

Scheme of Learning

Year Group – Y11 Hospitality and Catering

Unit Overview – Unit 1: Retrieval of knowledge Unit 2 controlled assessment

Guided teaching and learning hours – 42 hours of teaching.

Student will know:

- The environment in which the Hospitality and Catering providers operate
- How the hospitality and catering provision operates
- How hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- How to propose a hospitality and catering provision to meet specific requirements

Student will continue to develop and refine their practical cooking skills through producing the following dishes:

Cottage pie (piping skills)

Cheese and onion pasties (pastry skills)

Cheese cake (adaptation)

Bread

Ravioli (pasta skills)

Following practical's personalised to the students own chosen dishes.

Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Home & Independent learning	Resources	Key Vocabulary (Tier 3)
Autumn half term – 1: Week 1 - 7 (7 weeks) (06.09.2022 – 21.10.2022)							
Week 1/2	<p>Unit 1: LO1 <i>Understand the environment in which hospitality and catering providers operate</i></p> <p>AC1.1 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – Question students to see if they can recall the key word definition before revealing the answer, students to record all keywords and definitions into books with the sub heading ‘key words’</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC1.1 (pages 5 – 16) as a class, select students to read out loud to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – 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 books.</p> <p>Extension task – students create a set of job role flash cards to be used for future revision.</p>	<p>*Stretch and challenge – Job role flash cards</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example – job role flash cards</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>	N/A	<p>My revision notes books – Pages 6 - 15</p> <p>PowerPoint – in Unit 1 R&R, my revision notes R&R lessons</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO1 section</p> <p>ALL R&R Lessons in – T:\Department s\DT\6. KS4 Hospitality & Catering\1. Unit 1 External assessment 40%\R&R\My revision notes R&R lesson Y11</p>	<p>cater</p> <p>catering.</p> <p>establishment</p> <p>hospitality</p> <p>client</p> <p>commercial Sector</p> <p>non-commercial sector</p> <p>non-residential</p> <p>residential</p>
Week 2	<p>Unit 1: LO1 <i>Understand the environment in which hospitality and catering providers operate</i></p> <p>AC1.2 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> recall key information about topics covered. explain key words and terms in some depth. apply knowledge and understanding of topics 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Retrieval Practice - Challenge Grid - 10 minutes starter – students to answer as many of the questions as possible to gain the highest score. After the 10 minutes students self-mark, making corrections and adding in any missing information from the questions they answered where necessary, students to add up their scores and write them on the page. Students must answer</p>	<p>*Stretch and challenge – Challenge grid contents leveled questions.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p>	N/A	<p>My revision notes books – Pages 16 - 19</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO1 section</p>	<p>employee</p> <p>employer</p> <p>worker</p>

	covered to independently answer exam questions.	<p>the questions in full sentences and write the number of the question down for future reference. Ensure students write the subheading 'Retrieval Practice - Challenge Grid'.</p> <p>Key words – students to record all keywords and definitions into books with the subheading 'key words'</p> <p>Reading to recap knowledge - Read through 'my revision notes' linked to AC1.2 (pages 16 – 19) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – 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 books.</p>	<p>written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from R&R challenge grids starter.</p>			
Week 4	<p>Unit 1: LO1 Understand the environment in which hospitality and catering providers operate</p> <p>AC1.3 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – Question students to see if they can recall the key word definition before revealing the answer, students to record all keywords and definitions into books with the sub heading 'key words'</p> <p>Reading to recap knowledge - Read through 'my revision notes' linked to AC1.3 (pages 19 – 21) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – 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 books.</p> <p>Extension questions</p>	<p>*Stretch & Challenge – extension questions.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>	Practice exam questions to be set via google classroom	<p>My revision notes books – Pages 19 - 21</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO1 section</p>	contract remuneration

			Print outs of PowerPoint				
			Seating plan - Peer support				
Week 5	<p>Unit 1: LO1 <i>Understand the environment in which hospitality and catering providers operate</i></p> <p>AC1.4 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Retrieval Practice - Challenge Grid - 10 minutes starter – students to answer as many of the questions as possible to gain the highest score. After the 10 minutes students self-mark, making corrections and adding in any missing information from the questions they answered where necessary, students to add up their scores and write them on the page. Students must answer the questions in full sentences and write the number of the question down for future reference. Ensure students write the subheading ‘Retrieval Practice - Challenge Grid’.</p> <p>Share objectives</p> <p>Key words – Question students to see if they can recall the key word definition before revealing the answer, students to record all keywords and definitions into books with the sub heading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC1.4 (pages 21 – 30) as a class, select students to read out loud to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – 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 books.</p> <p>Extension: Factors mind map – students will create a mind map of the 12 key factors affecting success of the H&C industry.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Mind map template to support SEND/lower ability students</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from R&R challenge grids starter.</p>	N/A	<p>My revision notes books – Pages 21 - 30</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO1 section</p>	<p>Gross profit (GP)</p> <p>Gross profit percentage (GP%)</p> <p>Net profit</p> <p>climate change</p> <p>fossil fuels</p> <p>greenhouse gases</p> <p>non-renewable energy</p> <p>sustainable diet</p> <p>customer demographics</p> <p>lifestyle</p> <p>VAT – Value Added Tax</p>

