## **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 aquire 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<br>(including recall and retrieval strategies)  | Differentiation  | Assessment opportunities (Measure of progress)   | Home &<br>Independent<br>learning   | Resources  | Key Vocabulary<br>(Tier 3)                        |
|----------------------------|--|--|--|--|---|--|---|
|                            |  | Autumnter  | AR1<br>m 15 weeks = 30 hours   |  |   |  |   |
| 1-2<br>(2 hours)<br>Week 1 | LO1: AC1.1 The Structure of the hospitality and catering industry I can  Recall key information about topics covered.  explain key words and terms in some depth.  apply knowledge and understanding of topics covered to independently answer exam questions.           | Seating plan to aid the students. Key terms/words - students to record these along with the definitions.  Introduction to Hospitality and catering, more specifically catering services.  Types of food service – discuss the class 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). | Targeted section to read out appropriately.  Peer support  Support lower ability to annotate/highlight key areas to summarise. To support low ability students highlight key information to be recorded. | 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.  Wipe board questioning to match description to type of se Ensure student can articulate the meanings of the key words. | Exam style<br>question covering<br>the topic in the<br>lesson.                            | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students books PPT | Hospitality Catering Cater Beverage Establishment |
|                            |  |  | Stretch and<br>Challenge – research<br>to find specific<br>examples of the<br>types of food service<br>in the local area.  |  |   |  |   |
| Week 2<br>(2 hours)        | LO1: AC1.1 The Structure of the hospitality and catering industry DEMO PAELLA I can  Recall key information about topics covered. explain key words and terms in some depth. apply knowledge and understanding of topics covered to independently answer exam questions. | Key terms/words - students to record these along with the definitions.  Introduction to Hospitality and catering, more specifically catering services.  Types of food service – discuss the class  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).                                  | Target students to read out from PPT  Peer support  Relevant sections highlighted for the students that need a little support.   | Wipe boards used to question understanding.  Targeted questioning to students.   | Ingredients for<br>the practical.<br>Complete any<br>notes that have<br>not been finished | Printed sheets  WJEC Hospitality and catering level ½ book  PPT                | Hospitality Catering Cater Beverage Establishment |

|                     | LO1: 1.2 Working in the  | Introduce key words – students to record these                             |                                   | Questioning students                     | Complete the                      | WJEC                              | Employee     |
|---------------------|--|--|-----------------------------------|--|-----------------------------------|-----------------------------------|--------------|
| Week 3              | hospitality and practical PAELLA   | along with the definitions.  | Stretch and                       | to check                                 | case study if not                 | Hospitality and                   |              |
| (2 hours)           | I can  |  | Challenge –                       | understanding                            | completed in                      | Catering Level                    | Employer     |
|                     | <ul> <li>understand the roles and</li> </ul>                             | Discuss supply and demand, when might demand                               | extension task to                 | throughout –                             | class.                            | 1/2 book –                        | Worker       |
|                     | responsibilities   | increase? Students to make notes.  | complete person                   | targeting selected                       |                                   | pages 22- 26                      | WOIKEI       |
|                     | <ul> <li>describe the roles of<br/>different staff within the</li> </ul> | Personal attributes – round table activity 'Which                          | attribute and skills              | students that either                     |                                   |                                   |              |
|                     | industry.  | personal attributes do you think you need to work                          | overview for other                | don't offer up                           |                                   | PowerPoint                        |              |
|                     | Produce a dish using a   | in the Hospitality and Catering industry?'                                 | job roles in the                  | answers and or with                      |                                   | Printed                           |              |
|                     | recipe provided.   | Students to recode spider diagram of person                                | industry.                         | extended questions                       |                                   | resources                         |              |
|                     |  | attributes needed.   |                                   | where students need                      |                                   |                                   |              |
|                     |  |  |                                   | stretching.                              |                                   |                                   |              |
|                     |  | Discuss 'study tip' and students to record this in                         | Provide sentence                  |  |                                   |                                   |              |
|                     |  | their books.   | starters for the case             |  |                                   |                                   |              |
|                     |  | Discuss difference between attributes and skills,                          | study questions.                  | Facilitate the learning                  |                                   |                                   |              |
|                     |  | students to copy down the example for a                                    |                                   | when students are                        |                                   |                                   |              |
|                     |  | reception in a hotel.  |                                   | complete the case                        |                                   |                                   |              |
|                     |  |  | Good to know what                 | study, ensure                            |                                   |                                   |              |
|                     |  | Students complete the attribute and skills table                           | further education                 | accuracy of answers,                     |                                   |                                   |              |
|                     |  | for a head chef – review as a class and revise.                            | establishments offer              | directing students back to the study tip |                                   |                                   |              |
|                     |  |  | and how they will                 | to ensure they are                       |                                   |                                   |              |
|                     |  | Case study on how person attributes can affect an                          | progress a career in              | relating to the person                   |                                   |                                   |              |
|                     |  | establishment.   | this establishment.               | attributes and                           |                                   |                                   |              |
|                     |  |  |                                   | correcting literacy                      |                                   |                                   |              |
|                     |  |  | The attributes and                | where necessary 'live                    |                                   |                                   |              |
|                     |  |  | skills involved in a              | marking'                                 |                                   |                                   |              |
|                     |  |  | variety of job roles.             |  |                                   |                                   |              |
| 14/1-4              | LO1 AC1.3 Describe the working   | Introduce key words – students to record these                             | Extension – research              | Questioning students                     | AR1 revision –                    | WJEC                              | Contract     |
| Week 4<br>(2 hours) | conditions of different roles across the industry. Demo                  | along with the definitions. Students to discuss what they link some of the | what the current national minimum | to check<br>understanding                | AC1.1, AC1.2,<br>AC1.3 – revision | Hospitality and<br>Catering Level | Remuneration |
| (2 Hours)           | PINEAPPLE UPSIDE DOWN CAKE   | basic working right in the UK are.   | wages are?                        | throughout –                             | list to be                        | 1/2 book –                        |              |
|                     | I can:   | basic working right in the ok are.   | wages are:                        | targeting selected                       | provided.                         | pages 26 - 27                     |              |
|                     |  | Students to read through and record information                            |                                   | students that either                     | Ingredients for                   | pages 20 27                       |              |
|                     | <ul> <li>Show an awareness of</li> </ul>                                 | of different types of contracts.   |                                   | don't offer up                           | practical                         | PowerPoint                        |              |
|                     | working hours and rates of   |  |                                   | answers and or with                      |                                   |                                   |              |
|                     | рау.   | Working hours and rates of pay - read through                              |                                   | extended questions                       |                                   | Printed                           |              |
|                     | <ul><li>Explain the basic rights of</li></ul>                            | the information with the class, ensure they                                |                                   | where students need                      |                                   | resources                         |              |
|                     | employees and workers in   | understand all key elements and students to                                |                                   | stretching.                              |                                   |                                   |              |
|                     | the Hospitality and  | record the information.  |                                   | AC1.2 and 1.3 practice                   |                                   |                                   |              |
|                     | Catering industry  | Discuss remuneration and holiday entitlement,                              |                                   | questions                                |                                   |                                   |              |
|                     | Describe some of the   | students to record key information.  |                                   | 4.550.5                                  |                                   |                                   |              |
|                     | different types of   | stadents to record key information.  |                                   |  |                                   |                                   |              |
|                     | employment contracts   | Practice questions.  |                                   |  |                                   |                                   |              |
|                     |  |  |                                   |  |                                   |                                   |              |
|                     |  |  |                                   |  |                                   |                                   |              |

| Week 5 (2 hours)  Week 6 (2 hours) | LO1 AC1.3 Describe the working conditions of different roles across the industry Practical PINEAPPLE UPSIDE DOWN CAKE I can:  Show an awareness of working hours and rates of pay.  Explain the basic rights of employees and workers in the Hospitality and Catering industry Describe some of the different types of employment contracts  LO1 AC1.4 Explain factors affecting success of hospitality | 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.  Students to read through and record information of different types of contracts.  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.  Discuss remuneration and holiday entitlement, students to record key information.  Practice questions.   | Stretch and challenge activity —  | 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.  AC1.2 and 1.3 practice questions | AR1 revision – AC1.1, AC1.2, AC1.3 – revision list to be provided. | WJEC Hospitality and Catering Level 1/2 book – pages 26 - 27 PowerPoint Printed resources  WJEC Hospitality and | Gross profit (GP) Gross profit |
|------------------------------------|---|--|---|--|--|---|--------------------------------|
| (2 nours)                          | affecting success of hospitality and catering providers. DEMO BREAD ROLL  Show an awareness of the importance of technology in hospitality and catering.  Briefly describe some of the emerging and innovative cooking techniques.  Describe how customer demographics and lifestyle affects the hospitality and catering industry.  Produce a dish using a given recipe.                               | along with the definitions.  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.  Record 'cost' spider mind map, discuss with class and question to ensure understanding.  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. | challenge activity – page 30  Support students with low numeracy skills – one to one or small group.  Good to know how to address the issues around environmental sustainability. How the industry can address the targets to reduce reuse and recycle. | to check understanding throughout — targeting selected students that either don't offer up answers and or with extended questions where students need stretching.  Self-mark profit questions in red pen.                | practical  | Hospitality and Catering Level 1/2 book – pages 28 - 30  PowerPoint  Printed resources                          | percentage (GP%) Net profit    |

