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	L - 7 (7 weeks) (06.09.20)22 – 21.10.2022)			
Week 1/2	Unit 1: LO1 Understand the environment in which hospitality and catering providers operate AC1.1 R&R 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.	 *Presentation – students to write the full date and title and underline* Share objectives 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' Reading to recap knowledge - Read through 'my revision notes' linked to AC1.1 (pages 5 – 16) 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 – 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. Extension task – students create a set of job role flash cards to be used for future revision. 	*Stretch and challenge – Job role flash cards 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 – job role flash cards 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.	N/A	My revision notes books – Pages 6 - 15 PowerPoint – in Unit 1 R&R, my revision notes R&R lessons WJEC Hospitality and Catering Level 1/2 book – LO1 section 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	cater catering. establishment hospitality client commercial Sector non-commercial sector non-residential residential
Week 2	 Unit 1: LO1 Understand the environment in which hospitality and catering providers operate AC1.2 R&R I can: recall key information about topics covered. explain key words and terms in some depth. apply knowledge and understanding of topics 	 *Presentation – students to write the full date and title and underline* Share objectives 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 	*Stretch and challenge – Challenge grid contents leveled questions. To support the accurate recording and spelling of key vocabulary student to underline keywords where ever they are	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.	N/A	My revision notes books – Pages 16 - 19 PowerPoint WJEC Hospitality and Catering Level 1/2 book – LO1 section	employee employer worker

<u>г т</u>		the averaging in full containing and write the		Churdon the mean model	1	1	
	covered to independently	the questions in full sentences and write the	written for that	Student to peer mark			
	answer exam questions.	number of the question down for future	section of learning	keyword spellings.			
		reference. Ensure students write the subheading	and to peer SPAG at				
1 1		'Retrieval Practice - Challenge Grid'.	an appropriate.	Live marking of key			
1 1				students work to			
		Key words – students to record all keywords and	Selecting	check understanding.			
		definitions into books with the subheading 'key	appropriate sections				
		words'	for individual	Marked in line with			
			students to read out.	faculty policy.			
		Reading to recap knowledge - Read through 'my					
		revision notes' linked to AC1.2 (pages 16 – 19) as	To support low	Self-mark practice			
		a class, select students to read out load to the	ability students	questions in red pen			
		class, ensuring all students are given an	highlight key	and students to add			
		opportunity. Pause at key piece of information for	information to be	any missing			
		students to make notes.	recorded.	information to their			
		students to make notes.	recorded.	answers.			
		Task – students complete the revision questions	Model example	aiisweis.			
1 1				Scores from R&R			
		without using the revision books, students should	answers				
		be given 1 minutes per mark to answer the	Drint outs of	challenge grids			
		questions (this reflects the real exam). Remind	Print outs of	starter.			
		students to include the question in their answer	PowerPoint				
1 1		and the need for good SPAG.					
		Students to self-mark in red pen using the	Seating plan - Peer				
		revision books.	support				
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Week 4	Unit 1: LO1 Understand the	*Presentation – students to write the full date	*Stretch &	Questioning students	Practice exam	My revision	contract
	environment in which	and title and underline*	Challenge –	to check	questions to be	notes books –	remuneration
	hospitality and catering		extension questions.	understanding	set via google	Pages 19 - 21	
	providers operate	Share objectives		throughout –	classroom		
	AC1.3 R&R		To support the	targeting selected		PowerPoint	
1 1	l can:	Key words – Question students to see if they can	accurate recording	students that either			
	 recall key information 	recall the key word definition before revealing	and spelling of key	don't offer up		WJEC	
	about topics covered.	the answer, students to record all keywords and	vocabulary student	answers and or with		Hospitality and	
	 explain key words and 	definitions into books with the sub heading 'key	to underline	extended questions		Catering Level	
	terms in some depth.	words'	keywords where	where students need		1/2 book – LO1	
1	 apply knowledge and 		ever they are	stretching.		section	
	understanding of topics	Reading to recap knowledge - Read through 'my	written for that				
	covered to independently	revision notes' linked to AC1.3 (pages 19 – 21) as	section of learning	Student to peer mark			
	answer exam questions.	a class, select students to read out load to the	and to peer SPAG at	keyword spellings.			
1 1		class, ensuring all students are given an	an appropriate.	.,			
1 1		opportunity. Pause at key piece of information for	appropriates	Live marking of key			
		students to make notes.	Selecting	students work to			
		structus to make notes.	appropriate sections	check understanding.			
1		Task – students complete the revision questions	for individual	check understandling.			
		Task – students complete the revision questions		Marked in line with			
		without using the revision books, students should be given 1 minutes per mark to answer the	students to read out.				
1		5	To support low	faculty policy.			
		questions (this reflects the real exam). Remind	To support low	Calf manle of the street			
		students to include the question in their answer	ability students	Self-mark practice			
		and the need for good SPAG.	highlight key	questions in red pen			
1 1		Students to self-mark in red pen using the	information to be	and students to add			
1		revision books.	recorded.	any missing			
				information to their			
		Extension questions	Model example	information to their answers.			

Week 5	Unit 1: LO1 Understand the environment in which hospitality and catering providers operate AC1.4 R&R 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.	 *Presentation – students to write the full date and title and underline* 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'. Share objectives 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'. Reading to recap knowledge - Read through 'my revision notes' linked to AC1.4 (pages 21 – 30) as a class, select students to read out load to the 	Print outs of PowerPoint Seating plan - Peer support 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 Mind map template	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	N/A	My revision notes books – Pages 21 - 30 PowerPoint WJEC Hospitality and Catering Level 1/2 book – LO1 section	Gross profit (GP) Gross profit percentage (GP%) Net profit climate change fossil fuels greenhouse gases non-renewable energy sustainable diet customer demographics lifestyle VAT – Value Added Tax
		Share objectives 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'. Reading to recap knowledge - Read through 'my revision notes' linked to AC1.4 (pages 21 – 30) as	students to read out. To support low ability students highlight key information to be recorded. Model example answers	students work to check understanding. Marked in line with faculty policy. Self-mark practice questions in red pen and students to add any missing			
		opportunity. Pause at key piece of information for students to make notes. 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. Extension: Factors mind map – students will create a mind map of the 12 key factors affecting success of the H&C industry.	SEND/lower ability students Print outs of PowerPoint Seating plan - Peer support	Scores from R&R challenge grids starter.			