<p>Week 6</p>	<p>Unit 2: LO2 Understand how hospitality and catering provision operates AC2.1 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – Question students to see if they can recall the key word definition before revealing the answer, students to record all keywords and definitions into books with the sub heading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC2.1 (pages 31 – 37) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – 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 books.</p> <p>Extension: Equipment flash cards – students to create flash cards for the items on pages 33 & 34, summarising the uses of the equipment – see slide 25/26 for example.</p>	<p>*Stretch & Challenge – virtual equipment flash cards</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Examples flash cards/templates for producing on the computer.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>	<p>Practice exam questions to be set via google classroom</p>	<p>My revision notes books – Pages 31 - 37</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO2 section</p> <p>Extension task - Laptops</p>	<p>covers FIFO workflow risk assessment COSHH</p>
<p>Week 6</p>	<p>Unit 2: LO2 Understand how hospitality and catering provision operates AC2.2 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC2.2 (pages 37 – 41) as a class, select students to read out load to the class, ensuring all students are given an</p>	<p>*Stretch & Challenge – comparing the operations of the kitchen and front of house.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p>	<p>N/A</p>	<p>My revision notes books – Pages 37 - 41</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO2 section</p>	<p>workflow environment critical material maintenance security employees Stock control</p>

		<p>opportunity. Pause at key piece of information for students to make notes.</p> <p>Task 1 – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension task - Revision table – students to complete the revision table comparing the operational activities in the kitchen to the front of house.</p>	<p>ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>			
Week 7	<p>Unit 2: LO2 Understand how hospitality and catering provision operates</p> <p>AC2.3 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC2.3 (pages 41 - 46) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task 1 – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension task - mind map of the needs and expectations of different types of customers.</p>	<p>*Stretch & Challenge – mind map of needs and expectation of different customers</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p>	N/A	<p>My revision notes books – Pages 41 - 46</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO2 section</p>	<p>customer need</p> <p>customer requirements and expectations</p> <p>market research</p> <p>corporate</p>

			<p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Scores from practice questions.</p>			
Week 7	<p>Unit 1: LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>AC3.1 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>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.</p> <p>Task 1 – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension 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.</p>	<p>*Stretch & Challenge – hazard cards</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	<p>Practice exam questions to be set via google classroom</p>	<p>My revision notes books – Pages 47 - 49</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO3 section</p> <p>Hazard flash cards printed one per student.</p>	<p>control measure hazard risk assessment</p>
<p>October half term (24.10.2022– 28.10.2022)</p>							
<p>Autumn half term 2: (7 weeks) (01.11.2022 – 16.12.2022)</p>							
Week 8	<p>Unit 1: LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>AC3.2 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> recall key information about topics covered. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC3.2 (pages 50 - 53) as a class, select students to read out load to the class, ensuring all students are given an opportunity.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions</p>	<p>N/A</p>	<p>My revision notes books – Pages 50 - 53</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level</p>	<p>control measure hazard risk assessment</p>

	<ul style="list-style-type: none"> explain key words and terms in some depth. apply knowledge and understanding of topics covered to independently answer exam questions. 	<p>Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p>	<p>and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>		1/2 book – LO3 section	
Week 8	<p>Unit 1: LO3 Understand how hospitality and catering provision meets health and safety requirements</p> <p>AC3.3 R&R</p> <p>I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Reading to recap knowledge - Read through 'my revision notes' linked to AC3.3 (pages 54 - 55) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension task – Students to produce a set of virtual hazard and control cards, see examples on slide 19 and template slide 20.</p>	<p>*Stretch & Challenge – virtual hazard and control cards.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don't offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	N/A	<p>My revision notes books – Pages 54 - 55</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO3 section</p> <p>Laptops</p> <p>Hazard flash cards printed one per student.</p>	control measure hazard risk assessment