| Week 7<br>(2 hours) | LO1 AC1.4 Explain factors affecting success of hospitality and catering providers.  PRACTICAL BREAD ROLL  Show an awareness of the importance of technology in hospitality and catering.  Briefly describe some of the emerging and innovative cooking techniques.  Describe how customer demographics and lifestyle affects the hospitality and catering industry.  Produce a dish using a given recipe. | Students to record these along with the definitions.  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.  Record 'cost' spider mind map, discuss with class and question to ensure understanding.  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. | Support students with low numeracy skills – one to one or small group.  Good to know how to address the issues around environmental sustainability.  How the industry can address the targets to reduce reuse and recycle. | 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.  Self-mark profit questions in red pen.  | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students' books PPT |   |
|---------------------|---|---|--|---|---|---|
|                     |   | Oct   | ober half term   |   |   |   |
|                     |   | Autumn h  | alf term 2 Week 8 -14  |   |   |   |
|                     | 100 100 1 1100 5 5 11 11  |   | ı  |   | 14450   |   |
| Week 8<br>(2 hours) | LO2 AC2.1 /AC2.2 Describe the operation of the kitchen/front of house. End of LO1 recall mini test.   | Students to record these along with the definitions.  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.  Record 'front of house' spider mind map, discuss with class and question to ensure understanding.  |  | 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.  Student to peer mark keyword spellings. | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students' books PPT | covers FIFO workflow risk assessment COSHH environment critical material maintenance security employees Stock control |

|                     |  | Discussion as a class to gain their thoughts and understanding,   | Live marking of key students' work to check understanding.  Marked in line with faculty policy.  Self-mark practice questions in red pen and students to add any missing information to their answers.  Scores from practice questions.  |                           |   |  |
|---------------------|--|---|--|---------------------------|---|--|
| Week 9<br>(2 hours) | LO2 – AC2.3 Explain how hospitality and catering provision meet customer requirements. DEMO RAVIOLLI | Students to record these along with the definitions.  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.  Record 'front of house' spider mind map, discuss with class and question to ensure understanding.  Discussion as a class to gain their thoughts and understanding.  R&R wipebpards from previous lessons | 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.  Student to peer mark keyword spellings.  Live marking of key students work to check understanding. | Ingredients for practical | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students' books PPT | customer need customer requirements and expectations market research corporate |
|                     |  |   | Marked in line with faculty policy.  Self-mark practice questions in red pen and students to add any missing   |                           |   |  |

| 1          |                                   |   |                       | information to their    |                 |                 |
|------------|-----------------------------------|---|-----------------------|-------------------------|-----------------|-----------------|
|            |                                   |   |                       | answers.                |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       | Scores from practice    |                 |                 |
|            |                                   |   |                       | questions.              |                 |                 |
|            |                                   |   |                       | questions.              |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
| ) March 40 | LO3 Parallandaria                 | Obligation  | To consider           | O a discission de de de | WJEC            |                 |
| Week 10    | LO3 – Recall and mini             | Objectives  | To support the        | Questioning students    |                 | control measure |
| (2 hours)  | assessment of LO2/ AC 3.1         |   | accurate recording    | to check                | Hospitality and | hazard          |
|            | Describe the personal safety      | Revisit key words, recorded in books along with       | and spelling of key   | understanding           | Catering Level  | risk            |
|            | responsibilities in the workplace | definitions.  | vocabulary student    | throughout –            | 1/2 book        | risk assessment |
|            | of both employees and             |   | to underline          | targeting selected      |                 |                 |
|            | employers. PRACTICAL              | Reading to recap knowledge - Read through 'my         | keywords where        | students that either    | Printed sheets  |                 |
|            | RAVIOLLI                          | revision notes' linked to AC3.1 (pages 47 - 49) as a  | ever they are         | don't offer up          |                 |                 |
|            |                                   | class, select students to read out load to the class, | written for that      | answers and or with     | Students' books |                 |
|            |                                   | ensuring all students are given an opportunity.       | section of learning   | extended questions      |                 |                 |
|            |                                   | Pause at key piece of information for students to     | and to peer SPAG at   | where students need     | PPT             |                 |
|            |                                   | make notes.   | an appropriate.       | stretching.             |                 |                 |
|            |                                   | make notes.   | an appropriate.       | stretching.             |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   | Task: Hazards - students to complete the hazard       | Selecting             | 6. 1                    |                 |                 |
|            |                                   | revisions cards, students to work in pares to write   | appropriate sections  | Student to peer mark    |                 |                 |
|            |                                   | the hazard matching the picture (in pencil), use      | for individual        | keyword spellings.      |                 |                 |
|            |                                   | the website to check answers with students, they      | students to read out. |                         |                 |                 |
|            |                                   | can confirm or correct these in pen.                  |                       |                         |                 |                 |
|            |                                   |   | To support low        |                         |                 |                 |
|            |                                   | Task 2 – students complete the revision questions     | ability students,     | Live marking of key     |                 |                 |
|            |                                   | without using the revision books, students should     | highlight key         | students' work to       |                 |                 |
|            |                                   | be given 1 minutes per mark to answer the             | information to be     | check understanding.    |                 |                 |
|            |                                   | questions (this reflects the real exam). Remind       | recorded.             | oneen anderstanding.    |                 |                 |
|            |                                   |   | recorded.             |                         |                 |                 |
|            |                                   | students to include the question in their answer      |                       |                         |                 |                 |
|            |                                   | and the need for good SPAG.                           | Model example         | Marked in line with     |                 |                 |
|            |                                   | Students to self-mark in red pen using the            | answers               |                         |                 |                 |
|            |                                   | revision book.  |                       | faculty policy.         |                 |                 |
|            |                                   |   | Templates on          |                         |                 |                 |
|            |                                   |   | students shared rea   |                         |                 |                 |
|            |                                   |   |                       | 6 16 1 11               |                 |                 |
|            |                                   |   | Print outs of         | Self-mark practice      |                 |                 |
|            |                                   |   | PowerPoint            | questions in red pen    |                 |                 |
|            |                                   |   |                       | and students to add     |                 |                 |
|            |                                   |   | Seating plan - Peer   | any missing             |                 |                 |
|            |                                   |   | · ·                   | information to their    |                 |                 |
|            |                                   |   | support               |                         |                 |                 |
|            |                                   |   |                       | answers.                |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       |                         |                 |                 |
|            |                                   |   |                       | Scores from practice    |                 |                 |
|            |                                   |   |                       | questions.              |                 |                 |
| 1          |                                   |   |                       |                         |                 |                 |
| 1          |                                   |   | 1                     | 1                       |                 |                 |

| Week11<br>(2 hours)  | 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 | Revisit key words, recorded in books along with definitions.  Reading to recap knowledge - 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.  Task: Hazards - 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.  Task 2 – 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. | 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.  Selecting appropriate sections for individual students to read out.  To support low ability students, highlight key information to be recorded.  Model example answers  Templates on students shared rea  Print outs of PowerPoint  Seating plan - Peer support | 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.  Student to peer mark keyword spellings.  Live marking of key students' work to check understanding.  Marked in line with faculty policy.  Self-mark practice questions in red pen and students to add any missing information to their answers. | Ingredients for practical | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students' books PPT |  |
|----------------------|--|--|--|---|---------------------------|---|--|
|                      |  |  | support  | any missing information to their  |                           |   |  |
| Week 12<br>(2 hours) | 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                       | Starter - R&R, previous learning from LO4  Introduce key words, recorded in books along with definitions.  Overview importance of food handlers understanding food allergies and intolerances. Food allergy – overview and symptoms, viable and invisibles. Treating someone having an anaphylactic reaction - students to read out to   | 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.  | 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.  |                           | WJEC Hospitality and Catering Level 1/2 book Printed sheets Students' books PPT | control measure<br>hazard<br>risk<br>risk assessment |

