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## Subject: L1/2 Hospitality and Catering Year 11 Curriculum Map 2022 – 2023

**Resources:** WJEC Vocational Award, Hospitality and Catering Level 1/2 by Anita Tull and Alison Palmer  
My revision notes, WJEC Level 1/2 Vocational Award, Hospitality and Catering by Ben Saunder and Yvonne Mackey  
WJEC Vocational Award, Hospitality and Catering Level 1/2 Study & Revision Guide by Anita Tull

Week Commencing	Topic: Unit 1: The Hospitality and Catering industry – LO1 – 5 R&R Unit 2: Hospitality and catering in action	Assessment Window
5 <sup>th</sup> September	<p><b>LO1 Understand the environment in which hospitality and catering providers operate: AC1.1 The Structure of the hospitality and catering industry R&amp;R</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>cater</b> - a business or person who arranges the preparation, delivery and presentation of food for clients.  <b>catering</b> - providing a food and beverage service to people in a particular location.  <b>establishment</b> - a place where a business or organisation operates from  <b>hospitality</b> - the business of providing people with accommodation, meals and drinks in a variety of places away from their home.  <b>client</b> – a person/business/organisation using hospitality and catering services.  <b>commercial Sector</b> – the part of the hospitality and catering industry that aims to make a profit.  <b>non-commercial sector</b> – the part of the hospitality and catering industry that does not aim to make a profit.  <b>non-residential</b> – a place that provides catering and hospitality services but not accommodation for people to stay in.  <b>residential</b> – a place that provides accommodation for people to stay in, as well as catering and hospitality services.</p>	
12 <sup>th</sup> September	<p><b>LO1 Understand the environment in which hospitality and catering providers operate: AC1.2 Analyse job requirements within the industry R&amp;R</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>employee</b> – someone who works in the industry and has an employment contract  <b>employer</b> – someone who hires staff to work for them  <b>worker</b> – someone who works in the industry but does not have an employment contract</p>	
19 <sup>th</sup> September	<p><b>LO1 Understand the environment in which hospitality and catering providers operate: AC1.3 Employment rights and contracts R&amp;R</b></p>	

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	<p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>contract</b> - a written or spoken agreement, especially one concerning employment, sales, or tenancy, that is intended to be enforceable by law.  <b>remuneration</b> - money paid for work or a service.  <i>"they work in excess of their contracted hours for no additional remuneration"</i>  Synonyms: payment, pay, salary, wages.</p>	
3 <sup>rd</sup> October	<p><b>LO1 Understand the environment in which hospitality and catering providers operate: AC1.4 Factors that affect success in the Hospitality and Catering industry R&amp;R</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>Gross Profit (GP)</b> - the difference between how much the ingredients cost and how much a menu item is sold for.  <b>Gross Profit percentage (GP%)</b> – the profit made as a percentage of the selling price of a dish.  <b>net profit</b> – what is left from the gross profit after all the costs of running a restaurant (wages, heating, lighting, rent etc...) have been paid.  <b>climate change</b> – changes in the earth's temperature that can lead to unusual and extreme weather conditions.  <b>fossil fuels</b> – fuels such as coal, oil and gas that were created over millions of years by fossilised plants and animals.  <b>greenhouse gases</b> – these form an insulating layer around the earth's atmosphere, which traps heat and raised the earth's temperature.  <b>non-renewable energy</b> – energy produced from fossil fuels that cannot be renewed once they are used up.  <b>sustainable diet</b> – a diet consisting mostly of plant foods, which has a minimal impact on the environment during production.  <b>demographic</b> - a particular sector of a population "the drink is popular with a young demographic"  <b>lifestyle</b> - the way in which a person lives "the benefits of a healthy lifestyle".  <b>Value Added Tax (VAT)</b> – collected by businesses from customer purchases on behalf of the government.</p>	
3 <sup>rd</sup> October	<p><b>LO1 Understand the environment in which hospitality and catering providers operate: AC1.4 Factors that affect success in the Hospitality and Catering industry R&amp;R</b></p> <p>As above</p>	
10 <sup>th</sup> October	<p><b>LO2 Understand how hospitality and catering provision operates: AC2.1 Operational activities in a kitchen R&amp;R</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>covers</b> – customers food orders that are sent to the kitchen.  <b>FIFO</b> – First in. first out – using food stocks in rotation.  <b>workflow</b> – the way food passes through the kitchen from delivery to the dining room.  <b>risk assessment</b> – a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.  <b>COSHH</b> – Control of Substances Hazardous to Health.</p>	AR1 assessments