			Print outs of PowerPoint Seating plan - Peer support				
Week 9	<p>Unit 1: LO4 Know how food can cause ill health AC4.1 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC4.1 (pages 56 - 60) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p>	<p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	Practice exam questions to be set via google classroom	<p>My revision notes books – Pages 56 - 60</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO4 section</p>	<p>food spoilage</p> <p>food intolerance</p> <p>lactose</p> <p>coeliac disease</p> <p>micro-organism</p> <p>moulds</p> <p>pathogenic</p> <p>toxins</p> <p>symptom</p>
Week 10	<p>Unit 1: LO4 Know how food can cause ill health AC4.2 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Starter for 10</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC4.2 (pages 60 - 62) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p>	<p>*Stretch & Challenge – extract from an EHO visit task.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p>	N/A	<p>My revision notes books – Pages 60 - 62</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO4 section</p>	<p>Environmental Health Officer (EHO)</p> <p>Enforcement action</p> <p>Hygiene</p> <p>Improvement Notice</p> <p>Hygiene Emergency</p> <p>Prohibition Notice</p> <p>local authorities</p>

		<p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension: Read the extract and answer the question.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>			
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AR1 Full Unit 1 Mock Assessment 90 minutes – Thursday 12th November

<p>Week 11 16th November</p>	<p>Unit 1: LO4 Know how food can cause ill health AC4.3 R&R I can:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC4.3 (pages 63 - 68) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension: reasons for specific information on a label.</p>	<p>*Stretch & Challenge – reasons for specific information on a label.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	N/A	<p>My revision notes books – Pages 63 - 68</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO4 section</p>	<p>due diligence farm to folk pest control Hazard Analysis of Critical Control Points (HACCP) food safety plan danger zone</p>
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			Print outs of PowerPoint Seating plan - Peer support				
Week 12	<p>Unit 1: LO4 Know how food can cause ill health AC4.4 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC4.4 (pages 69 - 72) as a class, select students to read out load to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension: make revision cards on each food poisoning bacteria – source, special point’s summary and average on set/duration/symptoms from page 73.</p>	<p>*Stretch & Challenge – food poisoning revision cards</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>	Practice exam questions to be set via google classroom	<p>My revision notes books – Pages 69 - 72</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO4 section</p>	<p>bacterium</p> <p>binary fission</p> <p>ambient temperature</p> <p>dormant</p>
Week 13	<p>Unit 1: LO4 Know how food can cause ill health AC4.5 R&R I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’.</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC4.4 (pages 72 - 75) as a class, select students to read out load to the class,</p>	<p>*Stretch & Challenge – revision table.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p>	LO5 Revision work	<p>My revision notes books – Pages 72 - 75</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – LO4 section</p>	<p>onset time</p> <p>anaphylactic shock</p>

		<p>ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Extension: Create a revision table on the symptoms of food intolerance, allergies and pathogenic bacteria. Note which the visible symptoms are and which the non-visible symptoms are.</p>	<p>section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Scores from practice questions.</p>			
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Christmas Holidays (16.12.2022 – 03.01.2023)

Spring half term 1: (7 weeks) (03.01.2023 – 18.02.2023) **Unit 2 – Controlled Assignment**

Deadline for all controlled assessment work (NEA)

Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Home & Independent learning	Resources	Key Vocabulary (Tier 3)
Week 14	<p>Unit 2: Hospitality and Catering in Action</p> <p><i>LO1 Understanding the importance of nutrition when planning menus</i></p> <p><i>AC1.1 Describe functions of nutrients in the human body</i></p> <p>Students to complete AC1.1 internal assessment piece (no distinction criteria)</p> <p>I can:</p> <ul style="list-style-type: none"> describe the role of the main macro nutrients in the human body and give one or two food examples. suggest healthier options of each nutrient. identify health benefits/implications of different nutrients. 	<p>Introduction to controlled assignment brief – “Waste Not, Want Not”</p> <p>Internal assessment brief (Option A) ‘Waste Not, Want Not’ – introduction of the brief page 1.</p> <p>AC1.1 The function of nutrients in the body</p> <p>Students will learn about the functions of different macro and micronutrients in the human body and the sources of specific nutrients.</p> <p>Deliver AC1.1 bundle PowerPoint – students make notes on the laptop.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	Unit 1 Revision	<p>F:\4. Hospitality & Catering bundle\Mega Bundle Complete.zip\HOSP_CAT_MEGA_BUNDLE 3</p> <p>Lesson PPT AC1.1 – from bundle</p> <p>Internal assessment brief (Option A) ‘Waste Not, Want Not’</p> <p>Laptops</p>	<p>carbohydrate</p> <p>protein</p> <p>fat</p> <p>vitamin</p> <p>mineral</p> <p>fibre</p> <p>water</p>