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

|           |  | Food symbols  | printed as                                     |                      |                     |                 |  |
|-----------|--|---|--|----------------------|---------------------|-----------------|--|
|           |  |   | appropriate ready                              |                      |                     |                 |  |
|           |  | Practice questions – slide 13, completed                  | for students when                              |                      |                     |                 |  |
|           |  | independently and self-marked with missing                | required.                                      |                      |                     |                 |  |
|           |  | information added in red                                  |  |                      |                     |                 |  |
| Week 14   | LO4 – 4.4 The Environmental                | Starter - R&R, previous learning from LO4                 | To support the                                 | Questioning students |                     | WJEC            |  |
| (2 hours) | Health Officer PRACTICAL                   |   | accurate recording                             | to check             |                     | Hospitality and |  |
| , ,       | BAKED STUFFED CHICKEN                      | Introduce key words, recorded in books along              | and spelling of key                            | understanding        |                     | Catering Level  |  |
|           | BREAST                                     | with definitions.   | vocabulary student                             | throughout -         |                     | 1/2 book        |  |
|           |  |   | to underline                                   | targeting selected   |                     |                 |  |
|           |  | Overview importance of food handlers                      | keywords where                                 | students that either |                     | Printed sheets  |  |
|           |  | understanding food allergies and intolerances.            | ever they are                                  | don't offer up       |                     |                 |  |
|           |  | Food allergy – overview and symptoms, viable              | written for that                               | answers and or with  |                     | Students' books |  |
|           |  | and invisibles. Treating someone having an                | section of learning                            | extended questions   |                     | DDT             |  |
|           |  | anaphylactic reaction - students to read out to           | and to peer SPAG at                            | where students need  |                     | PPT             |  |
|           |  | the class and note down information in books (slides 5-8) | an appropriate.                                | stretching.          |                     |                 |  |
|           |  | (sinces 5-0)  | Selecting                                      | Student to peer mark |                     |                 |  |
|           |  | Which food can cause allergies? – Round table             | appropriate sections                           | keyword spellings.   |                     |                 |  |
|           |  | discussion followed by students labeling the              | for individual                                 | ,                    |                     |                 |  |
|           |  | images on the sheet to identify the correct               | students to read out.                          | Live marking of key  |                     |                 |  |
|           |  | common food allergens – students to stick sheets          |  | students' work to    |                     |                 |  |
|           |  | in (crop down to fit in books)                            | To support low ability students,               | check understanding. |                     |                 |  |
|           |  | Case study – stick into books, read though as a           | highlight key                                  | Marked in line with  |                     |                 |  |
|           |  | class, students to work in pairs to answer the            | information to be                              | faculty policy.      |                     |                 |  |
|           |  | questions and record in books followed by                 | recorded.                                      | '' '                 |                     |                 |  |
|           |  | teacher to led class feedback, students to record         |  | Self-mark practice   |                     |                 |  |
|           |  | any missing points in red pen.                            | Seating plan - Peer                            | questions in red pen |                     |                 |  |
|           |  |   | support  | and students to add  |                     |                 |  |
|           |  | Food intolerance – symptoms to be recorded in             | l  | any missing          |                     |                 |  |
|           |  | books, students to read through the information           | Stretch and                                    | information to their |                     |                 |  |
|           |  | about lactose intolerance and Coeliac disease and         | Challenge task –                               | answers.             |                     |                 |  |
|           |  | make notes.   | design a menu task                             |                      |                     |                 |  |
|           |  | Food symbols  | on slide 14, copies printed as                 |                      |                     |                 |  |
|           |  | rood symbols  | appropriate ready                              |                      |                     |                 |  |
|           |  | Practice questions – slide 13, completed                  | for students when                              |                      |                     |                 |  |
|           |  | independently and self-marked with missing                | required.                                      |                      |                     |                 |  |
|           |  | information added in red                                  |  |                      |                     |                 |  |
|           |  | S   | 2 _ 21 2 22) 12                                | 24 H                 |                     |                 |  |
| Week 1    | Unit 2 LO1 1.1 Understanding               | PPT from the exam board.                                  | 3 – 31.3.23) 12 weeks = 2<br>Students asked to | Verbal questioning.  | Looking at the      | WJEC PPT        |  |
| (2 hours) | the importance of nutrition                |   | read aloud sections                            | Terbar questioning.  | brief and finding a | slides.         |  |
| (=        | I can                                      | R&R from knowledge learnt in Year 9 and                   | of the PPT.                                    | Google slides can be | suitable            |                 |  |
|           | Explain the difference                     | previous years.   |  | seen by teacher      | dish/dishes to      | Range of recipe |  |
|           | between macro and micro                    |   | Guiding to the                                 | allowing to check    | cover the brief.    | cards.          |  |
|           | nutrients                                  | Discussion about the importance of nutrition.             | correct sections.                              | progress and         |                     |                 |  |
|           | <ul> <li>Explain the reason why</li> </ul> |   |  | understanding.       | Practicing the      | Printed books   |  |
|           | the body needs vitamins                    | Selected students to read aloud to aid focus and          | Highlighted areas for                          |                      | dishes chosen at    | for each        |  |
|           | and minerals                               | understanding.  | some students.                                 | Questioning on       | home                | student to      |  |
|           | Describe the special                       | Natural backs back to the U.S.                            |  | focused areas.       |                     | complete notes. |  |
|           | dietary needs for a variety                | Notes can be taken both in printed booklets and           |  |                      |                     |                 |  |
|           | of individuals                             | on paper.   |  | <u> </u>             |                     | <u> </u>        |  |