Week 6	Unit 2: LO2 Understand how	*Presentation – students to write the full date	*Stretch &	Questioning students	Practice exam	My revision	covers
	hospitality and catering	and title and underline*	Challenge – virtual	to check	questions to be	notes books –	FIFO
	provision operates		equipment flash	understanding	set via google	Pages 31 - 37	workflow
	AC2.1 R&R	Share objectives	cards	throughout –	classroom		risk assessment
	l can:			targeting selected		PowerPoint	COSHH
	 recall key information 	Key words – Question students to see if they can	To support the	students that either			
	about topics covered.	recall the key word definition before revealing	accurate recording	don't offer up		WJEC	
	 explain key words and 	the answer, students to record all keywords and	and spelling of key	answers and or with		Hospitality and	
	terms in some depth.	definitions into books with the sub heading 'key	vocabulary student	extended questions		Catering Level	
	 apply knowledge and 	words'.	to underline	where students need		1/2 book – LO2	
	understanding of topics		keywords where	stretching.		section	
	covered to independently	Reading to recap knowledge - Read through 'my	ever they are				
	answer exam questions.	revision notes' linked to AC2.1 (pages 31 – 37) as	written for that	Student to peer mark		Extension task -	
	unswer exam questions.	a class, select students to read out load to the	section of learning	keyword spellings.		Laptops	
		class, ensuring all students are given an	and to peer SPAG at	keyword spennigs.		Laptops	
		opportunity. Pause at key piece of information for	an appropriate.	Live marking of key			
			an appropriate.	,			
		students to make notes.	Calculture	students work to			
		The state of the s	Selecting	check understanding.			
		Task – students complete the revision questions	appropriate sections				
		without using the revision books, students should	for individual	Marked in line with			
		be given 1 minutes per mark to answer the	students to read out.	faculty policy.			
		questions (this reflects the real exam). Remind					
		students to include the question in their answer	To support low	Self-mark practice			
		and the need for good SPAG.	ability students	questions in red pen			
		Students to self-mark in red pen using the	highlight key	and students to add			
		revision books.	information to be	any missing			
			recorded.	information to their			
		Extension: Equipment flash cards – students to		answers.			
		create flash cards for the items on pages 33 & 34,	Model example				
		summarising the uses of the equipment – see	answers				
		slide 25/26 for example.	answers				
		side 25/20 for example.	Examples flash				
			cards/temples for				
			producing on the				
			computer.				
			Print outs of				
			PowerPoint				
			Seating plan - Peer				
			support				
1							
Week 6	Unit 2: LO2 Understand how	*Presentation – students to write the full date	*Stretch &	Questioning students	N/A	My revision	workflow
	hospitality and catering	and title and underline*	Challenge –	to check		notes books –	environment
	provision operates		comparing the	understanding		Pages 37 - 41	critical
	AC2.2 R&R	Share objectives	operations of the	throughout –		-0	material
	I can:		kitchen and front of	targeting selected		PowerPoint	maintenance
	 recall key information 	Key words – students to record all keywords and	house.	students that either		· owen one	security
	about topics covered.	definitions into books with the subheading 'key	10030.	don't offer up		WJEC	employees
			To support the				
	 explain key words and 	words'	To support the	answers and or with		Hospitality and	Stock control
	terms in some depth.		accurate recording	extended questions		Catering Level	
	 apply knowledge and 	Reading to recap knowledge - Read through 'my	and spelling of key	where students need		1/2 book – LO2	
	understanding of topics	revision notes' linked to AC2.2 (pages 37 – 41) as	vocabulary student	stretching.		section	
	covered to independently	a class, select students to read out load to the	to underline				
	answer exam questions.	class, ensuring all students are given an	keywords where				
		. <u>-</u> v			•		