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17 <sup>th</sup> October	<p><b>LO2 Understand how hospitality and catering provision operates:: AC2.2</b> <i>Operational activities of the front of house in a restaurant R&amp;R</i></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>workflow</b> – <i>the way food passes through the kitchen from delivery to the dining room.</i>  <b>environment</b> – <i>the surroundings or conditions in which a person, animal, or plant lives or operates</i>  <b>critical</b> – <i>i.e vital, very important.</i>  <b>materials</b> - <i>the matter from which a thing is or can be made or what is used</i>  <b>maintenance</b> – <i>the process of preserving a condition or situation or the state of being preserved.</i>  <b>security</b> - <i>the state of being free from danger or threat.</i>  <b>employees</b> - <i>a person employed for wages or salary, especially at non-executive level.</i>  <b>stock control</b> - <i>the process of ensuring that appropriate amounts of stock are maintained by a business to be able to meet customer demand without delay while keeping the costs associated with holding stock to a minimum.</i></p>	
17 <sup>th</sup> October	<p><b>LO2 Understand how hospitality and catering provision operates: AC2.3</b> <i>Explain how hospitality and catering provision meet customer requirements R&amp;R</i></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>customer need</b> - <i>starts the relationship between a customer and a business.</i>  <b>customer requirements and expectations</b> – <i>factors that decide whether or not a customer is satisfied with the service they receive.</i>  <b>market research</b> – <i>ways of finding out what customer' needs, requirements and expectations are e.g. surveys, feedback.</i>  <b>corporate</b> - <i>relating to a large company or group "airlines are very keen on their corporate identity".</i></p>	
Half Term		
1 <sup>st</sup> November	<p><b>LO3: Understand how hospitality and catering provision meets health and safety requirements</b> <i>AC3.1, 3.2 &amp; 3.3 R&amp;R</i></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term –</b>  <b>control measure</b> – <i>the way of reducing the risk of a hazard causing harm.</i>  <b>hazard</b> – <i>something that causes harm.</i>  <b>risk</b> – <i>how likely is it that someone will be harmed by a hazard.</i>  <b>risk assessment</b> – <i>a way of identifying risks in activities (e.g. carrying a heavy saucepan), situations or when using objects.</i></p>	
8 <sup>th</sup> November	<p><b>LO4 Know how food can cause ill health: AC4.1 Food related causes of ill health</b></p>	

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	<p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term -</b>  <b>food spoilage</b> – when something happens which makes food unfit and unsafe to eat.  <b>food intolerance</b> – a sensitivity to certain foods; can cause symptoms such as nausea, abdominal pain, joint aches and pains, tiredness and weakness  <b>lactose</b> – sugar naturally found in milk.  <b>coeliac disease</b> – an autoimmune disease caused by a reaction of the immune system to gluten.  <b>micro-organism</b> – tiny plants and animals that are only clearly visible under a microscope (also called microbes).  <b>moulds</b> - tiny organisms, related to mushrooms.  <b>pathogenic</b> – something that is capable of causing illness in people.  <b>toxins</b> – another name for poisons; if something is toxic, it is poisonous.  <b>symptom</b> – a sign or indication of an illness or disease.</p>	
<p>15<sup>th</sup> November</p>	<p><b>LO4 Know how food can cause ill health: AC4.2 The role and responsibilities of the Environmental Health Officer</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term -</b>  <b>Environmental Health Officer (EHO)</b> – responsible for inspecting all premises involved in food production to ensure that health and safety hazards are minimised.  <b>Enforcement action</b> – action required by law following an inspection from an EHO.  <b>Hygiene Improvement Notice</b> – a notice that tell a business how to improve their food hygiene standards.  <b>Hygiene Emergency Prohibition Notice</b> – notice served if there is a serious risk of harm; it stops unsafe practices immediately.  <b>local authorities</b> - an administrative body in local government.</p> <hr/> <p><b>LO4 Know how food can cause ill health: AC4.3 Food safety legislation</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term -</b>  <b>due diligence</b> – being able to prove that reasonable actions to avoid a health risk have been taken.  <b>farm to fork</b> – a system that allows food to be traced back to its original source.  <b>pest control</b> – the regulation or management of a species defined as a pest, for example flies.  <b>Hazard Analysis of Critical Control Points (HACCP)</b> – a food safety process in which every step in the manufacture, storage and distribution of a food product is analysed to ensure that the food is safe to eat.  <b>food safety plan</b> – practical steps to identify and control hazards in order to establish and maintain food safety.  <b>danger zone</b> – temperatures between 5c and 63c, which allow the rapid growth of bacteria.</p>	
<p>22<sup>nd</sup> November</p>	<p><b>LO4 Know how food can cause ill health: AC4.4 Common types of food poisoning</b></p> <p>Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p>	