|            |                                  |  | Printed resources for | Wipeboards at the                  |                                       | PPT slides                 |  |
|------------|----------------------------------|--|-----------------------|------------------------------------|---------------------------------------|----------------------------|--|
|            |                                  |  | students that are     | start and end of                   |                                       | designed by                |  |
| 1          |                                  |  | slower writers.       | lesson to check                    |                                       | staff                      |  |
|            |                                  |  | Slower writers.       | understanding and                  |                                       | Stall                      |  |
|            |                                  |  |                       | progress.                          |                                       |                            |  |
| Week 2     | Unit 2 LO1 1.2 how cooking       | PPT from the exam board.                         | Stretch and           | Verbal questioning.                | Looking at the                        | WJEC PPT                   |  |
| (2 hours)  | methods can impact nutritional   | FFI IIOIII tile exam board.                      | Challenge students    | verbai questioning.                | brief and finding a                   | slides.                    |  |
| (2 110013) | value                            | R&R from knowledge learnt in Year 9 and          | are asked to add      | Google slides can be               | suitable                              | silues.                    |  |
|            | I can                            | previous years.                                  | more detail to their  | seen by teacher                    | dish/dishes to                        | Range of recipe            |  |
|            | Describe a variety of            | previous years.                                  | work. This will       | allowing to check                  | cover the brief.                      | cards.                     |  |
|            | cooking methods                  | Discussion about the importance of nutrition.    | contribute to gaining | progress and                       | cover the brief.                      | carus.                     |  |
|            | Explain how those                | Discussion about the importance of nutrition.    | higher marks.         | understanding.                     | Practicing the                        | Printed books              |  |
|            | methods impact of the            | Selected students to read aloud to aid focus and | ingrici marks.        | understanding.                     | dishes chosen at                      | for each                   |  |
|            | nutritional value of food        | understanding.                                   |                       | Questioning on                     | home                                  | student to                 |  |
|            | nutritional value of 100u        | understanding.                                   |                       | focused areas.                     | nome                                  | complete notes.            |  |
|            |                                  | Notes can be taken both in printed booklets and  |                       | locuseu aleas.                     |                                       | complete notes.            |  |
|            |                                  | on paper.  |                       | Wipeboards at the                  |                                       | PPT slides                 |  |
| 1          |                                  | on paper.  |                       | start and end of                   |                                       | designed by                |  |
|            |                                  |  |                       | lesson to check                    |                                       | staff                      |  |
|            |                                  |  |                       | understanding and                  |                                       | Stall                      |  |
|            |                                  |  |                       | _                                  |                                       |                            |  |
| Week 3     | Unit 2 LO2 2.1 Factors affecting | PPT from the exam board.                         |                       | progress.  Verbal questioning.     | Looking at the                        | WJEC PPT                   |  |
| (2hours)   | _                                | PPT ITOIT the exam board.                        |                       | verbai questioning.                | brief and finding a                   | slides.                    |  |
| (Zilouis)  | menu planning<br>I can           | R&R from knowledge learnt in Year 9 and          |                       | Google slides can be               | suitable                              | silues.                    |  |
|            |                                  | I -  |                       | seen by teacher                    | dish/dishes to                        | Danga of racina            |  |
|            | Show an awareness of             | previous years.                                  |                       | •                                  | cover the brief.                      | Range of recipe cards.     |  |
|            | portion control                  | Discussion about the importance of nutrition.    |                       | allowing to check progress and     | cover the brief.                      | carus.                     |  |
|            | Explain how the skills of        | Discussion about the importance of nutrition.    |                       | understanding.                     | Practicing the                        | Printed books              |  |
|            | the chef can affect a menu       | Selected students to read aloud to aid focus and |                       | understanding.                     | dishes chosen at                      | for each                   |  |
|            | Demonstrate how                  |  |                       | Ouestioning on                     |                                       |                            |  |
|            | prepare, cook and present        | understanding.                                   |                       | Questioning on focused areas.      | home                                  | student to complete notes. |  |
|            | more than one dish at a          | Notes can be taken both in printed booklets and  |                       | locuseu aleas.                     |                                       | complete notes.            |  |
|            | time                             | ·  |                       | Winchoards at the                  |                                       | PPT slides                 |  |
|            | Show an understanding of         | on paper.  |                       | Wipeboards at the start and end of |                                       | designed by                |  |
|            | the 3 R's                        |  |                       | lesson to check                    |                                       | staff                      |  |
|            |                                  |  |                       | understanding and                  |                                       | Juli                       |  |
|            |                                  |  |                       | progress.                          |                                       |                            |  |
| Week 4     | Unit 2 LO2 2.2 How to plan       |  |                       | Verbal questioning.                | Looking at the                        | WJEC PPT                   |  |
| (2 hours)  | production                       | PPT from the exam board.                         |                       | verbai questioning.                | brief and finding a                   | slides.                    |  |
| (2 HOUIS)  | I can                            | THE HOIT CHE EXAMINATION.                        |                       | Google slides can be               | suitable                              | Jiiuca.                    |  |
|            | Plan a dish for a menu           | R&R from knowledge learnt in Year 9 and          |                       | seen by teacher                    | dish/dishes to                        | Range of recipe            |  |
|            | showing quantities,              | previous years.                                  |                       | allowing to check                  | cover the brief.                      | cards.                     |  |
|            | equipment, dove tailing          | picvious years.                                  |                       | progress and                       | cover the bilet.                      | curus.                     |  |
|            | and serving (how it is to        | Discussion about the importance of nutrition.    |                       | understanding.                     | Practicing the                        | Printed books              |  |
| 1          | be served)                       | biseassion about the importance of nutrition.    |                       | anderstanding.                     | dishes chosen at                      | for each                   |  |
|            | be serveu/                       | Selected students to read aloud to aid focus and |                       | Questioning on                     | home                                  | student to                 |  |
|            |                                  | understanding.                                   |                       | focused areas.                     | i i i i i i i i i i i i i i i i i i i | complete notes.            |  |
|            |                                  | unacistanding.                                   |                       | rocusca areas.                     |                                       | complete notes.            |  |
|            |                                  | Notes can be taken both in printed booklets and  |                       | Wipeboards at the                  |                                       | PPT slides                 |  |
|            |                                  | on paper.  |                       | start and end of                   |                                       | designed by                |  |
|            |                                  | on paper.  |                       | lesson to check                    |                                       | staff                      |  |
|            |                                  |  |                       | understanding and                  |                                       | Juli                       |  |
|            |                                  |  |                       | =                                  |                                       |                            |  |
|            |                                  |  | 1                     | progress.                          | 1                                     |                            |  |

|           | T   | I c  |  |                      | I                   | ·               |  |
|-----------|---|--|--|----------------------|---------------------|-----------------|--|
| Week 5    | Unit 2 LO3 3.1 How to prepare               | PPT from the exam board.                         |  | Verbal questioning.  | Looking at the      | WJEC PPT        |  |
| (2 hours) | and make dishes                             |  |  |                      | brief and finding a | slides.         |  |
|           | l can                                       | R&R from knowledge learnt in Year 9 and          |  | Google slides can be | suitable            |                 |  |
|           | <ul> <li>Prepare and make dishes</li> </ul> | previous years.                                  |  | seen by teacher      | dish/dishes to      | Range of recipe |  |
|           | showing a variety of                        |  |  | allowing to check    | cover the brief.    | cards.          |  |
|           | cooking techniques                          | Discussion about the importance of nutrition.    |  | progress and         |                     |                 |  |
|           | Include preparation                         |  |  | understanding.       | Practicing the      | Printed books   |  |
|           | techniques and knife                        | Selected students to read aloud to aid focus and |  |                      | dishes chosen at    | for each        |  |
|           | techniques                                  | understanding.                                   |  | Questioning on       | home                | student to      |  |
|           |   |  |  | focused areas.       |                     | complete notes. |  |
|           |   | Notes can be taken both in printed booklets and  |  |                      |                     |                 |  |
|           |   | on paper.  |  | Wipeboards at the    |                     | PPT slides      |  |
|           |   | on paper.  |  | start and end of     |                     | designed by     |  |
|           |   |  |  | lesson to check      |                     | staff           |  |
|           |   |  |  | understanding and    |                     | Stan            |  |
|           |   |  |  | progress.            |                     |                 |  |
|           |   | V10 AD1  |  | progress.            |                     |                 |  |
|           |   |  | ssessment window                             | 2                    |                     |                 |  |
|           |   | AR1 assessment 1 ho                              | our Unit 1 LO1 – LO                          |                      |                     |                 |  |
| Week 6    | Unit 2 LO3 3.2 Presenting                   | PPT from the exam board.                         |  | Verbal questioning.  | Looking at the      | WJEC PPT        |  |
| (2 hours) | techniques                                  |  |  |                      | brief and finding a | slides.         |  |
|           |   | R&R from knowledge learnt in Year 9 and          |  | Google slides can be | suitable            |                 |  |
|           |   | previous years.                                  |  | seen by teacher      | dish/dishes to      | Range of recipe |  |
|           |   |  |  | allowing to check    | cover the brief.    | cards.          |  |
|           |   | Discussion about the importance of nutrition.    |  | progress and         |                     |                 |  |
|           |   |  |  | understanding.       | Practicing the      | Printed books   |  |
|           |   | Selected students to read aloud to aid focus and |  |                      | dishes chosen at    | for each        |  |
|           |   | understanding.                                   |  | Questioning on       | home                | student to      |  |
|           |   |  |  | focused areas.       |                     | complete notes. |  |
|           |   | Notes can be taken both in printed booklets and  |  |                      |                     |                 |  |
|           |   | on paper.  |  | Wipeboards at the    |                     | PPT slides      |  |
|           |   |  |  | start and end of     |                     | designed by     |  |
|           |   |  |  | lesson to check      |                     | staff           |  |
|           |   |  |  | understanding and    |                     |                 |  |
|           |   |  |  | progress.            |                     |                 |  |
| Week 7    | Unit 2 LO3 3.3 Food safety                  | PPT from the exam board.                         |  | Verbal questioning.  | Looking at the      | WJEC PPT        |  |
| (2 hours) | practices                                   |  |  |                      | brief and finding a | slides.         |  |
|           |   | R&R from knowledge learnt in Year 9 and          |  | Google slides can be | suitable            |                 |  |
|           |   | previous years.                                  |  | seen by teacher      | dish/dishes to      | Range of recipe |  |
|           |   |  |  | allowing to check    | cover the brief.    | cards.          |  |
|           |   | Discussion about the importance of nutrition.    |  | progress and         |                     |                 |  |
|           |   |  |  | understanding.       | Practicing the      | Printed books   |  |
|           |   | Selected students to read aloud to aid focus and |  |                      | dishes chosen at    | for each        |  |
|           |   | understanding.                                   |  | Questioning on       | home                | student to      |  |
|           |   | anacistanang.                                    |  | focused areas.       |                     | complete notes. |  |
|           |   | Notes can be taken both in printed booklets and  |  |                      |                     | complete notes  |  |
|           |   | on paper.  |  | Wipeboards at the    |                     | PPT slides      |  |
|           |   | on paper.  |  | start and end of     |                     | designed by     |  |
|           |   |  |  | lesson to check      |                     | staff           |  |
|           |   |  |  | understanding and    |                     | Stall           |  |
|           |   |  |  | progress.            |                     |                 |  |
|           |   | Half torm  | n 20 <sup>th</sup> 24 <sup>th</sup> February | hingiess.            |                     |                 |  |
|           |   | nair term  | 120 24 February                              |                      |                     |                 |  |