					1	1	1
		opportunity. Pause at key piece of information for	ever they are	Student to peer mark			
		students to make notes.	written for that section of learning	keyword spellings.			
		Task 1 – students complete the revision questions	and to peer SPAG at	Live marking of key			
		without using the revision books, students should	an appropriate.	students work to			
		be given 1 minutes per mark to answer the		check understanding.			
		questions (this reflects the real exam). Remind	Selecting	5			
		students to include the question in their answer	appropriate sections	Marked in line with			
		and the need for good SPAG.	for individual	faculty policy.			
		Students to self-mark in red pen using the	students to read out.	ideally periodi			
		revision book.		Self-mark practice			
			To support low	questions in red pen			
		Extension task - Revision table – students to	ability students	and students to add			
		complete the revision table comparing the	highlight key	any missing			
		operational activities in the kitchen to the front of	information to be	information to their			
		house.	recorded.	answers.			
		nouse.		diisweis.			
			Model example	Scores from practice			
			answers	questions.			
			Print outs of				
			PowerPoint				
			Seating plan - Peer				
			support				
Week 7	Unit 2: LO2 Understand how	*Presentation – students to write the full date	*Stretch &	Questioning students	N/A	My revision	customer need
	hospitality and catering	and title and underline*	Challenge – mind	to check		notes books –	customer
	provision operates		map of needs and	understanding		Pages 41 - 46	requirements and
	AC2.3 R&R	Share objectives	expectation of	throughout –			expectations
	l can:		different customers	targeting selected		PowerPoint	market research
	 recall key information 	Key words – students to record all keywords and		students that either			corporate
	about topics covered.	definitions into books with the subheading 'key	To support the	don't offer up		WJEC	
	 explain key words and 	words'.	accurate recording	answers and or with		Hospitality and	
	terms in some depth.		and spelling of key	extended questions		Catering Level	
	 apply knowledge and 	Reading to recap knowledge - Read through 'my	vocabulary student	where students need		1/2 book – LO2	
	understanding of topics	revision notes' linked to AC2.3 (pages 41 - 46) as a	to underline	stretching.		section	
	covered to independently	class, select students to read out load to the class,	keywords where				
	answer exam questions.	ensuring all students are given an opportunity.	ever they are	Student to peer mark			
		Pause at key piece of information for students to	written for that	keyword spellings.			
		make notes.	section of learning				
			and to peer SPAG at	Live marking of key			
			an appropriate.	students work to			
		Task 1 – students complete the revision questions		check understanding.			
		without using the revision books, students should	Selecting				
		be given 1 minutes per mark to answer the	appropriate sections	Marked in line with			
		questions (this reflects the real exam). Remind	for individual	faculty policy.			
		students to include the question in their answer	students to read out.				
		and the need for good SPAG.		Self-mark practice			
		Students to self-mark in red pen using the	To support low	questions in red pen			
		revision book.	ability students	and students to add			
			highlight key	any missing			
		Extension task - mind map of the needs and	information to be	information to their			
		expectations of different types of customers.	recorded.	answers.			
1			1		1	1	1

		ensuring all students are given an opportunity.	section of learning	extended questions		Catering Level	
	about topics covered.	class, select students to read out load to the class,	written for that	answers and or with		Hospitality and	
	 recall key information 	revision notes' linked to AC3.2 (pages 50 - 53) as a	ever they are	don't offer up		WJEC	
	I can:	Reading to recap knowledge - Read through 'my	keywords where	students that either			
	AC3.2 R&R		to underline	targeting selected		PowerPoint	TISK GSSESSITIETIL
	provision meets health and safety requirements	Share objectives	and spelling of key vocabulary student	understanding throughout –		Pages 50 - 53	risk risk assessment
	hospitality and catering	and title and underline*	accurate recording	to check		notes books –	hazard
Week 8	Unit 1: LO3 Understand how	*Presentation – students to write the full date	To support the	Questioning students	N/A	My revision	control measure
		-	weeks) (01.11.2022 – 1				
		Cotober half ter	support m (24.10.2022– 28.10.20	122)	I	I	I
			Seating plan - Peer				
			PowerPoint				
		pen.	Print outs of	questions.			
		students, they can confirm or correct these in		Scores from practice			
		pares to write the hazard matching the picture (in pencil), use the website to check answers with	Model example answers	answers.			
		the hazard revisions cards, students to work in	Madalawa	information to their			
		Extension task: Hazards - students to complete	recorded.	any missing			
			information to be	and students to add			
		revision book.	highlight key	questions in red pen			
		Students to self-mark in red pen using the	ability students	Self-mark practice			
		and the need for good SPAG.	To support low	racuity policy.			
		students to include the question in their answer	students to read out.	faculty policy.			
		be given 1 minutes per mark to answer the questions (this reflects the real exam). Remind	for individual students to read out.	Marked in line with			
		without using the revision books, students should	appropriate sections for individual	check understanding.			
		Task 1 – students complete the revision questions	Selecting	students work to			
				Live marking of key		student.	
		make notes.	an appropriate.			one per	
	answer exam questions.	Pause at key piece of information for students to	and to peer SPAG at	keyword spellings.		cards printed	
	covered to independently	ensuring all students are given an opportunity.	section of learning	Student to peer mark		Hazard flash	
	understanding of topics	class, select students to read out load to the class,	written for that	Sa ctoring.		Section	
	 apply knowledge and 	revision notes' linked to AC3.1 (pages 47 - 49) as a	ever they are	stretching.		section	
	 explain key words and terms in some depth. 	Reading to recap knowledge - Read through 'my	to underline keywords where	extended questions where students need		1/2 book – LO3	
	 about topics covered. explain key words and 	words'.	vocabulary student	answers and or with		Hospitality and Catering Level	
	 recall key information 	definitions into books with the subheading 'key	and spelling of key	don't offer up		WJEC	
	l can:	Key words – students to record all keywords and	accurate recording	students that either			
	AC3.1 R&R	-	To support the	targeting selected		PowerPoint	
	safety requirements	Share objectives		throughout –	classroom		risk assessment
	provision meets health and	and the and underme	cards	understanding	set via google	Pages 47 - 49	risk
Week /	hospitality and catering	and title and underline*	Challenge – hazard	to check	questions to be	notes books –	hazard
Week 7	Unit 1: LO3 Understand how	*Presentation – students to write the full date	support *Stretch &	Questioning students	Practice exam	My revision	control measure
			Seating plan - Peer				
			Contractor Door				
			PowerPoint				
			Print outs of				
			answers	questions.			
			Model example	Scores from practice			

