




YEAR 10 SUMMER TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning – Topic: Hospitality and catering in action

Curriculum Intent	In addition to working further on objectives from Year 10 Autumn and Spring terms, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>2.1 – Summer 1</p> <ul style="list-style-type: none"> • The Eatwell Guide and Dietary Guidelines with general principles of a healthy diet, following on from year 8 and 9 information studied • Nutrients and functions in the body • Protein – functions, sources, deficiency, excess • Carbohydrate – functions, sources, deficiencies, excess • Fats – functions, sources, excess and diet related illnesses from excess • Vitamins – functions, sources, deficiency, excess and effect of cooking/preparation • Minerals – functions, sources, deficiency, excess • Special diets for different food choices and medical conditions • Nutritional needs for different activity levels • How cooking methods affect nutrients in food <p>2.2</p> <ul style="list-style-type: none"> • Factors affecting meal planning • Menus and menu styles • Food, environment and climate change • Carbon footprint of production • Planning menus to have minimal impact on the environment • Meeting customer needs • Organoleptic properties <p>2.3 – Summer 2</p> <ul style="list-style-type: none"> • How to prepare and make dishes • Preparation techniques – basic, medium, complex • Knife techniques • Cooking methods • Presentation techniques • Food safety practices • Evaluating cooking skills
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas. Being aware of the constraints for some people in achieving a healthy diet.</p> <p>PSHE/British Values: Taking responsibility for personal health and wellbeing, being aware of what makes a healthy diet and the effects of nutritional deficiency and excess. Understand the importance of providing customers with healthy choices.</p> <p>Skills Builder: weighing, measuring, personal hygiene, use of equipment, organization, time management</p>
Numeracy	Accurate weighing, measuring, use of hob and oven for temperature control, figures for reference nutrient intakes for each nutrient, ability to modify amounts of ingredients for recipes, portion control in practical work. Use of charts/graphs and scales to evaluate practical work, e.g. a star profile and hedonic scale.
Literacy	<p>Vocabulary Tier 2: follow, weigh, measure, reduce, add, mix, health, disease, cook, clean, diet, recipes, meals, cost, modify, adapt, change, basic, medium, complex. Temperatures, presentation, instructions, garnishes, accompaniments, evaluate/evaluation, review</p> <p>Vocabulary Tier 3: roux, tempering, dehydrating, crimping, laminating, moulding, aeration, julienne, brunoise, mincing, deboning, filleting, segmenting, baking blind, caramelization, emulsifying, poaching, blending, beating, grating, hydrating, marinating, marinade, proving, sieving, tenderisers, zesting, kneading, folding, rolling, pureeing, skinning, toasting, crimping,</p> <p>Reading: textbook, fact sheets, PowerPoints, recipes</p>

	Writing: answers in booklets, instructional writing, evaluations, extended writing, long response essays Oracy: answering questions, giving opinions, evaluating own and other’s work	
Becoming future ready	Careers/Employability: food preparation roles, product development technologist, food manufacturing technician	
Adaptation	Throughout this topic, quality first teaching will provide differentiation:	
QFT/SEND Provision	By product: through practical work food products will vary in standard and quality depending on ability and support provided, some pupils may have a TA By resource: Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets. The course textbook provides differentiated activities and practical work will be divided up into basic, medium and complex skills with more able pupils being encouraged to select only complex skills. By Intervention: by providing different levels of supervision and support, especially with practical activities By Progressive Questioning: exploring pupils’ understanding through interactive dialogue including in metacognition starters By Grouping: according to prior attainment, gender, social preference, preferred learning style. By Task: Pupils will be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning. Pupils will be encouraged to present the meals they make at home as a full meal, meeting the requirements of the Eatwell Guide and Dietary Guidelines. They will be asked to reflect on their own and family’s diet and suggest modifications. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.	
Implementation Curriculum Delivery	To be able to: <ul style="list-style-type: none">• Carry out practical work safely and hygienically• Demonstrate good time management and organisation in practical work• Produce good quality, well finished food products and know how they can be served as a full meal following the guidance of the Eatwell Guide and dietary guidelines• Complete BASIC practical skills – ALL• Complete medium level practical skills – MOST• Complete complex practical skills – SOME• Consider the needs of the customer when planning menus• Consider cost when planning menus and be able to adapt to reduce cost• Describe organoleptic qualities of dishes made• Explain how to meet nutritional needs• Know how to reduce the impact on the environment when cooking• Serve dishes with appropriate accompaniments and garnishes• Reflect on own performance and the quality of own products• Carry out evaluations on own performance and own products• Carry out sensory analysis and write up results	
Learning Outcomes (Knowledge)		
Current learning to be developed in the future within:	Red denotes interleaving; aspects of knowledge covered previously. Practical skills learned in this section will be applied to own choice of dishes in the coursework in Year 11.	
Assessment	Refer to assessment maps for formative and summative assessment opportunities.	
Impact	Attainment and Progress – Refer to assessment results / data review documentation.	