



# YEAR 10 AUTUMN TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Hospitality and catering provision

Curriculum Intent	In addition to working further on objectives from Year 9, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p><b>1.1 – Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Hospitality and catering providers</li> <li>• The structure of the industry</li> <li>• Types of food service</li> <li>• Hospitality standards and ratings</li> <li>• Supply and demand of staff</li> <li>• Jobs roles</li> <li>• Kitchen brigade</li> <li>• Front of house</li> <li>• Housekeeping</li> <li>• Personal attributes for working in the industry</li> <li>• Training to work in the industry</li> <li>• Employment rights and contracts</li> <li>• Working hours and rates of pay</li> <li>• Remuneration</li> <li>• Holiday entitlement</li> <li>• Pension</li> <li>• Contributing factors to the success of hospitality and catering provisions – costs, prices, profit, economy, trends, media, political factors</li> </ul> <p><b>1.2 – Autumn 2</b></p> <ul style="list-style-type: none"> <li>• The operation of the front and back of house</li> <li>• Workflow</li> <li>• Materials</li> <li>• Stock control</li> <li>• Dress code</li> <li>• Equipment</li> <li>• Food safety</li> <li>• Documentation</li> <li>• Customer requirements – needs, requirements and expectations</li> <li>• Customer rights, equality and inclusion</li> <li>• Provision to meet specific requirements</li> <li>• Good customer service</li> <li>• Customer trends</li> <li>• Dietary requirements</li> <li>• Leisure requirements</li> <li>• Business/corporate requirements</li> <li>• Local residents</li> </ul>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas. Being aware of ethical issues in the workplace, for example minimum wage and working hours.</p> <p><b>PSHE/British Values:</b> Being aware of employment law, equality and inclusion in the workplace, the rights of customers, the need for dress codes and safety requirements.</p> <p><b>Skills Builder:</b> weighing, measuring, personal hygiene, use of equipment, organization, time management</p>
Numeracy	Accurate weighing, measuring, use of hob and oven for temperature control, ability to modify amounts of ingredients for recipes, portion control in practical work, understanding of cost and profit, knowledge of stock control
Literacy	<p><b>Vocabulary Tier 2:</b> follow, weigh, measure, reduce, add, mix, cook, clean, recipes, cost, profit, providers, rights, needs</p> <p><b>Vocabulary Tier 3:</b> hospitality, caterer, client, establishment, client groups, roles – to know each one, types of establishment- to know each one, commercial sector, non-commercial sector, residential, non-</p>



	<p>residential, buffet service, cafeteria, fast food, free-flow, multi-point, seated counter service, can service, gueridon system, standards, ratings, kitchen brigade – know all roles, job structure</p> <p><b>Writing:</b> answers in booklets, instructional writing, evaluations, extended writing, long response essays</p> <p><b>Oracy:</b> answering questions, giving opinions, evaluating own and other's work, discussing own experience of hospitality and catering establishments</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> food preparation roles, front of house, back of house staff in hospitality and catering</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<b>QFT/SEND Provision</b>	<p><b>By product:</b> through practical work - food products will vary in standard and quality depending on ability and support provided</p> <p><b>By resource:</b> Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets, textbook provides a range of activities aimed at different abilities and word banks for each section with key vocabulary</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, especially with practical activities, TA support where provided</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue including in metacognition starters</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> 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.</p>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <ul style="list-style-type: none"><li>• Carry out practical work safely and hygienically</li><li>• Demonstrate good time management and organisation in practical work</li><li>• Describe the structure of the hospitality industry</li><li>• Describe standards and ratings within the industry</li><li>• Describe job roles and explain supply and demand for staff in different areas of hospitality</li><li>• Describe the personal attributes and training needed to work in the industry</li><li>• Explain factors which contribute to the success of hospitality and catering provision</li><li>• Describe the operation of front and back of house</li><li>• Explain different customer requirements, needs and expectations</li><li>• Describe customer rights, equality and inclusion</li><li>• Explain the benefits of good customer service</li><li>• Describe different dietary requirements</li><li>• Describe other requirements, such as local residents, business/corporate, leisure</li></ul>
<b>Learning Outcomes (Knowledge)</b>	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>Knowledge of the industry will be related to practical tasks and will be taught again during the revision period of year 11 in preparation for the exam.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>