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	 explain key words and 	Pause at key piece of information for students to	and to peer SPAG at	where students need		1/2 book – LO3	
	 terms in some depth. apply knowledge and 	make notes.	an appropriate.	stretching.		section	
	 apply knowledge and understanding of topics 	Task – students complete the revision questions	Selecting	Student to peer mark			
	covered to independently	without using the revision books, students should	appropriate sections	keyword spellings.			
	answer exam questions.	be given 1 minutes per mark to answer the	for individual	keyword spennigs.			
		questions (this reflects the real exam). Remind	students to read out.	Live marking of key			
		students to include the question in their answer		students work to			
		and the need for good SPAG.	To support low	check understanding.			
		Students to self-mark in red pen using the	ability students	_			
		revision book.	highlight key	Marked in line with			
			information to be	faculty policy.			
			recorded.				
				Self-mark practice			
			Model example	questions in red pen			
			answers	and students to add			
				any missing			
			Print outs of	information to their			
			PowerPoint	answers.			
			Seating plan - Peer	Scores from practice			
			support	questions.			
			Support	questions.			
Week 8	Unit 1: LO3 Understand how	*Presentation – students to write the full date	*Stretch &	Questioning students	N/A	My revision	control measure
	hospitality and catering	and title and underline*	Challenge – virtual	to check		notes books –	hazard
	provision meets health and		hazard and control	understanding		Pages 54 - 55	risk
	safety requirements	Share objectives	cards.	throughout –			risk assessment
	AC3.3 R&R			targeting selected		PowerPoint	
	l can:	Reading to recap knowledge - Read through 'my	To support the	students that either			
	 recall key information 	revision notes' linked to AC3.3 (pages 54 - 55) as a	accurate recording	don't offer up		WJEC	
	about topics covered.	class, select students to read out load to the class,	and spelling of key	answers and or with		Hospitality and	
	 explain key words and 	ensuring all students are given an opportunity.	vocabulary student	extended questions		Catering Level	
	terms in some depth.	Pause at key piece of information for students to	to underline	where students need		1/2 book – LO3	
	 apply knowledge and understanding of tapies 	make notes.	keywords where ever they are	stretching.		section	
	understanding of topics covered to independently	Task – students complete the revision questions	written for that	Student to peer mark		Lantons	
	answer exam questions.	without using the revision books, students should	section of learning	keyword spellings.		Laptops	
	answer exam questions.	be given 1 minutes per mark to answer the	and to peer SPAG at	keyword spenngs.		Hazard flash	
		questions (this reflects the real exam). Remind	an appropriate.	Live marking of key		cards printed	
		students to include the question in their answer		students work to		one per	
		and the need for good SPAG.	Selecting	check understanding.		student.	
		Students to self-mark in red pen using the	appropriate sections	_			
		revision book.	for individual	Marked in line with			
			students to read out.	faculty policy.			
		Extension task – Students to produce a set of					
		virtual hazard and control cards, see examples on	To support low	Self-mark practice			
		slide 19 and template slide 20.	ability students	questions in red pen			
			highlight key	and students to add			
			information to be	any missing			
			recorded.	information to their			
			Madalovarate	answers.			
			Model example answers	Scores from practice			
			a115WE15	questions.			
				940500003.			
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			Print outs of PowerPoint Seating plan - Peer support				
Week 9	Unit 1: LO4 Know how food can cause ill health AC4.1 R&R 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.	 *Presentation – students to write the full date and title and underline* Share objectives Key words – students to record all keywords and definitions into books with the subheading 'key words' 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. 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. 	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 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. Scores from practice questions.	Practice exam questions to be set via google classroom	My revision notes books – Pages 56 - 60 PowerPoint WJEC Hospitality and Catering Level 1/2 book – LO4 section	food spoilage food intolerance lactose coeliac disease micro-organism moulds pathogenic toxins symptom
Week 10	 Unit 1: LO4 Know how food can cause ill health AC4.2 R&R 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. 	 *Presentation – students to write the full date and title and underline* Share objectives Starter for 10 Key words – students to record all keywords and definitions into books with the subheading 'key words'. 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. 	*Stretch & Challenge – extract from an EHO visit task. 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. Student to peer mark keyword spellings.	N/A	My revision notes books – Pages 60 - 62 PowerPoint WJEC Hospitality and Catering Level 1/2 book – LO4 section	Environmental Health Officer (EHO) Enforcement action Hygiene Improvement Notice Hygiene Emergency Prohibition Notice local authorities

		 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. Extension: Read the extract and answer the question. 	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Model example answers Print outs of PowerPoint Seating plan - Peer support	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 11	Unit 1: LO4 Know how food can	AR1 Full Unit 1 Mock Assessment	nt 90 minutes – Thu	Irsday 12 th Novembe	e <mark>r</mark> N/A	My revision	due diligence
16 th November	 cause ill health AC4.3 R&R 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. 	 Share objectives Key words – students to record all keywords and definitions into books with the subheading 'key words'. 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. 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 self-mark in red pen using the revision book. 	Challenge – reasons for specific information on a label. 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	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		notes books – Pages 63 - 68 PowerPoint WJEC Hospitality and Catering Level 1/2 book – LO4 section	farm to folk pest control Hazard Analysis of Critical Control Points (HACCP) food safety plan danger zone

