employment contracts</p>	<p>Key words – students to record these along with the definitions if they have not already been recorded.</p> <p>Students to discuss what they link some of the basic working right in the UK are.</p> <p>Students to read through and record information of different types of contracts.</p> <p>Working hours and rates of pay - read through the information with the class, ensure they understand all key elements and students to record the information.</p> <p>Discuss remuneration and holiday entitlement, students to record key information.</p> <p>Practice questions.</p>	<p><b>Stretch and challenge</b> extension question</p> <p>Guided one to one support.</p> <p><b>Good to know</b> All of the roles and how the hierarchy works within the industry, both front and back of house, including the kitchen brigade.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Live marking of key students' work to check understanding.</p> <p>Marked in line with faculty policy</p>		<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students' books</p> <p>PPT</p>	

<p>Week 10 (2 hours)</p>	<p>LO1 AC1.4 Explain factors affecting success of hospitality and catering providers. DEMO</p> <ul style="list-style-type: none"> <li>▪ Show an awareness of the importance of technology in hospitality and catering.</li> <li>▪ Briefly describe some of the emerging and innovative cooking techniques.</li> <li>▪ Describe how customer demographics and lifestyle affects the hospitality and catering industry.</li> </ul> <p>Produce a dish using a given recipe</p>	<p>Students to record these along with the definitions.</p> <p>Factors affecting success – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record ‘cost’ spider mind map, discuss with class and question to ensure understanding.</p> <p>Discuss information on profit and students to record key points. Examples of how profit is worked out to be recorded and then students to attempt to use this formula to work out the dishes given in activity 3.1. Students to also record the profit mind map showing what it can be affected by.</p>	<p><b>Stretch and challenge</b> activity – page 30</p> <p>Support students with low numeracy skills – one to one or small group.</p> <p><b>Good to know</b> how to address the issues around environmental sustainability. How the industry can address the targets to reduce reuse and recycle.</p>	<p>Live marking</p> <p>Peer marking of starter and plenary.</p>	<p>Past exam question to complete.</p>	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	
<p>Week 11 (2 hours)</p>	<p>LO1 AC1.4 Explain factors affecting success of hospitality and catering providers.</p> <ul style="list-style-type: none"> <li>▪ Show an awareness of the importance of technology in hospitality and catering.</li> <li>▪ Briefly describe some of the emerging and innovative cooking techniques.</li> <li>▪ Describe how customer demographics and lifestyle affects the hospitality and catering industry.</li> </ul> <p>Produce a dish using a given recipe</p>	<p>Students to record these along with the definitions.</p> <p>Factors affecting success – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record ‘cost’ spider mind map, discuss with class and question to ensure understanding.</p> <p>Discuss information on profit and students to record key points. Examples of how profit is worked out to be recorded and then students to attempt to use this formula to work out the dishes given in activity 3.1. Students to also record the profit mind map showing what it can be affected by.</p>	<p><b>Stretch and challenge</b> activity – page 30</p> <p>Support students with low numeracy skills – one to one or small group.</p> <p><b>Good to know</b> how to address the issues around environmental sustainability. How the industry can address the targets to reduce reuse and recycle.</p>			<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	

<p>Week 12 (2 hours)</p>	<p>LO1 AC1.4 Explain factors affecting success of hospitality and catering providers.</p> <ul style="list-style-type: none"> <li>▪ Show an awareness of the importance of technology in hospitality and catering.</li> <li>▪ Briefly describe some of the emerging and innovative cooking techniques.</li> <li>▪ Describe how customer demographics and lifestyle affects the hospitality and catering industry.</li> </ul> <p>Produce a dish using a given recipe</p>	<p>Students to record these along with the definitions.</p> <p>Factors affecting success – students to copy down the subheading then the bullets points to go with it, discuss as a class what this might mean/what could have an impact on this and the record summary together (notes from discussions with previous classes are available, but hidden using an animation) Complete for each area – Profit, customer service, employees, competition, development.</p> <p>Record ‘cost’ spider mind map, discuss with class and question to ensure understanding.</p> <p>Discuss information on profit and students to record key points. Examples of how profit is worked out to be recorded and then students to attempt to use this formula to work out the dishes given in activity 3.1. Students to also record the profit mind map showing what it can be affected by.</p>	<p><b>Stretch and challenge</b> activity – page 30</p> <p>Support students with low numeracy skills – one to one or small group.</p> <p><b>Good to know</b> how to address the issues around environmental sustainability. How the industry can address the targets to reduce reuse and recycle.</p>		<p>Past exam paper questions to complete.</p>	<p>WJEC Hospitality and Catering Level 1/2 book</p> <p>Printed sheets</p> <p>Students’ books</p> <p>PPT</p>	
<p>Week 13 (2 hours)</p>							

**Assessment Point:** State how you are going to assess the achievement and progress (**attach the relevant assessment and graded/levelled mark scheme to the Scheme of Learning**)

**Planned enrichment opportunity to increase cultural capital:**

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