	<ul style="list-style-type: none"> suggest food sources to meet different needs. 						
Week 14	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.1 Describe functions of nutrients in the human body</i> Students to complete AC1.1 internal assessment piece (no distinction criteria) I can:</p> <ul style="list-style-type: none"> describe the role of the main macro nutrients in the human body and give one or two food examples. suggest healthier options of each nutrient. identify health benefits/implications of different nutrients. suggest food sources to meet different needs. 	<p>Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task</p> <p>Task 1: AC1.1 Describe functions of nutrients in the human body.</p> <p>*Students complete the controlled assignment task for AC1.1</p> <p>L1P - Outline the functions of a limited range of nutrients in the human body</p> <p>L2P – Describe functions of a range of nutrient in the human body.</p> <p>L2M – Describe functions of a range of nutrient in the human body.</p> <p>L2D - No distinction criteria.</p>	<p>Template for L2P/L2M students - <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	Unit 1 Revision	<p>Laptops</p> <p>Students notes</p>	<p>carbohydrate protein fat vitamin mineral fibre water</p>
Week 15	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.2 Compare nutritional needs of specific groups</i> I can:</p> <ul style="list-style-type: none"> compare nutritional needs of two specific groups. compare nutritional needs of two specific groups giving clear reasons for similarity and differences. compare nutritional needs of two or more specific groups giving clear and in depth reasons for similarity and differences. 	<p>AC1.2 Nutritional needs of specific groups of people</p> <p>Students will learn about the different nutritional needs of the following specific groups of people – Pre-school children 1-4, Children 1-5 years, adolescents (teenagers), adults and older adults. Students will learn about diets for different food choices and medical conditions. Students will learn about nutritional needs for different activity levels.</p> <p>Deliver AC1.2 bundle PowerPoint – students make notes on the laptop.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	Unit 1 Revision	<p>Lesson PPT AC1.2 – from bundle</p> <p>Laptops</p>	<p>medical ethical religion diabetes obesity heart Disease deficiency life Stages</p>
February half term (20.02.2023 – 24.02.2023)							
Spring half term 2: (6 weeks) (28.02.2023 – 31.03.2023)							
Deadline for all controlled assessment work (NEA) – Teacher assessed by and internally moderated by TBC							