			Print outs of				
			PowerPoint				
			Seating plan - Peer				
			support				
Week 12	Unit 1: LO4 Know how food can	*Presentation – students to write the full date	*Stretch &	Questioning students	Practice exam	My revision	bacterium
	cause ill health	and title and underline*	Challenge – food	to check	questions to be	notes books –	binary fission
	AC4.4 R&R		poisoning revision	understanding	set via google	Pages 69 - 72	ambient temperature
	I can:	Share objectives	cards	throughout –	classroom		dormant
	 recall key information 			targeting selected		PowerPoint	
	about topics covered.	Key words – students to record all keywords and	To support the	students that either			
	 explain key words and 	definitions into books with the subheading 'key	accurate recording	don't offer up		WJEC	
	terms in some depth.	words'.	and spelling of key	answers and or with		Hospitality and	
	 apply knowledge and understanding of topics 	Reading to recap knowledge - Read through 'my	vocabulary student to underline	extended questions where students need		Catering Level 1/2 book – LO4	
	covered to independently	revision notes' linked to AC4.4 (pages 69 - 72) as a	keywords where	stretching.		section	
	answer exam questions.	class, select students to read out load to the class,	ever they are	stretening.		50000	
		ensuring all students are given an opportunity.	written for that	Student to peer mark			
		Pause at key piece of information for students to	section of learning	keyword spellings.			
		make notes.	and to peer SPAG at				
			an appropriate.	Live marking of key			
		Task – students complete the revision questions		students work to			
		without using the revision books, students should	Selecting	check understanding.			
		be given 1 minutes per mark to answer the	appropriate sections	No. dead to the second by			
		questions (this reflects the real exam). Remind students to include the question in their answer	for individual students to read out.	Marked in line with faculty policy.			
		and the need for good SPAG.	students to read out.	faculty policy.			
		Students to self-mark in red pen using the	To support low	Self-mark practice			
		revision book.	ability students	questions in red pen			
			, highlight key	and students to add			
		Extension: make revision cards on each food	information to be	any missing			
		poisoning bacteria – source, special point's	recorded.	information to their			
		summary and average on set/duration/		answers.			
		symptoms from page 73.	Model example				
			answers	Scores from practice			
			Drint outs of	questions.			
			Print outs of PowerPoint				
			r owerr onit				
			Seating plan - Peer				
			support				
Week 13	Unit 1: LO4 Know how food can	*Presentation – students to write the full date	*Stretch &	Questioning students	LO5 Revision work	My revision	onset time
	cause ill health	and title and underline*	Challenge – revision	to check		notes books –	anaphylactic shock
	AC4.5 R&R		table.	understanding		Pages 72 - 75	
	I can:	Share objectives		throughout –			
	 recall key information 	Kouwords students to record all konwords and	To support the	targeting selected		PowerPoint	
	 about topics covered. explain key words and 	Key words – students to record all keywords and definitions into books with the subheading 'key	accurate recording and spelling of key	students that either don't offer up		WJEC	
	terms in some depth.	words'.	vocabulary student	answers and or with		Hospitality and	
	 apply knowledge and 		to underline	extended questions		Catering Level	
	understanding of topics	Reading to recap knowledge - Read through 'my	keywords where	where students need		1/2 book – LO4	
	covered to independently	revision notes' linked to AC4.4 (pages 72 - 75) as a	ever they are	stretching.		section	
	answer exam questions.	class, select students to read out load to the class,	written for that	-			

		 make notes. 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. 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. 	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 Print outs of PowerPoint	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.			
			Seating plan - Peer support				
		Spring half term 1: (7 weeks) (03.01.2023	- 18.02.2023) <mark>Unit 2 -</mark>	Controlled Assignme	ent		
Lesson	Aims and intended learning outcomes	Spring half term 1: (7 weeks) (03.01.2023 Deadline for all cont Teaching and learning strategies (including recall and retrieval strategies)			Home & Independent learning	Resources	Key Vocabulary (Tier 3)

Week 1.1 Unit 2 Hospitality & Catering in propose four nutritional dishes for Wate I/D Undectanding the importance of nutrition when planning menus AC.1 Describe functions of nutrients in the human body Students to complete A triange for intrients in the human body Students to complete A triange for nutrients in the human body Students complete A triange for intrient in the human body Students complete A triange for intrient assessment task. The St AC.1 Describe functions of nutrients in the human body Students to complete A triange for intrient in the human body. Unit 3 Revision Unit 3 Revision Unit 3 Revision Week 10 I are set in functions of nutrients in the human body. The St AC.1 Describe functions of a innee of nutrients in the human body and pre- one or two food describe functions of a range of nutrient in the human body. Controlled assessment outcome Subscript Students motes Unit 3 Revision Learne PT AC.2 Double the functions of a range of nutrient in the human body. Subscript Students nutrients. Unit 3 Revision Learne PT AC.2 Double the functions of a range of nutrient in the human body. Subscript Students nutrients. Unit 3 Revision Learne PT AC.2 Double the functions of a range of nutrient in the human body. Subscript Students of a specific groups of specific groups of subscript as sections for individual in the human body. Unit 3 Revision Learne PT AC.2 Double the fill and the section of specific propose four attributional needs of specific groups of specific groups in a section it the different nutrition in the olific and the section is groups of specific groups of specific groups of specific groups bind greater and in aneed of specific grou		 suggest food sources to meet different needs. 						
actionpeopleA.C.1.2 - fromethicalL01 Understanding the inportance of nutrition when planning menus ACL.2 Compare nutritional needs of specific groupsStudents will learn about the different nutritional needs of specific groupsStudents will learn about diets for different food choiese and medical conditions. Students will learn about nutritional needs for different activity levels.appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded.opportunities throughout the PPTAC1.2 - from bundleethical religion diabetes obesity heart Disease different activity levels.appropriate sections for individual students will learn about diets for different food choiese and medical conditions. Students will learn about nutritional needs for different activity levels.appropriate sections for support low ability students highlight key information to be recorded.Beiver AC1.2 bundle PowerPoint – students make notes on the laptop.Print outs of PowerPointPrint outs of PowerPointSeating plan - Peer supportPrint outs of PowerPointPrint outs of PowerPointImplemented will be prevented will be prev	Week 14	action LO1 Understanding the importance of nutrition when planning menus AC1.1 Describe functions of nutrients in the human body Students to complete AC1.1 internal assessment piece (no distinction criteria) I can: • 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	 Not, Want Not – Controlled assignment task Task 1: AC1.1 Describe functions of nutrients in the human body. *Students complete the controlled assignment task for AC1.1 L1P - Outline the functions of a limited range of nutrients in the human body. L2P – Describe functions of a range of nutrient in the human body. L2M – Describe functions of a range of nutrient in the human body. 	L2P/L2M students - students to adapt template to make it their own.	a piece of controlled assessment that will be internally assessed, moderated and submitted to exam	Unit 1 Revision		protein fat vitamin mineral fibre
	Week 15	 action LO1 Understanding the importance of nutrition when planning menus AC1.2 Compare nutritional needs of specific groups I can: 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 	peopleStudents 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.Deliver AC1.2 bundle PowerPoint – students	appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer	opportunities throughout the PPT Students will produce a piece of controlled assessment based on	Unit 1 Revision	AC1.2 – from bundle	ethical religion diabetes obesity heart Disease deficiency
Spring half term 2: (6 weeks) (28.02.2023 – 31.03.2023)			February half ter	m (20.02.2023 – 24.02.2	023)			
			Spring half term 2: (6 v	weeks) (28.02.2023 – 31	1.03.2023)			