	<p><b>Key words/term -</b>  <b>bacterium</b> – a single bacteria.  <b>binary fission</b> – the process by which bacteria reproduce by splitting into two.  <b>ambient temperature</b> – normal room temperature.  <b>dormant</b> – a period of inactivity when bacteria are unable to multiply.</p> <hr/> <p><b>LO4 Know how food can cause ill health:</b> <i>AC4.5 Symptoms of food induced ill health</i>  Students will recall key information about the topic cover, be able to explain key words/terms in depth and answer a range of exam questions relating to the topic.</p> <p><b>Key words/term -</b>  <b>onset time</b> – the time it take for the symptoms of food poisoning to appear after eating contaminated food.  <b>anaphylactic shock</b> – a severe allergic reaction that can be fatal.</p>	
39 <sup>th</sup> November	<p><b>Unit 2: Hospitality and Catering in Action</b></p> <p><b>Introduction to controlled assignment brief – “Waste Not, Want Not”</b></p> <p><b>AC1.1 The function of nutrients in the body</b>  Students will learn about the functions of different macro and micronutrients in the human body and the sources of specific nutrients.</p>	
6 <sup>th</sup> December	<p><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC1.1 Describe functions of nutrients in the human body.</b>  *Students complete the controlled assignment task for AC1.1</p>	
13 <sup>th</sup> December	<p><b>AC1.2 Nutritional needs of specific groups of people</b>  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>	
Christmas Holiday		
3 <sup>rd</sup> January	<p><b>Revisit AR1 – DDI</b></p> <p><b>HAIL - LO5 Be able to propose a hospitality and catering provision to meet specific requirements</b>  <b>AC5.1</b> – Options for hospitality and catering provision.  <b>LO5 - AC5.2</b> – Choosing an option for hospitality and catering provision.</p>	
10 <sup>th</sup> January	<p><b>Unit 1: The Hospitality and Catering industry - Exam success</b>  Students will be able to identify command words in an exam question and explain what they mean. They will analyse answers from past exam questions, discussing the key differences in low-mark and high-mark answers and justify reasons for marks awarded.  <b>session</b></p> <p><b>Unit 1: The Hospitality and Catering industry –</b></p>	

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17 <sup>th</sup> January	<p><b>AC1.2 Nutritional needs of specific groups of people (Continued)</b>  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 style="text-align: center;"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC1.2 Compare nutritional needs of specific groups.</b>  *Students complete the controlled assignment task for AC1.2</p>	
24 <sup>th</sup> January	<p><b>AC1.3 Unsatisfactory nutritional intake</b>  Students will learn about what happens to the body if it does not have enough or has too much of each nutrient.</p> <p style="text-align: center;"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC1.3 Explain characteristics of unsatisfactory nutritional intake.</b>  *Students complete the controlled assignment task for AC1.3</p>	
30 <sup>th</sup> January	<p><b>AC1.4 How cooking methods affect nutrients in food</b>  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 style="text-align: center;"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: Explain how cooking methods impact on nutritional value.</b>  *Students complete the controlled assignment task for AC1.4</p>	
6 <sup>th</sup> February	<p><b>AC2.1 Menu planning</b>  Students will learn about the factors to consider when proposing dishes for menus.</p> <p style="text-align: center;"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC2.1 Explain factors to consider when proposing dishes for menus.</b>  *Students complete the controlled assignment task for AC2.1</p>	
14 <sup>th</sup> February	<p><b>AC2.2 Environmental issues and menu planning</b>  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 style="text-align: center;"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC2.2 Explain how dishes on a menu address environmental issues.</b>  *Students complete the controlled assignment task for AC2.2</p>	
Half Term		
28 <sup>th</sup> February	<p><b>AC2.3 Menu planning: meeting customer needs</b>  Students will learn about how to plan menus that meet the needs of customers.</p>	

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	<p align="center"><b>Propose four nutritional dishes for Waste Not, Want Not</b></p> <p><b>Task 1: AC2.3 Explain how menu dishes meet customer needs.</b> *Students complete the controlled assignment task for AC2.3</p>	
	<p><b>AC2.4 The production of dishes for a menu</b> 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><b>Plan for the production of two dishes that could be included on the menu</b></p> <p><b>Task 2: AC2.4 Plan production of dishes for a menu.</b> *Students complete the controlled assignment task for AC2.4</p>	
	<p><b>Prepare, cook and present the two dishes that the apprentice will prepare and cook</b></p> <p><b>Task 3:</b> 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><b>Students will produce two dishes from their menu under exam conditions fulfilling the task 3 assessment criteria.</b></p>	
	Final review of controlled assignment	
Easter Holiday		

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14 <sup>th</sup> June		
21 <sup>st</sup> June		
28 <sup>th</sup> June		
5 <sup>th</sup> July		
12 <sup>th</sup> July		
19 <sup>th</sup> July (School closed from 22 <sup>nd</sup> )		

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