| Week 8    | Unit 2 LO 4 4.1 Reviewing of                    | PPT from the exam board.   |  | Verbal questioning.               | Forming a rough               | WJEC PPT                   |  |
|-----------|---|--|--|-----------------------------------|-------------------------------|----------------------------|--|
| (2 hours) | dishes  | TTT HOME CAUM BOUTG.   |  | verbai questioning.               | review of the                 | slides.                    |  |
| (2110013) | I can   | R&R from knowledge learnt in Year 9 and  |  | Google slides can be              | dishes made and               | Sildes.                    |  |
|           | Provide a brief review of                       | previous years.  |  | seen by teacher                   | chosen                        | Range of recipe            |  |
|           | planning, preparation and                       | p. 5.1.5.10 / 5.1.10.1   |  | allowing to check                 |                               | cards.                     |  |
|           | cooking   | Discussion about the importance of nutrition.  |  | progress and                      |                               |                            |  |
|           | Highlight areas of success                      | production of the control of the con |  | understanding.                    |                               | Printed books              |  |
|           | and areas of development                        | Selected students to read aloud to aid focus and   |  |                                   |                               | for each                   |  |
|           |   | understanding.   |  | Questioning on                    |                               | student to                 |  |
|           |   |  |  | focused areas.                    |                               | complete notes.            |  |
|           |   | Notes can be taken both in printed booklets and  |  |                                   |                               |                            |  |
|           |   | on paper.  |  | Wipeboards at the                 |                               | PPT slides                 |  |
|           |   |  |  | start and end of                  |                               | designed by                |  |
|           |   |  |  | lesson to check                   |                               | staff                      |  |
|           |   |  |  | understanding and                 |                               |                            |  |
|           |   |  |  | progress.                         |                               |                            |  |
|           | Unit 2 LO4 4.2 Review own                       | PPT from the exam board.   |  | Verbal questioning.               | Forming a rough               | WJEC PPT                   |  |
| Week 9    | performance.                                    |  |  |                                   | review of the                 | slides.                    |  |
| (2 hours) | I can   | R&R from knowledge learnt in Year 9 and  |  | Google slides can be              | dishes made and               |                            |  |
|           | <ul> <li>Identify personal strengths</li> </ul> | previous years.  |  | seen by teacher                   | chosen                        | Range of recipe            |  |
|           | and weaknesses in                               |  |  | allowing to check                 |                               | cards.                     |  |
|           | decision making,                                | Discussion about the importance of nutrition.  |  | progress and                      |                               |                            |  |
|           | organisation, planning and                      |  |  | understanding.                    |                               | Printed books              |  |
|           | time management                                 | Selected students to read aloud to aid focus and   |  |                                   |                               | for each                   |  |
|           |   | understanding.   |  | Questioning on                    |                               | student to                 |  |
|           |   |  |  | focused areas.                    |                               | complete notes.            |  |
|           |   | Notes can be taken both in printed booklets and  |  |                                   |                               |                            |  |
|           |   | on paper.  |  | Wipeboards at the                 |                               | PPT slides                 |  |
|           |   |  |  | start and end of                  |                               | designed by                |  |
|           |   |  |  | lesson to check                   |                               | staff                      |  |
|           |   |  |  | understanding and                 |                               |                            |  |
| Wash 10   | Huit 2 Controlled accessive                     | Chindren and in a position plan to sid the it.   | Chindren and day to                      | progress.                         | Familia a a manu-li           | WJEC PPT                   |  |
| Week 10   | Unit 2 Controlled assessment                    | Students sat in a seating plan to aid their  | Students guided to                       | Verbal questioning.               | Forming a rough               |                            |  |
| (2 hours) |   | concentration.   | the correct areas.                       | Google slides can be              | review of the dishes made and | available to all students. |  |
|           |   | Cuidance using their beaks with nates  | Highlighted areas in                     |                                   |                               | students.                  |  |
|           |   | Guidance using their books with notes.   | Highlighted areas in the contents to aid | seen by teacher allowing to check | chosen                        | Their own notes            |  |
|           |   | PPT available for the students to follow.  | structure.                               | progress and                      |                               | available.                 |  |
|           |   | 111 available for the students to follow.  | Juliuciui C.                             | understanding.                    |                               | available.                 |  |
|           |   | Print out of any sections missed.  | Heading added to                         | anderstanding.                    |                               |                            |  |
|           |   | Time out of any sections impseu.   | google slides.                           | Questioning on                    |                               |                            |  |
|           |   |  | Pacific suges.                           | focused areas.                    |                               |                            |  |
|           |   |  |  |                                   |                               |                            |  |
|           |   |  |  | Wipeboards at the                 |                               |                            |  |
|           |   |  |  | start and end of                  |                               |                            |  |
|           |   |  |  | lesson to check                   |                               |                            |  |
|           |   |  |  | understanding and                 |                               |                            |  |
|           |   |  |  | progress.                         |                               |                            |  |

|                      | Tarana a ma                  | Tank a second second                        |  | Take the second second              | Γ |  |
|----------------------|------------------------------|---|--|-------------------------------------|---|--|
| M1-44                | Unit 2 Controlled assessment | Students sat in a seating plan to aid their | Students guided to                                     | Verbal questioning.                 |   |  |
| Week 11<br>(2 hours) |                              | concentration.                              | the correct areas.                                     | Google slides can be                |   |  |
| (2 Hours)            |                              | Guidance using their books with notes.      | Highlighted areas in                                   | seen by teacher                     |   |  |
|                      |                              | Guidance using their books with notes.      | the contents to aid                                    | allowing to check                   |   |  |
|                      |                              | PPT available for the students to follow.   | structure.   | progress and                        |   |  |
|                      |                              |   |  | understanding.                      |   |  |
|                      |                              | Print out of any sections missed.           | Heading added to                                       |                                     |   |  |
|                      |                              |   | google slides.   | Questioning on                      |   |  |
|                      |                              |   |  | focused areas.                      |   |  |
|                      |                              |   |  | Wipeboards at the                   |   |  |
|                      |                              |   |  | start and end of                    |   |  |
|                      |                              |   |  | lesson to check                     |   |  |
|                      |                              |   |  | understanding and                   |   |  |
|                      |                              |   |  | progress.                           |   |  |
| Week 12              | Unit 2 Controlled assessment | Students sat in a seating plan to aid their | Students guided to                                     | Verbal questioning.                 |   |  |
| (2 hours)            |                              | concentration.                              | the correct areas.                                     |                                     |   |  |
|                      |                              |   |  | Google slides can be                |   |  |
|                      |                              | Guidance using their books with notes.      | Highlighted areas in the contents to aid               | seen by teacher allowing to check   |   |  |
|                      |                              | PPT available for the students to follow.   | structure.   | progress and                        |   |  |
|                      |                              | The dvallable for the stadents to follow.   | Structure.   | understanding.                      |   |  |
|                      |                              | Print out of any sections missed.           | Heading added to                                       | 0                                   |   |  |
|                      |                              | ·   | google slides.   | Questioning on                      |   |  |
|                      |                              |   |  | focused areas.                      |   |  |
|                      |                              |   | Stretch and  |                                     |   |  |
|                      |                              |   | Challenge students                                     | Wipeboards at the                   |   |  |
|                      |                              |   | will need to provide in depth work for                 | start and end of<br>lesson to check |   |  |
|                      |                              |   | higher grades  | understanding and                   |   |  |
|                      |                              |   | gc. g.uucs   | progress.                           |   |  |
|                      |                              | •   | <b>,</b>   | 1. 5                                | • |  |
|                      |                              |   | olidays 31 <sup>st</sup> March – 16 <sup>th</sup> Apr  | il                                  |   |  |
|                      |                              | Summe                                       | er Term 17 <sup>th</sup> April – 25 <sup>th</sup> July |                                     |   |  |
|                      |                              |   | 13 weeks = 26 hrs                                      |                                     |   |  |
| Veek 1               | Controlled assessment        | Students sat in a seating plan to aid their | Students guided to                                     | Verbal questioning.                 |   |  |
| 2 hours)             | Controlled assessifient      | concentration.                              | the correct areas.                                     | verbai questioning.                 |   |  |
|                      |                              | 33seria delori.                             | and correct areas.                                     | Google slides can be                |   |  |
|                      |                              | Guidance using their books with notes.      | Highlighted areas in                                   | seen by teacher                     |   |  |
|                      |                              |   | the contents to aid                                    | allowing to check                   |   |  |
|                      |                              | PPT available for the students to follow.   | structure.   | progress and                        |   |  |
|                      |                              |   |  | understanding.                      |   |  |
|                      |                              | Print out of any sections missed.           | Heading added to                                       | Overtinains :                       |   |  |
|                      |                              |   | google slides.   | Questioning on focused areas.       |   |  |
|                      |                              |   |  | iocuseu dieds.                      |   |  |
|                      |                              |   |  | Wipeboards at the                   |   |  |
|                      |                              |   |  | start and end of                    |   |  |
|                      | 1                            |   |  | Lancaca ta alcante                  |   |  |

lesson to check understanding and progress.