Week 16	Unit 1: The hospitality and	*Presentation – students to write the full date	*Stretch &	Questioning students	Set questions	My revision	All unit 1 key words
	catering industry	and title and underline*	Challenge – activity	to check	from page 84 of	notes books –	
	Exam success		on page 122 – 123	understanding	my revision notes	Pages 85	
UNIT 1	l can:	Share objectives		throughout –	for HAIL – set via		
	 show an awareness of 		Selecting	targeting selected	google classroom,	WJEC	
REVISON	exam command words.	Success in the examination - page 85 of my	appropriate sections	students that either	students to	Hospitality and	
	 identify command words 	revision notes books, select students to read out	for individual	don't offer up	submit on GC	Catering Level	
	in an exam question and	loud and discuss with students.	students to read out.	answers and or with		1/2 study &	
	explain what they mean.			extended questions		revision guide –	
	 analyse answers from past 	Command words – pages 95 – 98 (WJEC	To support low	where students need		printed copies	
	exam questions and	Hospitality and Catering Level 1/2 study &	ability students	stretching.		of pages 95 - 98	
	discuss the key differences	revision guide – printed copies), read through	highlight key				
	in low-mark and high-	with students, ask students to give further	information to be	Student to peer mark		WJEC	
	mark answers.	examples to check understanding.	recorded.	keyword spellings.		Hospitality and	
	 justify reasons for marks 					Catering Level	
	awarded for answers to	Review examples questions - pages 113 – 115	Model example	Live marking of key		1/2 book –	
	exam questions.	(WJEC Hospitality and Catering Level 1/2 book –	answers	students work to		pages 113 – 123	
		printed copies of pages 113 - 123) as a class read		check understanding.		printed copies	
		through and discuss the command words used	Print outs of			per student.	
		and select students to answer verbally.	PowerPoint	Marked in line with			
				faculty policy.		My revision	
		Worked examples question – pages 115 – 118	Seating plan - Peer			notes page 84	
		(WJEC Hospitality and Catering Level 1/2 book –	support	Verbal answers		printed one per	
		printed copies of pages 113 - 123) as a class read				student for	
		through and discuss the differences in low and	Group activity	Stretch and challenge		HAIL task.	
		high mark answers.		 scores from practice 			
				questions and past		PowerPoint	
		'I am the examiner' activity – pages 119 – 121		paper question.			
		(WJEC Hospitality and Catering Level 1/2 book –				Pre-cut	
		printed copies of pages 113 - 123) allow students				coloured card	
		5 minutes to read through the two answers and				for command	
		the mark scheme, students should independently				word cards	
		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.					
		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.					
		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.					
	•		•	•			

		the state of the state of the state	1 400 . I.C.			1 1 1 1	
Week 16	Unit 1: LO5 Be able to propose	*Presentation – students to write the full date	*Stretch &	Questioning students	Practice exam	My revision	bistro
	a hospitality and catering	and title and underline*	Challenge – 1.	to check	questions to be	notes books –	fixed seats
UNIT 1	provision to meet specific		scenario from study	understanding	set via google	Pages 76 - 83	recycled
REVISON	requirements	Share objectives	and revision guide.	throughout –	classroom	D. D. L.	drive-throughs
	AC5.1 & 5.2		2. provision flash	targeting selected		PowerPoint	captive market
	I can:	Key words – students to record all keywords and	card.	students that either		WIEC.	dormitory
	recarries information	definitions into books with the subheading 'key	T	don't offer up		WJEC	accommodation
	about topics covered.	words'	To support the	answers and or with		Hospitality and	
	 explain key words and 	Beedline to serve be evided as Decidation with free	accurate recording	extended questions		Catering Level	
	 terms in some depth. apply knowledge and 	Reading to recap knowledge - Read through 'my revision notes' linked to AC5.1 & 5.2 (pages 76 -	and spelling of key vocabulary student	where students need stretching.		1/2 book – LO4 section	
			to underline	stretching.		section	
	understanding of topics	83) as a class, select students to read out loud to	keywords where	Student to peer mark		Page 15 – 17 of	
	covered to independently answer exam questions.	the class, ensuring all students are given an opportunity. Pause at key piece of information for	ever they are	keyword spellings.		2018 mark	
	answer exam questions.	students to make notes.	written for that	keyword spennigs.		scheme	
		students to make notes.	section of learning	Live marking of key		scheme	
		Task 1 – students complete the revision questions	and to peer SPAG at	students work to		WJEC	
		without using the revision books, students should	an appropriate.	check understanding.		Hospitality and	
		be given 1 minutes per mark to answer the	an appropriate.	check understanding.		Catering Level	
		questions (this reflects the real exam). Remind	Selecting	Marked in line with		1/2 study &	
		students to include the question in their answer	appropriate sections	faculty policy.		revision guide	
		and the need for good SPAG.	for individual	faculty policy.		Pages 89 – 91 –	
		Students to self-mark in red pen using the	students to read out.	Self-mark practice		printed copies	
		revision book.	Statenes to read out	questions in red pen		princed copies	
			To support low	and students to add			
		Task 2: Practice exam guestion. Once to students	ability students	any missing			
		have had to allowed time, read through the mark	highlight key	information to their			
		scheme as a class, students then peer-mark in red	information to be	answers.			
		pen and then students make corrections and add	recorded.				
		missing points to their own work in red pen.		Peer-mark past paper			
			Model example	question in red pen			
		Extension 1: Study and revision guide pages 89 –	answers	using mark scheme.			
		91, read through example scenario and suggested		, , , , , , , , , , , , , , , , , , ,			
		answers with the students. Students to try on of	Print outs of	Scores from practice			
		the scenarios themselves on page 91.	PowerPoint	questions and past			
				paper question.			
		Extension 2: Provision advantage and	Seating plan - Peer				
		disadvantage flash cards.	support				
Week 17	AR1 DDI						
UNIT 1							
REVISON							

Week 18	 Unit 2 Hospitality & Catering in action LO1 Understanding the importance of nutrition when planning menus AC1.2 Compare nutritional needs of specific groups Students to complete AC1.2 internal assessment piece I can:	 Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task Task 1: AC1.2 Compare nutritional needs of specific groups. *Students complete the controlled assignment task for AC1.2 L1P – Outline nutritional needs of two specific groups. Comparison may be implied. L2P – Compares nutritional needs of two specific groups giving some reasons for similarities and differences. L2M – Compares nutritional needs of two specific groups giving clear reasons for similarities and differences. 	Template for L2P/L2M students - students to adapt template to make it their own. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	medical ethical religion diabetes obesity heart Disease deficiency life Stages
Week 19	 Unit 2 Hospitality & Catering in action LO1 Understanding the importance of nutrition when planning menus AC1.3 Explain characteristics of unsatisfactory nutritional intake Students to complete AC1.3 internal assessment piece (no distinction criteria) I can: outline key characteristics of unsatisfactory nutritional intake. explain characteristics of unsatisfactory nutritional intake. explain characteristics of unsatisfactory nutritional intake relating to specific groups of people. 	L2D – Compares nutritional needs of two specific groups giving clear and in depth reasons for similarities and differences. 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. Deliver AC1.3 bundle PowerPoint – students make notes on the laptop.	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	Research a range of dishes that could fit the design brief and your chosen target audience (at least 5 savoury and 5 sweet)	Lesson PPT AC1.3 – from bundle Laptops	deficiency vitamin D vitamin B12 iron anaemia calcium

Week 19	Unit 2 Hospitality & Catering in action LO1 Understanding the importance of nutrition when planning menus AC1.3 Explain characteristics of unsatisfactory nutritional intake Students to complete AC1.3 internal assessment piece (no distinction criteria) I can: • outline key characteristics of unsatisfactory nutritional intake. • explain characteristics of unsatisfactory nutritional intake relating to specific groups of people.	 Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task Task 1: AC1.3 Compare nutritional needs of specific groups. *Students complete the controlled assignment task for AC1.3 L1P – Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning. L2P – Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups. L2M – Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups. L2D – No distinction criteria 	Template for L2P/L2M students - students to adapt template to make it their own. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	deficiency vitamin D vitamin B12 iron anaemia calcium
Week 20	Unit 2 Hospitality & Catering in action LO1 Understanding the importance of nutrition when planning menus 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: • outline how cooking methods impact on nutritional value. • explain how a range of food production methods impact on nutritional value with reasoned statements.	AC1.4 How cooking methods affect nutrients in food 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. Deliver AC1.4 bundle PowerPoint – students make notes on the laptop.	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	Write down cooking methods used in range of dishes previously researched.	Lesson PPT AC1.4 – from bundle Laptops	boiling baking steaming grilling stir Frying roasting poaching

Week 20	 Unit 2 Hospitality & Catering in action LO1 Understanding the importance of nutrition when planning menus 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: outline how cooking methods impact on nutritional value. explain how a range of food production methods impact on nutritional value. 	 Propose four nutritional dishes for Waste Not, Want Not – Controlled assignment task Task 1: AC1.4 Compare nutritional needs of specific groups. *Students complete the controlled assignment task for AC1.4 L1P – Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning. L2P – Explain how a range of food production methods impact on nutritional value. Reasoned statements are presented. L2M – No merit criteria L2D – No distinction criteria 	Template for L2P/L2M students - students to adapt template to make it their own. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	boiling baking steaming grilling stir Frying roasting poaching
Week 21	 Unit 2 Hospitality & Catering in action LO2 Understand menus planning AC2.1 Explain factors to consider when proposing dishes for menus Students to complete AC2.1 internal assessment piece (no distinction criteria) I can: identify a range of factors to consider when proposing dishes for a menu. explain factors to consider when proposing dishes for a menu. explain factors to consider when proposing dishes for a menu. ijustify my menu choices linking to key factors. 	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. AC2.1 Menu planning Students will learn about the factors to consider when proposing dishes for menus. Go through slides 87 – 114 of WJEC board resources. Review AC2.1 bundle examples	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	Using the peer and teacher discussion narrow your dishes choice down to 4 possible dishes.	Lesson PPT Unit 2 PPT WJEC slides 87 – 115 Lesson PPT AC2.1 – from bundle Laptops	factors proposing
Week 21	Unit 2 Hospitality & Catering in action LO2 Understand menus planning AC2.1 Explain factors to consider when proposing dishes for menus Students to complete AC2.1 internal assessment piece (no distinction criteria) I can:	Propose four nutritional dishes for Waste Not, Want Not Task 1: AC2.1 Explain factors to consider when proposing dishes for menus. *Students complete the controlled assignment task for AC2.1	Template for L2P/L2M students - students to adapt template to make it their own. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	factors proposing

	 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. 	L1P – Outlines factors to consider when proposing dishes for menus. There may be some omissions. L2P – Explains factors to consider when proposing dishes for menus. Explanation has some reasoning. L2M – Explains factors to consider when proposing dishes for menus. Explanations are generally well reasoned L2D – No distinction criteria February half ter	rm (13.02.2021 – 21.02.2	01)			
Week 22	 Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.2 Explain how dishes on a menu address environmental issues I can: show an awareness of environmental issues surrounding dishes on a menu. explain how this dishes on my menu address environmental issues. 	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. Introduce key words: slides 2 – 4 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. Students to write down the summery points – slide 5.	6 weeks) 15 hours (22.0 Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	2.2021 – 01.04.2021) Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	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.	Hospitality and Catering Level 1/2 main book pages 156 – 160 print outs. Laptops	climate change greenhouse effect greenhouse gases carbon footprint food provenance fossil fuels non-renewable energy sustainable
Week 22	Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.2 Explain how dishes on a menu address environmental issues I can: show an awareness of environmental issues	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. Propose four nutritional dishes for Waste Not, Want Not	Template for L2P/L2M students Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	climate change greenhouse effect greenhouse gases carbon footprint food provenance fossil fuels non-renewable energy sustainable

Week 23	 surrounding dishes on a menu. explain how this dishes on my menu address environmental issues. Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.3 Explain how menu dishes meet customer needs I can: 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. 	 Task 1: AC2.2 Explain how dishes on a menu address environmental issues. *Students complete the controlled assignment task for AC2.2. L1P - Outlines how dishes on a menu address environmental issues. There may be some errors. L2P - Explains how dishes on a menu address environmental issues. Explanation has some reasoning. L2M - No distinction criteria L2D - No distinction criteria AC2.3 Menu planning: meeting customer needs Students will learn about how to plan menus that meet the needs of customers. 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. 	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	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.	Lesson PPT Unit 2 PPT WJEC slides 115 – 121 Hospitality and Catering Level 1/2 main book pages 162 – 166 print outs. Laptops	nutritional organoleptic senses
Week 23	 Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.3 Explain how menu dishes meet customer needs I can: show an awareness of the needs of the customer. identify needs of specified customers. 	AC2.3 Menu planning: meeting customer needs Students will learn about how to plan menus that meet the needs of customers. Propose four nutritional dishes for Waste Not, Want Not Task 1: AC2.3 Explain how menu dishes meet customer needs. *Students complete the controlled assignment task for AC2.3.	Template for L2P/L2M students – 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. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes	nutritional organoleptic senses

	 explain how the dishes on my menu meet the needs of the specified customer. 	 L1P - Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning. L2P - Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements. L2M - Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible. 					
		L2D – No distinction criteria					
Week 24	 Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.4 Plan production of dishes for a menu I can: 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. 	 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. Go through slides 121 – 128, students to make notes, considering the planning needs of their menu. 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. 	Selecting appropriate sections for individual students to read out. To support low ability students highlight key information to be recorded. Print outs of PowerPoint Seating plan - Peer support	Questioning opportunities throughout the PPT Students will produce a piece of controlled assessment based on this learning.	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.	Lesson PPT Unit 2 PPT WJEC slides 121 – 128 Hospitality and Catering Level 1/2 main book pages 168 – 173 print outs. Copies of recipes on page 174, each on a different colour Laptops	contingency
Week 25	 Unit 2 Hospitality & Catering in action LO2 Understand menus planning Food and environmental issues AC2.4 Plan production of dishes for a menu I can: 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. 	 Plan for the production of two dishes that could be included on the menu Task 2: AC2.4 Plan production of dishes for a menu. *Students complete the controlled assignment task for AC2.4 – dovetailing a plan for two dishes including sides. Students should begin with paper copies of recipes on different coloured paper. L1P – Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies. 	Template for L2P/L2M students – students to adapt template to make it their own. Controlled assessment outcome	Students will produce a piece of controlled assessment that will be internally assessed, moderated and submitted to exam board.	N/A	Laptops Students notes Students recipes printed in different colours	contingency

		 L2P – Plan has some detail appropriate but may have errors that require amend consideration of continge L2M – Plan has detail with Plan does not require cha outcome, but would bene amendments. There are v contingencies. L2D – Plan is comprehens incorporating well considerations. 	e some omissions and Iment. There is some ncies. In some minor omissions. Inges to achieve planned fit from minor vell considered ive and detailed,								
Week 26	Week 26 Prepare, cook and present the two dishes that the apprentice will prepare and cook Task 3: AC3.1 Use techniques in	AC3.2 Assure quality o AC3.3 Use techniques AC3.4 Complete dishes	AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation L2D – No distinction criteria AC3.3 Use techniques in cooking of commodities AC3.4 Complete dishes using presentation techniques AC3.5 Use food safety practices L2D – No distinction criteria								
	preparation of commodities AC3.2 Assure quality of	Assessment criteria	Level 1 pass	Level 2 pass Level 2 merit		Level 2 distinction					
	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 Students will produce two dishes from their menu under	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.					
	exam conditions fulfilling the task 3 assessment criteria.	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.						
		AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.					

		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 inde using a range of techn precision. Quality of d exceeds minimum star appearance, smell and Consideration to food given throughout.	iques with ishes ndards for I taste.						
		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												
		I	Easter Holidays (01.04.2023 - 17.04.2023)									
			Summer half term 1: (6 v	veeks) (17.04.2023 – 26.05.2	023)								
Internal assessr	nent – Unit 1 Resit Revision												
				une half term									
			Summer half term 2:										

Accorrent Doi	nt : State how you are going to asses	s the achievement and program								
		AR's, verbal assessment throughout the lesson, HAIL	tasks using past exam g	uestions to check with und	erstanding, Knowledg	e wall starters.				
HAIL tasks to be	e set via google classroom – feedbac	k to students and track work submitted on GC and als	so in books							
Planned enrich	Planned enrichment opportunity to increase cultural capital:									
1										