<p>Week 16</p> <p>UNIT 1 REVISION</p>	<p>Unit 1: The hospitality and catering industry</p> <p>Exam success</p> <p>I can:</p> <ul style="list-style-type: none"> ▪ show an awareness of exam command words. ▪ identify command words in an exam question and explain what they mean. ▪ analyse answers from past exam questions and discuss the key differences in low-mark and high-mark answers. ▪ justify reasons for marks awarded for answers to exam questions. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Success in the examination - page 85 of my revision notes books, select students to read out loud and discuss with students.</p> <p>Command words – pages 95 – 98 (WJEC Hospitality and Catering Level 1/2 study & revision guide – printed copies), read through with students, ask students to give further examples to check understanding.</p> <p>Review examples questions - pages 113 – 115 (WJEC Hospitality and Catering Level 1/2 book – printed copies of pages 113 - 123) as a class read through and discuss the command words used and select students to answer verbally.</p> <p>Worked examples question – pages 115 – 118 (WJEC Hospitality and Catering Level 1/2 book – printed copies of pages 113 - 123) as a class read through and discuss the differences in low and high mark answers.</p> <p>‘I am the examiner’ activity – pages 119 – 121 (WJEC Hospitality and Catering Level 1/2 book – printed copies of pages 113 - 123) allow students 5 minutes to read through the two answers and the mark scheme, students should independently award marks and note down reasons for these mark (complete notes a separate paper, not in books) students then discuss the marks they have awarded in groups and the reasons why using the guidance on page 121.</p> <p>Word command cards – students to use the table on pages 95 – 98 WJEC Hospitality and Catering Level 1/2 study & revision guide to create word command cards, writing the command word on one side and the meaning and example on the other side.</p> <p>Extension: stretch and challenge activity pages 122 - 123 (WJEC Hospitality and Catering Level 1/2 book – printed copies of pages 113 - 123). Students use the guidance to identify command words in the questions, answer the questions and use the mark scheme to self-assess using red pen.</p>	<p>*Stretch & Challenge – activity on page 122 – 123</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p> <p>Group activity</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Verbal answers</p> <p>Stretch and challenge - scores from practice questions and past paper question.</p>	<p>Set questions from page 84 of my revision notes for HAIL – set via google classroom, students to submit on GC</p>	<p>My revision notes books – Pages 85</p> <p>WJEC Hospitality and Catering Level 1/2 study & revision guide – printed copies of pages 95 - 98</p> <p>WJEC Hospitality and Catering Level 1/2 book – pages 113 – 123 printed copies per student.</p> <p>My revision notes page 84 printed one per student for HAIL task.</p> <p>PowerPoint</p> <p>Pre-cut coloured card for command word cards</p>	<p>All unit 1 key words</p>
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<p>Week 16</p> <p>UNIT 1 REVISION</p>	<p>Unit 1: LO5 Be able to propose a hospitality and catering provision to meet specific requirements AC5.1 & 5.2 I can:</p> <ul style="list-style-type: none"> 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. 	<p>*Presentation – students to write the full date and title and underline*</p> <p>Share objectives</p> <p>Key words – students to record all keywords and definitions into books with the subheading ‘key words’</p> <p>Reading to recap knowledge - Read through ‘my revision notes’ linked to AC5.1 & 5.2 (pages 76 - 83) as a class, select students to read out loud to the class, ensuring all students are given an opportunity. Pause at key piece of information for students to make notes.</p> <p>Task 1 – students complete the revision questions without using the revision books, students should be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind students to include the question in their answer and the need for good SPAG. Students to self-mark in red pen using the revision book.</p> <p>Task 2: Practice exam question. Once to students have had to allowed time, read through the mark scheme as a class, students then peer-mark in red pen and then students make corrections and add missing points to their own work in red pen.</p> <p>Extension 1: Study and revision guide pages 89 – 91, read through example scenario and suggested answers with the students. Students to try on of the scenarios themselves on page 91.</p> <p>Extension 2: Provision advantage and disadvantage flash cards.</p>	<p>*Stretch & Challenge – 1. scenario from study and revision guide. 2. provision flash card.</p> <p>To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are written for that section of learning and to peer SPAG at an appropriate.</p> <p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Model example answers</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning students to check understanding throughout – targeting selected students that either don’t offer up answers and or with extended questions where students need stretching.</p> <p>Student to peer mark keyword spellings.</p> <p>Live marking of key students work to check understanding.</p> <p>Marked in line with faculty policy.</p> <p>Self-mark practice questions in red pen and students to add any missing information to their answers.</p> <p>Peer-mark past paper question in red pen using mark scheme.</p> <p>Scores from practice questions and past paper question.</p>	<p>Practice exam questions to be set via google classroom</p>	<p>My revision notes books – Pages 76 - 83</p> <p>PowerPoint</p> <p>WJEC Hospitality and Catering Level 1/2 book – L04 section</p> <p>Page 15 – 17 of 2018 mark scheme</p> <p>WJEC Hospitality and Catering Level 1/2 study & revision guide Pages 89 – 91 – printed copies</p>	<p>bistro fixed seats recycled drive-throughs captive market dormitory accommodation</p>
<p>Week 17</p> <p>UNIT 1 REVISION</p>	<p>AR1 DDI</p>						



<p>Week 18</p>	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.2 Compare nutritional needs of specific groups</i> Students to complete AC1.2 internal assessment piece I can:</p> <ul style="list-style-type: none"> ▪ compare nutritional needs of two specific groups. ▪ compare nutritional needs of two specific groups giving clear reasons for similarity and differences. ▪ compare nutritional needs of two or more specific groups giving clear and in depth reasons for similarity and differences. 	<p>Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task</p> <p>Task 1: AC1.2 Compare nutritional needs of specific groups.</p> <p>*Students complete the controlled assignment task for AC1.2</p> <p>L1P – Outline nutritional needs of two specific groups. Comparison may be implied.</p> <p>L2P – Compares nutritional needs of two specific groups giving some reasons for similarities and differences.</p> <p>L2M – Compares nutritional needs of two specific groups giving clear reasons for similarities and differences.</p> <p>L2D – Compares nutritional needs of two specific groups giving clear and in depth reasons for similarities and differences.</p>	<p>Template for L2P/L2M students - <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	<p>N/A</p>	<p>Laptops</p> <p>Students notes</p>	<p>medical ethical religion diabetes obesity heart Disease deficiency life Stages</p>
<p>Week 19</p>	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.3 Explain characteristics of unsatisfactory nutritional intake</i> Students to complete AC1.3 internal assessment piece (no distinction criteria) I can:</p> <ul style="list-style-type: none"> ▪ outline key characteristics of unsatisfactory nutritional intake. ▪ explain characteristics of unsatisfactory nutritional intake relating to specific groups of people. 	<p>AC1.3 Unsatisfactory nutritional intake Students will learn about what happens to the body if it does not have enough or has too much of each nutrient.</p> <p>Deliver AC1.3 bundle PowerPoint – students make notes on the laptop.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Research a range of dishes that could fit the design brief and your chosen target audience (at least 5 savoury and 5 sweet)</p>	<p>Lesson PPT AC1.3 – from bundle</p> <p>Laptops</p>	<p>deficiency vitamin D vitamin B12 iron anaemia calcium</p>