| Week 2    | Controlled Assessment                      | Students sat in a seating plan to aid their        | Students guided to                              | Verbal questioning.    |                    |                 |  |
|-----------|--|--|---|------------------------|--------------------|-----------------|--|
|           |  | concentration.                                     | the correct areas.                              |                        |                    |                 |  |
|           |  |  |   | Google slides can be   |                    |                 |  |
|           |  | Guidance using their books with notes.             | Highlighted areas in                            | seen by teacher        |                    |                 |  |
|           |  |  | the contents to aid                             | allowing to check      |                    |                 |  |
|           |  | PPT available for the students to follow.          | structure.                                      | progress and           |                    |                 |  |
|           |  |  |   | understanding.         |                    |                 |  |
|           |  | Print out of any sections missed.                  | Heading added to                                |                        |                    |                 |  |
|           |  | ,  | google slides.                                  | Questioning on         |                    |                 |  |
|           |  |  |   | focused areas.         |                    |                 |  |
|           |  |  |   |                        |                    |                 |  |
|           |  |  |   | Wipeboards at the      |                    |                 |  |
|           |  |  |   | start and end of       |                    |                 |  |
|           |  |  |   | lesson to check        |                    |                 |  |
|           |  |  |   | understanding and      |                    |                 |  |
|           |  |  |   | progress.              |                    |                 |  |
| Week 3    | LO1: AC1.1 The Structure of the            | Demonstration of the dish/practical skills,        | Ingredients and                                 | Practical planning     | Source             | WJEC            |  |
| (2 hours) | hospitality and catering industry          | questions students throughout, link back to        | method on the                                   | sheets produced.       | ingredients for    | Hospitality and |  |
|           | DEM  | previous skills learn/practiced.                   | whiteboard to                                   |                        | practical session. | Catering Level  |  |
|           | l can                                      |  | support lower ability                           | Questioning            |                    | 1/2 book        |  |
|           | <ul> <li>Recall key information</li> </ul> | Complete practical planning sheet.                 | students.                                       | throughout             |                    |                 |  |
|           | about topics covered.                      |  |   | demonstration.         |                    | Printed sheets  |  |
|           | <ul> <li>explain key words and</li> </ul>  |  | Students may adapt                              |                        |                    |                 |  |
|           | terms in some depth.                       |  | practical (depending                            |                        |                    | Students books  |  |
|           | <ul> <li>apply knowledge and</li> </ul>    |  | on practical ability                            |                        |                    |                 |  |
|           | understanding of topics                    |  | level) – make                                   |                        |                    | PPT             |  |
|           | covered to independently                   |  | suggests or steers                              |                        |                    | PPT with        |  |
|           | answer exam questions.                     |  | students in the right                           |                        |                    | ingredients and |  |
|           |  |  | direction to enable                             |                        |                    | method.         |  |
|           |  |  | the successful                                  |                        |                    |                 |  |
|           |  |  | completion of the                               |                        |                    |                 |  |
|           |  |  | dish.   |                        |                    |                 |  |
| Week 4    | LO1: AC1.1 The Structure of the            |  | Practical support                               | Practical outcomes.    | Practical          | WJEC            |  |
| (2 hours) | hospitality and catering industry          | Students complete hygiene and safety steps.        | where necessary.                                |                        | evaluation         | Hospitality and |  |
|           | PRACTCAL                                   |  |   | Observation of skills  | worksheet.         | Catering Level  |  |
|           | l can                                      | Prepare ingredients, check dates, visual check and | Students should                                 | and questioning        |                    | 1/2 book        |  |
|           | <ul> <li>Recall key information</li> </ul> | weighing/measuring.                                | have their own                                  |                        |                    |                 |  |
|           | about topics covered.                      |  | practical planning                              |                        |                    | Printed sheets  |  |
|           | <ul> <li>explain key words and</li> </ul>  | Follow steps on practical planning sheet to        | sheets to follow, this                          |                        |                    |                 |  |
|           | terms in some depth.                       | complete the dish, keep work stations clear as     | is their responsibility                         |                        |                    | Students books  |  |
|           | apply knowledge and                        | they go.   | – we do not supply                              |                        |                    |                 |  |
|           | understanding of topics covered            |  | laminated recipe                                |                        |                    | PPT             |  |
|           | to independently answer exam               | Clean down-  | cards at KS4.                                   |                        |                    |                 |  |
|           | questions                                  | 11.16  | oth see and see acce                            | <u> </u>               |                    |                 |  |
|           |  | Half term 2  | 9 <sup>th</sup> May – 2 <sup>nd</sup> June 2023 |                        |                    |                 |  |
| Week 5    | . LO1: AC1.1 The Structure of              |  |   | Learning Ladder at the | ·                  | WJEC            |  |
| (2hours)  | the hospitality and catering               | Introduce key words – students to record these     |   | start of the lesson.   |                    | Hospitality and |  |
|           | industry DEM                               | along with the definitions.                        |   |                        |                    | Catering Level  |  |
|           | I can                                      |  |   | Repeated at the end    |                    | 1/2 book        |  |
|           | <ul> <li>Recall key information</li> </ul> | Discuss supply and demand, when might demand       |   | of the lesson to see   |                    |                 |  |
|           | about topics covered.                      | increase? Students to make notes.                  |   | improvements of        |                    | Printed sheets  |  |
|           | <ul> <li>explain key words and</li> </ul>  |  |   | answers.               |                    |                 |  |
|           | terms in some depth.                       |  |   |                        |                    | Students books  |  |
|           |  |  |   |                        |                    |                 |  |
|           | •  | •  | •   | •                      | •                  |                 |  |

