



# Curriculum Narrative

<b>Subject:</b> WJEC Hospitality & Catering	<b>Year:</b> 10	<b>Author:</b> Mrs J Stewart
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<b>Key Knowledge</b> <i>Pupils will know</i>	<b>Key Skills</b> <i>Pupils will be able to</i>
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<p style="text-align: center;"><b>Key Threshold Concepts:</b></p> <p>Key stage 4 –WJEC Hospitality &amp; Catering</p> <p>This consists of two Units:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Unit 1</td> <td style="width: 50%;">The hospitality and catering industry</td> <td style="width: 30%;">External Assessment</td> </tr> <tr> <td>Unit 2</td> <td>Hospitality and catering in action</td> <td>Internal Assessment</td> </tr> </table> <p><b>Unit 1 - The hospitality and catering industry</b></p> <p>In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p> <p>This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.</p> <p><b>Duration:</b> 1 hour 20 minutes  <b>Number of marks:</b> 80  <b>Format:</b> short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p> <p><b>Unit 2 - Hospitality and catering in action</b></p> <p>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p> <p>This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:</p> <ul style="list-style-type: none"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> </ul>	Unit 1	The hospitality and catering industry	External Assessment	Unit 2	Hospitality and catering in action	Internal Assessment	<p style="text-align: center;"><b>Subject Skills:</b></p> <p>WJEC Level 1/Level 2 Hospitality and Catering</p> <p>In Year 10 pupils will begin the Level 1/ Level 2 course in hospitality and Catering.</p> <p><b>Unit 1 - The hospitality and catering industry</b></p> <p>The theory for this unit will cover:</p> <p>Knowledge and understanding of the following areas:</p> <ul style="list-style-type: none"> <li>1.1.1 Hospitality and catering providers</li> <li>1.1.2 Working in the hospitality and catering industry</li> <li>1.1.3 Working conditions in the hospitality and catering industry</li> <li>1.1.4 Contributing factors to the success of hospitality and catering provision</li> <li>1.2.1 The operation of the front and back of house</li> <li>1.2.2 Customer requirements in hospitality and catering</li> <li>1.2.3 Hospitality and catering provision to meet specific requirements</li> <li>1.3.1 Health and safety in hospitality and catering provision</li> <li>1.3.2 Food Safety</li> <li>1.4.1 Food related causes of ill health</li> <li>1.4.2 Symptoms and signs of food-induced ill health</li> <li>1.4.3 Preventative control measures of food-induced ill health</li> <li>1.4.4 The Environmental Health Officer (EHO) Content Amplification</li> </ul> <p>In practical lessons learners will be taught a variety of practical skills including:</p> <ul style="list-style-type: none"> <li>• Knife skills</li> <li>• Preparation of fruit and vegetables</li> <li>• Sauces</li> <li>• Doughs</li> <li>• Pastries</li> <li>• Decoration and garnish</li> <li>• Alternative proteins</li> </ul>
Unit 1	The hospitality and catering industry	External Assessment					
Unit 2	Hospitality and catering in action	Internal Assessment					