<p>Week 19</p>	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.3 Explain characteristics of unsatisfactory nutritional intake</i> Students to complete AC1.3 internal assessment piece (no distinction criteria) I can:</p> <ul style="list-style-type: none"> ▪ outline key characteristics of unsatisfactory nutritional intake. ▪ explain characteristics of unsatisfactory nutritional intake relating to specific groups of people. 	<p>Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task</p> <p>Task 1: AC1.3 Compare nutritional needs of specific groups.</p> <p>*Students complete the controlled assignment task for AC1.3</p> <p>L1P – Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.</p> <p>L2P – Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.</p> <p>L2M – Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.</p> <p>L2D – No distinction criteria</p>	<p>Template for L2P/L2M students - <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	<p>N/A</p>	<p>Laptops</p> <p>Students notes</p>	<p>deficiency vitamin D vitamin B12 iron anaemia calcium</p>
<p>Week 20</p>	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> <i>AC1.4 Explain how cooking methods impact on nutritional value</i> Students to complete AC1.4 internal assessment piece (to level 2 Pass only) I can:</p> <ul style="list-style-type: none"> ▪ outline how cooking methods impact on nutritional value. ▪ explain how a range of food production methods impact on nutritional value with reasoned statements. 	<p>AC1.4 How cooking methods affect nutrients in food</p> <p>Students will learn about how different cooking methods affect the nutritional value of food, and what methods to use to conserve nutrients and enhance how they are digested and absorbed by the body. Student will learn how they can put this into practice when preparing and cooking meals for people.</p> <p>Deliver AC1.4 bundle PowerPoint – students make notes on the laptop.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Write down cooking methods used in range of dishes previously researched.</p>	<p>Lesson PPT AC1.4 – from bundle</p> <p>Laptops</p>	<p>boiling baking steaming grilling stir Frying roasting poaching</p>

Week 20	<p>Unit 2 Hospitality & Catering in action <i>LO1 Understanding the importance of nutrition when planning menus</i> AC1.4 Explain how cooking methods impact on nutritional value Students to complete AC1.4 internal assessment piece (to level 2 Pass only) I can:</p> <ul style="list-style-type: none"> outline how cooking methods impact on nutritional value. explain how a range of food production methods impact on nutritional value with reasoned statements. 	<p>Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task</p> <p>Task 1: AC1.4 Compare nutritional needs of specific groups.</p> <p>*Students complete the controlled assignment task for AC1.4</p> <p>L1P – Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.</p> <p>L2P – Explain how a range of food production methods impact on nutritional value. Reasoned statements are presented.</p> <p>L2M – No merit criteria</p> <p>L2D – No distinction criteria</p>	<p>Template for L2P/L2M students - <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	N/A	<p>Laptops</p> <p>Students notes</p>	<p>boiling baking steaming grilling stir Frying roasting poaching</p>
Week 21	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> AC2.1 Explain factors to consider when proposing dishes for menus Students to complete AC2.1 internal assessment piece (no distinction criteria) I can:</p> <ul style="list-style-type: none"> identify a range of factors to consider when proposing dishes for a menu. explain factors to consider when proposing dishes for a menu. justify my menu choices linking to key factors. 	<p>Review HAIL Task – students to discuss in groups their research on potential dishes. Students should consider; if the dishes fit the brief (or can be adapted to fit the brief); if they are suitable for the chosen target audience; the nutritional content of the dishes (and how this could be improved with development, e.g. cooking methods used); sides/sauces that could be served with the dishes and the skill level of the dishes.</p> <p>AC2.1 Menu planning Students will learn about the factors to consider when proposing dishes for menus.</p> <p>Go through slides 87 – 114 of WJEC board resources.</p> <p>Review AC2.1 bundle examples</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Using the peer and teacher discussion narrow your dishes choice down to 4 possible dishes.</p>	<p>Lesson PPT Unit 2 PPT WJEC slides 87 – 115</p> <p>Lesson PPT AC2.1 – from bundle</p> <p>Laptops</p>	<p>factors proposing</p>
Week 21	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> AC2.1 Explain factors to consider when proposing dishes for menus Students to complete AC2.1 internal assessment piece (no distinction criteria) I can:</p>	<p>Propose four nutritional dishes for Waste Not, Want Not</p> <p>Task 1: AC2.1 Explain factors to consider when proposing dishes for menus.</p> <p>*Students complete the controlled assignment task for AC2.1</p>	<p>Template for L2P/L2M students - <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	N/A	<p>Laptops</p> <p>Students notes</p>	<p>factors proposing</p>