|           | <ul> <li>apply knowledge and</li> </ul>      | Personal attributes – round table activity 'Which             |                       | Questioning students                    |   | PPT             |  |
|-----------|--|---|-----------------------|---|---|-----------------|--|
|           | understanding of topics                      | personal attributes do you think you need to work             |                       | to check                                |   | • •             |  |
|           | covered to independently                     | in the Hospitality and Catering industry?'                    |                       | understanding                           |   |                 |  |
|           | answer exam questions.                       | Students to recode spider diagram of person                   |                       | throughout -                            |   |                 |  |
|           | ·  | attributes needed.  |                       | targeting selected                      |   |                 |  |
|           |  |   |                       | students that either                    |   |                 |  |
|           |  | Discuss 'study tip' and students to record this in            |                       | don't offer up                          |   |                 |  |
|           |  | their books.  |                       | answers and or with                     |   |                 |  |
|           |  |   |                       | extended questions                      |   |                 |  |
|           |  | Discuss difference between attributes and skills,             |                       | where students need                     |   |                 |  |
|           |  | students to copy down the example for a reception in a hotel. |                       | stretching                              |   |                 |  |
|           |  | reception in a notes.   |                       | Student to peer mark                    |   |                 |  |
|           |  | Students complete the attribute and skills table              |                       | keyword spellings.                      |   |                 |  |
|           |  | for a head chef – review as a class and revise                |                       |   |   |                 |  |
|           |  |   |                       | Live marking of key                     |   |                 |  |
|           |  |   |                       | students work to                        |   |                 |  |
|           |  |   |                       | check understanding.                    |   |                 |  |
|           |  |   |                       | Marked in line with                     |   |                 |  |
|           |  |   |                       | faculty policy.                         |   |                 |  |
|           |  |   |                       | Self-mark practice                      |   |                 |  |
|           |  |   |                       | questions in red pen                    |   |                 |  |
|           |  |   |                       | and students to add                     |   |                 |  |
|           |  |   |                       | any missing                             |   |                 |  |
|           |  |   |                       | information to their                    |   |                 |  |
|           |  |   |                       | answers.                                |   |                 |  |
| Week 6    | LO1: 1.2 Working in the                      |   | Stretch and           | Verbal questioning.                     |   | WJEC            |  |
| (2 hours) | hospitality and practical                    | Introduce key words – students to record these                | Challenge –           |   |   | Hospitality and |  |
|           | l can  | along with the definitions.                                   | extension task to     | Questioning on                          |   | Catering Level  |  |
|           | <ul> <li>understand the roles and</li> </ul> | _   | complete person       | focused areas.                          |   | 1/2 book        |  |
|           | responsibilities                             | Discuss supply and demand, when might demand                  | attribute and skills  |   |   |                 |  |
|           | <ul> <li>describe the roles of</li> </ul>    | increase? Students to make notes.                             | overview for other    | Wipeboards at the                       |   | Printed sheets  |  |
|           | different staff within the                   |   |                       | start and end of                        |   |                 |  |
|           | industry.                                    | Personal attributes – round table activity 'Which             | job roles in the      | lesson to check                         |   | Students' books |  |
|           | Produce a dish using a recipe                | personal attributes do you think you need to work             | industry.             | understanding.                          |   |                 |  |
|           | provided                                     | in the Hospitality and Catering industry?'                    |                       |   |   | PPT             |  |
|           |  | Students to recode spider diagram of person                   |                       | Question walls and                      |   |                 |  |
|           |  | attributes needed.  | Provide sentence      | peer marking.                           |   |                 |  |
|           |  |   | starters for the case |   |   |                 |  |
|           |  | Discuss 'study tip' and students to record this in            |                       | Questioning students                    |   |                 |  |
|           |  | their books.  | study questions.      | to check                                |   |                 |  |
|           |  |   |                       | understanding                           |   |                 |  |
|           |  | Discuss difference between attributes and skills,             |                       | throughout –                            |   |                 |  |
|           |  | students to copy down the example for a                       | Good to know what     | targeting selected                      |   |                 |  |
|           |  | reception in a hotel.   | further education     | students that either                    |   |                 |  |
|           |  |   | establishments offer  | don't offer up                          |   |                 |  |
|           |  | Students complete the attribute and skills table              | and how they will     | answers and or with                     |   |                 |  |
|           |  | for a head chef – review as a class and revise                |                       | extended questions                      |   |                 |  |
|           |  |   | progress a career in  | where students need                     |   |                 |  |
|           |  |   | this establishment.   | stretching.                             |   |                 |  |
|           |  |   | i e                   |   | i |                 |  |
|           |  |   |                       | Student to neer mark                    |   |                 |  |
|           |  |   |                       | Student to peer mark keyword spellings. |   |                 |  |

|           |   |  | The attributes and    |                                |                   |                 |  |
|-----------|---|--|-----------------------|--------------------------------|-------------------|-----------------|--|
|           |   |  | skills involved in a  | Live marking of key            |                   |                 |  |
|           |   |  | variety of job roles. | students' work to              |                   |                 |  |
|           |   |  |                       | check understanding.           |                   |                 |  |
|           |   |  |                       |                                |                   |                 |  |
|           |   |  |                       | Marked in line with            |                   |                 |  |
|           |   |  |                       | faculty policy.                |                   |                 |  |
|           |   |  |                       | 6.16                           |                   |                 |  |
|           |   |  |                       | Self-mark question             |                   |                 |  |
|           |   |  |                       | wall answers adding            |                   |                 |  |
|           |   |  |                       | information if needed.         |                   |                 |  |
| Week 7    | LO1 : 1.2 Working in the                                      | Introduce key words – students to record these   | Stretch and           | Verbal questioning.            | •                 | WJEC            |  |
| (2 hours) | hospitality and catering industry                             | along with the definitions.  | Challenge –           | 0                              | Na                | Hospitality and |  |
|           | I can   |  | extension task to     | Questioning on                 | Newspaper article | Catering Level  |  |
|           | <ul> <li>understand the roles and responsibilities</li> </ul> | Discuss supply and demand, when might demand increase? Students to make notes.               | complete person       | focused areas.                 | review.           | 1/2 book        |  |
|           | <ul> <li>describe the roles of</li> </ul>                     | increaser students to make notes.  | attribute and skills  | Wipeboards at the              | Their thoughts.   | Printed sheets  |  |
|           | different staff within the                                    | Descend attributes round table activity (Which   | overview for other    | start and end of               | men thoughts.     | Printed sheets  |  |
|           |   | Personal attributes – round table activity 'Which  | job roles in the      | lesson to check                |                   | Students' books |  |
|           | industry.   | personal attributes do you think you need to work in the Hospitality and Catering industry?' | industry.             | understanding                  |                   | Students books  |  |
|           | Produce a dish using a recipe provided                        | Students to recode spider diagram of person  |                       | •                              |                   | PPT             |  |
|           | provided  | attributes needed.   |                       | Using low mark exam questions. |                   | PPI             |  |
|           |   | attributes needed.   |                       | Questioning students           |                   |                 |  |
|           |   | Discuss 'study tip' and students to record this in   | Provide sentence      | to check                       |                   |                 |  |
|           |   | their books.   | starters for the case | understanding                  |                   |                 |  |
|           |   | their books.   | study questions.      | throughout –                   |                   |                 |  |
|           |   | Discuss difference between attributes and skills.  |                       | targeting selected             |                   |                 |  |
|           |   | students to copy down the example for a  |                       | students that either           |                   |                 |  |
|           |   | reception in a hotel.  |                       | don't offer up                 |                   |                 |  |
|           |   | reception in a note.   | Good to know what     | answers and or with            |                   |                 |  |
|           |   | Students complete the attribute and skills table   | further education     | extended questions             |                   |                 |  |
|           |   | for a head chef – review as a class and revise   | establishments offer  | where students need            |                   |                 |  |
|           |   | Total field cher – review as a class and revise  | and how they will     | stretching.                    |                   |                 |  |
|           |   |  | progress a career in  | Successing.                    |                   |                 |  |
|           |   |  | this establishment.   |                                |                   |                 |  |
|           |   |  |                       | Live marking of key            |                   |                 |  |
|           |   |  | The attributes and    | students' work to              |                   |                 |  |
|           |   |  | skills involved in a  | check understanding            |                   |                 |  |
|           |   |  | variety of job roles. |                                |                   |                 |  |

| Week 8    | LO1 AC1.3 Describe the working                  | Introduce key words – students to record these  | Stretch and          | Questioning students   | WJEC            |
|-----------|---|---|----------------------|------------------------|-----------------|
| (2 hours) | conditions of different roles                   | along with the definitions.                     | challenge extension  | to check               | Hospitality and |
| ( 11 1,   | across the industry Dem                         | anong that the deminions                        | guestion             | understanding          | Catering Level  |
|           | I can:  | Students to discuss what they link some of the  | 1,                   | throughout –           | 1/2 book        |
|           |   | basic working right in the UK are.              | Guided one to one    | targeting selected     |                 |
|           | <ul> <li>Show an awareness of</li> </ul>        |   | support.             | students that either   | Printed sheets  |
|           | working hours and rates of                      | Students to read through and record information |                      | don't offer up         |                 |
|           | pay.  | of different types of contracts.                | Good to know All of  | answers and or with    | Students' books |
|           | Explain the basic rights of                     | 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7        | the roles and how    | extended questions     |                 |
|           | employees and workers in                        | Working hours and rates of pay - read through   | the hierarchy works  | where students need    | PPT             |
|           | the Hospitality and                             | the information with the class, ensure they     | within the industry  | stretching.            |                 |
|           | Catering industry                               | understand all key elements and students to     | ·                    |                        |                 |
|           | Describe some of the different                  | record the information.                         |                      | Student to peer mark   |                 |
|           |   |   |                      | questions used during  |                 |
|           | types of employment contracts                   | Discuss remuneration and holiday entitlement,   |                      | the lesson as starter  |                 |
|           |   | students to record key information.             |                      | activity.              |                 |
|           |   | ,   |                      |                        |                 |
|           |   | Practice questions.                             |                      | Live marking of key    |                 |
|           |   |   |                      | students work to       |                 |
|           |   |   |                      | check understanding.   |                 |
|           |   |   |                      | Marked in line with    |                 |
|           |   |   |                      | faculty policy.        |                 |
| Week 9    | LO1 AC1.3 Describe the working                  | Key words – students to record these along with | Stretch and          | Questioning students . | WJEC            |
| (2 hours) | conditions of different roles                   | the definitions if they have not already been   | challenge extension  | to check               | Hospitality and |
| , ,       | across the industry Practical                   | recorded.                                       | question             | understanding          | Catering Level  |
|           | I can:  |   |                      | throughout –           | 1/2 book        |
|           |   | Students to discuss what they link some of the  | Guided one to one    | targeting selected     |                 |
|           | <ul> <li>Show an awareness of</li> </ul>        | basic working right in the UK are.              | support.             | students that either   | Printed sheets  |
|           | working hours and rates of                      |   |                      | don't offer up         |                 |
|           | pay.  | Students to read through and record information | Good to know All of  | answers and or with    | Students' books |
|           | <ul> <li>Explain the basic rights of</li> </ul> | of different types of contracts.                | the roles and how    | extended questions     |                 |
|           | employees and workers in                        |   | the hierarchy works  | where students need    | PPT             |
|           | the Hospitality and                             | Working hours and rates of pay - read through   | within the industry, | stretching.            |                 |
|           | Catering industry                               | the information with the class, ensure they     | both front and back  |                        |                 |
|           | Describe some of the different                  | understand all key elements and students to     | of house, including  | Live marking of key    |                 |
|           | types of employment contracts                   | record the information.                         | the kitchen brigade. | students' work to      |                 |
|           | cypes of employment contracts                   |   |                      | check understanding.   |                 |
|           |   | Discuss remuneration and holiday entitlement,   |                      |                        |                 |
|           |   | students to record key information.             |                      | Marked in line with    |                 |
|           |   |   |                      | faculty policy         |                 |
|           |   | Practice questions.                             |                      |                        |                 |
|           |   |   |                      |                        |                 |
|           |   |   |                      |                        |                 |

| Week 10   | LO1 AC1.4 Explain factors                       | Students to record these along with the           | Stretch and                      | Live marking                            | Past exam   | WJEC            |
|-----------|---|---|----------------------------------|---|-------------|-----------------|
| (2 hours) | affecting success of hospitality                | definitions.                                      | challenge activity –             |   | guestion to | Hospitality and |
| (=,       | and catering providers. DEMO                    | definitions.                                      | page 30                          | Peer marking of                         | complete.   | Catering Level  |
|           | <ul> <li>Show an awareness of the</li> </ul>    | Factors affecting success – students to copy down | 1.0                              | starter and plenary.                    |             | 1/2 book        |
|           | importance of technology                        | the subheading then the bullets points to go with | Support students                 | , |             | ,               |
|           | in hospitality and catering.                    | it, discuss as a class what this might mean/what  | with low numeracy                |   |             | Printed sheets  |
|           | Briefly describe some of                        | could have an impact on this and the record       | skills – one to one or           |   |             |                 |
|           | the emerging and                                | summary together (notes from discussions with     | small group.                     |   |             | Students' books |
|           | innovative cooking                              | previous classes are available, but hidden using  |                                  |   |             |                 |
|           | techniques.                                     |   | Good to know how                 |   |             | PPT             |
|           | <ul> <li>Describe how customer</li> </ul>       | an animation) Complete for each area – Profit,    | to address the issues            |   |             |                 |
|           | demographics and lifestyle                      | customer service, employees, competition,         | around                           |   |             |                 |
|           | affects the hospitality and                     | development.                                      | environmental                    |   |             |                 |
|           | catering industry.                              | Record 'cost' spider mind map, discuss with class | sustainability.                  |   |             |                 |
|           | Produce a dish using a given                    | and question to ensure understanding.             | How the industry                 |   |             |                 |
|           | recipe  | and question to ensure understanding.             | can address the                  |   |             |                 |
|           |   | Discuss information on profit and students to     | targets to reduce                |   |             |                 |
|           |   | record key points. Examples of how profit is      | reuse and recycle.               |   |             |                 |
|           |   | 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.                                   |                                  |   |             |                 |
| Week 11   | LO1 AC1.4 Explain factors                       | Students to record these along with the           | Stretch and                      |   |             | WJEC            |
| (2 hours) | affecting success of hospitality                | definitions.                                      | challenge activity –             |   |             | Hospitality and |
|           | and catering providers.                         |   | page 30                          |   |             | Catering Level  |
|           | <ul> <li>Show an awareness of the</li> </ul>    | Factors affecting success – students to copy down |                                  |   |             | 1/2 book        |
|           | importance of technology                        | the subheading then the bullets points to go with | Support students                 |   |             |                 |
|           | in hospitality and catering.                    | it, discuss as a class what this might mean/what  | with low numeracy                |   |             | Printed sheets  |
|           | <ul> <li>Briefly describe some of</li> </ul>    | could have an impact on this and the record       | skills – one to one or           |   |             |                 |
|           | the emerging and                                | summary together (notes from discussions with     | small group.                     |   |             | Students' books |
|           | innovative cooking                              | previous classes are available, but hidden using  |                                  |   |             |                 |
|           | techniques.                                     | an animation) Complete for each area – Profit,    | Good to know how                 |   |             | PPT             |
|           | Describe how customer                           | customer service, employees, competition,         | to address the issues            |   |             |                 |
|           | demographics and lifestyle                      | development.                                      | around                           |   |             |                 |
|           | affects the hospitality and                     | ·   | environmental                    |   |             |                 |
|           | catering industry. Produce a dish using a given | Record 'cost' spider mind map, discuss with class | sustainability. How the industry |   |             |                 |
|           | recipe  | and question to ensure understanding.             | can address the                  |   |             |                 |
|           |   | _   | targets to reduce                |   |             |                 |
|           |   | Discuss information on profit and students to     | reuse and recycle.               |   |             |                 |
|           |   | 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.                                   |                                  |   |             |                 |

| Week 12    | LO1 AC1.4 Explain factors                    | Students to record these along with the           | Stretch and            | Past exam paper | WJEC            |  |
|------------|--|---|------------------------|-----------------|-----------------|--|
| (2 hours)  | affecting success of hospitality             | =   | challenge activity –   | questions to    | Hospitality and |  |
| (2 flours) |  | definitions.                                      |                        | •               | ' '             |  |
|            | and catering providers.                      | Factor official and a decided a second and        | page 30                | complete.       | Catering Level  |  |
|            | Show an awareness of the                     | Factors affecting success – students to copy down |                        |                 | 1/2 book        |  |
|            | importance of technology                     | the subheading then the bullets points to go with | Support students       |                 |                 |  |
|            | in hospitality and catering.                 | it, discuss as a class what this might mean/what  | with low numeracy      |                 | Printed sheets  |  |
|            | <ul> <li>Briefly describe some of</li> </ul> | could have an impact on this and the record       | skills – one to one or |                 |                 |  |
|            | the emerging and                             | summary together (notes from discussions with     | small group.           |                 | Students' books |  |
|            | innovative cooking                           | previous classes are available, but hidden using  |                        |                 |                 |  |
|            | techniques.                                  | an animation) Complete for each area – Profit,    | Good to know how       |                 | PPT             |  |
|            | <ul> <li>Describe how customer</li> </ul>    | · · ·   | to address the issues  |                 |                 |  |
|            | demographics and lifestyle                   | customer service, employees, competition,         | around                 |                 |                 |  |
|            | affects the hospitality and                  | development.                                      | environmental          |                 |                 |  |
|            | catering industry.                           |   | sustainability.        |                 |                 |  |
|            | Produce a dish using a given                 | Record 'cost' spider mind map, discuss with class | How the industry       |                 |                 |  |
|            | recipe                                       | and question to ensure understanding.             | can address the        |                 |                 |  |
|            | ·  |   | targets to reduce      |                 |                 |  |
|            |  | Discuss information on profit and students to     | reuse and recycle.     |                 |                 |  |
|            |  | record key points. Examples of how profit is      | rease and recycles     |                 |                 |  |
|            |  | 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.                                   |                        |                 |                 |  |
| Week 13    |  |   |                        |                 |                 |  |
| (2 hours)  |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
|            |  |   |                        |                 |                 |  |
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| 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) |                                    |              |          |   |   |          |   |
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