<ul style="list-style-type: none"> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul> <p><b>Assessment</b>          This unit is internally assessed through controlled assessment.          The assessment contributes 60% to the overall qualification grade.  <b>Duration:</b> 12 hours ( 3 hours practical exam)</p>	<ul style="list-style-type: none"> <li>• Function of eggs</li> <li>• Cooking processes – Grilling/frying/poaching/steaming/stewing/roasting/boiling.</li> <li>• Cake making methods.</li> <li>• Hygiene and health and safety</li> <li>• Knife skills</li> <li>• Correct use of equipment</li> <li>• Measuring ingredients</li> <li>• Sensory analysis and evaluation</li> <li>• All homework and recipes can be viewed on 'show my homework' on a weekly basis.</li> </ul>
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<p><b>Subject Specific Knowledge and Sequencing:</b></p> <p><b>Autumn Term</b>  <b>Term 1</b> September October  <b>Topic:</b> Pastry  <b>Key concepts:</b> Identifying the different types of pastry – choux, shortcrust, sweet, puff, hot water crust and filo.  <b>Key knowledge:</b> Pupils will make a range of sweet and savoury dishes using the pastries listed above. They will understand ratios/ conditions needed to make pastry correctly.</p> <p><b>Term 2</b> October - December  <b>Topic:</b> Sauces  <b>Key concepts:</b> How to make a range of sweet and savoury sauces  <b>Key knowledge:</b> Pupils will cook a range of sauces using, roux, cornflour and reducing in order to thicken them.</p> <p><b>Spring Term</b>  <b>Term 3:</b> January - February  <b>Topic:</b> Jointing and filleting  <b>Key concepts:</b> How to joint a chicken and fillet fish.  <b>Key knowledge:</b> Pupils will be taught how to joint a chicken and use the entire bird to cook a range of dishes. They will fillet a fish.          Pupils will understand what a 'cut' of meat is and how recipes and cooking times are altered as a result. They will understand what LBV and HBV proteins are</p> <p><b>Term 4:</b> February- March  <b>Topic:</b> Dough  <b>Key Concepts:</b> The ability to make a range of bread based products using a variety of doughs  <b>Key Knowledge:</b> Pupils will make a range of doughs. They will understand the function of the ingredients</p>	<p><b>Prerequisites and Spiral Teaching:</b></p> <ul style="list-style-type: none"> <li>• Pupils will start year 10 with a sound understanding of much of the theory required for the exam. They will be limited in the dishes they have cooked to this point due to lesson timings.</li> <li>• All will be taught how to make, doughs, pastries and sauces.</li> <li>• They will understand how to use a range of equipment safely and independently</li> <li>• Pupils will have a detailed understanding of where a range of ingredients sit in the Eatwell guide and be able to identify the 5 main food groups.</li> <li>• Pupils will understand the function of ingredients and will be able to link them to the Eatwell guide</li> <li>• Pupils will focus on finishing techniques e.g. piping</li> <li>• In depth evaluations following most practical's to enable detailed evaluations can be produced to exam standards          Pupils will need to identify and use basic, medium and high level skills</li> </ul>
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used in particular the environment needed to activate yeast successfully.

**Summer Term**

**Term 5:** April – May

**Topic:** Garnishing / decorating

**Key Knowledge:** Pupils will be taught a range of skills to enhance the presentation of their dishes. This will be important in their practical exams. They will use the piping bags and learn a range of other garnishing techniques.

**Term 6:** Mock practical exam prep

**Topic – Desserts/ Practical exam preparation**  
**Key Concepts -** Learn to make a range of desserts. Select dishes to fulfil a practical brief.  
**Key Knowledge –** Pupils will make a range of desserts and will garnish them using the skills they have learned previously. They will be given a brief for a practical exam and will have time to prepare a range of appropriate dishes

**Learning outcomes overview**

Through this scheme of work, pupils will:

- recall and apply the principles of The Eatwell guide and the 8 tips for healthy eating, to their own diet;
- name the key nutrients, sources and functions;
- acquire and demonstrate a range of food skills and techniques;
- adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes, increasing in complexity;
- acquire and demonstrate the principles of food hygiene and safety;
- identify how and why people make different food and drink choices;
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;

track their progress using the [My learning journey booklet](#) (cooking, nutrition, food provenance, ingredients and creativity).

**Cross-Curricular Knowledge Links:**

- **English –** Literacy – following differentiated methods
- **Maths –** weighing and measuring
- **Science –** the function of food in our bodies
- **Geography –** Understanding what factors effect where produce is produced
- **Citizenship –** Food provenance. Reduce, reuse, recycle

**Reading Lists / Sources / Reading around the subject recommendations:**

Ministry of food by Jamie Oliver, Jamie’s Dinners by Jamie Oliver, How to bake by Paul Hollywood, [www.bbcfood.co.uk](http://www.bbcfood.co.uk) [www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

**Resources -** [Food – a fact of life](#) and [British Nutrition Foundation](#) [Food Standards Agency](#) [NHS Live Well](#)