	<ul style="list-style-type: none"> identify a range of factors to consider when proposing dishes for a menu. explain factors to consider when proposing dishes for a menu. justify my menu choices linking to key factors. 	<p>L1P – Outlines factors to consider when proposing dishes for menus. There may be some omissions.</p> <p>L2P – Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.</p> <p>L2M – Explains factors to consider when proposing dishes for menus. Explanations are generally well reasoned</p> <p>L2D – No distinction criteria</p>					
February half term (13.02.2021 – 21.02.2021)							
Spring half term 2: Week 22 – 27 (6 weeks) 15 hours (22.02.2021 – 01.04.2021)							
Week 22	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.2 Explain how dishes on a menu address environmental issues I can:</p> <ul style="list-style-type: none"> show an awareness of environmental issues surrounding dishes on a menu. explain how this dishes on my menu address environmental issues. 	<p>AC2.2 Environmental issues and menu planning Students learn about environmental issues that are associated with how food is produced, processed, sold, cooked and consumed and why there is concern about their effects on the health of the planet.</p> <p>Introduce key words: slides 2 – 4</p> <p>Read through environmental issues and menu planning, H&C L1/2 book, pages 156-160, on print out per student. Students to be selected to read out sections, stop to check understanding.</p> <p>Students to write down the summery points – slide 5.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Using what they have learn in lesson students will review there 4 dishes and make notes of how they can address some of the environmental issues it may raise.</p>	<p>Hospitality and Catering Level 1/2 main book pages 156 – 160 print outs.</p> <p>Laptops</p>	<p>climate change greenhouse effect greenhouse gases carbon footprint food provenance fossil fuels non-renewable energy sustainable</p>
Week 22	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.2 Explain how dishes on a menu address environmental issues I can:</p> <ul style="list-style-type: none"> show an awareness of environmental issues 	<p>AC2.2 Environmental issues and menu planning Students learn about environmental issues that are associated with how food is produced, processed, sold, cooked and consumed and why there is concern about their effects on the health of the planet.</p> <p>Propose four nutritional dishes for Waste Not, Want Not</p>	<p>Template for L2P/L2M students</p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	N/A	<p>Laptops</p> <p>Students notes</p>	<p>climate change greenhouse effect greenhouse gases carbon footprint food provenance fossil fuels non-renewable energy sustainable</p>

	<p>surrounding dishes on a menu.</p> <ul style="list-style-type: none"> explain how this dishes on my menu address environmental issues. 	<p>Task 1: AC2.2 Explain how dishes on a menu address environmental issues.</p> <p>*Students complete the controlled assignment task for AC2.2.</p> <p>L1P - Outlines how dishes on a menu address environmental issues. There may be some errors.</p> <p>L2P – Explains how dishes on a menu address environmental issues. Explanation has some reasoning.</p> <p>L2M – No distinction criteria</p> <p>L2D – No distinction criteria</p>					
Week 23	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.3 Explain how menu dishes meet customer needs I can:</p> <ul style="list-style-type: none"> show an awareness of the needs of the customer. identify needs of specified customers. explain how the dishes on my menu meet the needs of the specified customer. 	<p>AC2.3 Menu planning: meeting customer needs Students will learn about how to plan menus that meet the needs of customers.</p> <p>Go through slides 115 – 120, students to make notes, considering the nutritional, organoleptic and cost needs of the customer relating to their chosen dishes and what changes they may be required to make to meet these needs.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Using what they have learn in lesson students will review there 4 dishes and make notes of how they can address the needs of the customer.</p>	<p>Lesson PPT Unit 2 PPT WJEC slides 115 – 121</p> <p>Hospitality and Catering Level 1/2 main book pages 162 – 166 print outs.</p> <p>Laptops</p>	<p>nutritional organoleptic senses</p>
Week 23	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.3 Explain how menu dishes meet customer needs I can:</p> <ul style="list-style-type: none"> show an awareness of the needs of the customer. identify needs of specified customers. 	<p>AC2.3 Menu planning: meeting customer needs Students will learn about how to plan menus that meet the needs of customers.</p> <p>Propose four nutritional dishes for Waste Not, Want Not</p> <p>Task 1: AC2.3 Explain how menu dishes meet customer needs.</p> <p>*Students complete the controlled assignment task for AC2.3.</p>	<p>Template for L2P/L2M students – <i>students to adapt template to make it their own, this could include sectioning off the sense into the five areas or colour coordinating the senses, or nutrients for example.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	<p>N/A</p>	<p>Laptops</p> <p>Students notes</p>	<p>nutritional organoleptic senses</p>

	<ul style="list-style-type: none"> explain how the dishes on my menu meet the needs of the specified customer. 	<p>L1P - Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.</p> <p>L2P – Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.</p> <p>L2M – Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.</p> <p>L2D – No distinction criteria</p>					
Week 24	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.4 Plan production of dishes for a menu I can:</p> <ul style="list-style-type: none"> show an awareness of how to achieve a successful dovetailed plan. identify contingencies that may be required when preparing and cooking specific dishes. produce a detailed plan for cooking dishes on my menu. 	<p>AC2.4 The production of dishes for a menu Students will learn why it is necessary and important to plan how the dishes for a catering menu are produced, so that they are of a high standard, meet customers' needs and are served in good time.</p> <p>Go through slides 121 – 128, students to make notes, considering the planning needs of their menu.</p> <p>Task - Using copies of the recipes on page 174 in WJEC L1/2 book (each on a different colour), students to work in pairs to dovetail the recipes together, making notes on orderings & storing of ingredients, mise en place, sequencing, cooking, timing, cooling/hot holding, completion and serving as well as what to do with waste ingredients.</p>	<p>Selecting appropriate sections for individual students to read out.</p> <p>To support low ability students highlight key information to be recorded.</p> <p>Print outs of PowerPoint</p> <p>Seating plan - Peer support</p>	<p>Questioning opportunities throughout the PPT</p> <p>Students will produce a piece of controlled assessment based on this learning.</p>	<p>Students to research and gather recipes for both of the dishes on their menu including any side dishes – create word document and make any necessary changing to the ingredients and method – these will be printed in school, on different coloured paper to allow for rough dovetailing.</p>	<p>Lesson PPT Unit 2 PPT WJEC slides 121 – 128</p> <p>Hospitality and Catering Level 1/2 main book pages 168 – 173 print outs.</p> <p>Copies of recipes on page 174, each on a different colour</p> <p>Laptops</p>	contingency
Week 25	<p>Unit 2 Hospitality & Catering in action <i>LO2 Understand menus planning</i> <i>Food and environmental issues</i> AC2.4 Plan production of dishes for a menu I can:</p> <ul style="list-style-type: none"> show an awareness of how to achieve a successful dovetailed plan. identify contingencies that may be required when preparing and cooking specific dishes. produce a detailed plan for cooking dishes on my menu. 	<p>Plan for the production of two dishes that could be included on the menu</p> <p>Task 2: AC2.4 Plan production of dishes for a menu.</p> <p>*Students complete the controlled assignment task for AC2.4 – dovetailing a plan for two dishes including sides.</p> <p>Students should begin with paper copies of recipes on different coloured paper.</p> <p>L1P – Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.</p>	<p>Template for L2P/L2M students – <i>students to adapt template to make it their own.</i></p> <p>Controlled assessment outcome</p>	<p>Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.</p>	N/A	<p>Laptops</p> <p>Students notes</p> <p>Students recipes printed in different colours</p>	contingency

		<p>L2P – Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.</p> <p>L2M – Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.</p> <p>L2D – Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.</p>																								
Week 26	<p>Prepare, cook and present the two dishes that the apprentice will prepare and cook</p> <p>Task 3:</p> <p>AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food production AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices</p> <p>Students will produce two dishes from their menu under exam conditions fulfilling the task 3 assessment criteria.</p>	<p>AC3.1 Use techniques in preparation of commodities</p> <p>AC3.2 Assure quality of commodities to be used in food preparation L2D – No distinction criteria</p> <p>AC3.3 Use techniques in cooking of commodities</p> <p>AC3.4 Complete dishes using presentation techniques</p> <p>AC3.5 Use food safety practices L2D – No distinction criteria</p> <table border="1"> <thead> <tr> <th>Assessment criteria</th> <th>Level 1 pass</th> <th>Level 2 pass</th> <th>Level 2 merit</th> <th>Level 2 distinction</th> </tr> </thead> <tbody> <tr> <td>AC3.1 Use techniques in preparation of commodities</td> <td>A number of techniques are used. 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		Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
		AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
		AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completion but may require intervention.	Uses food safety practices in preparation, cooking and completion with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.	
Week 27	Final review of controlled assignment					
Easter Holidays (01.04.2023 – 17.04.2023)						
Summer half term 1: (6 weeks) (17.04.2023 – 26.05.2023)						
Internal assessment –						
	Unit 1 Resit Revision					
May/June half term						
Summer half term 2:						

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Assessment Point: State how you are going to assess the achievement and progress
Assessments will be completed through a variety of AR's, verbal assessment throughout the lesson, HAIL tasks using past exam questions to check with understanding, Knowledge wall starters.

HAIL tasks to be set via google classroom – feedback to students and track work submitted on GC and also in books

Planned enrichment opportunity to increase cultural capital: