

	Topics						
Element	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Term 1	Theory	Introduction	Food Related Causes Of Ill Health	H&S Nutrients-Introduction	Nutrients- in Dishes	Nutrients- for specific groups	Knowledge assessment and therapy week
	Practical		Practical - Chicken Skewers		Practical - Chinese chicken chow Mein / Fajitas		Practical - Chicken Gyros
	Home learning						
Term 2	Theory	How to plan production - Time plan for Chicken Gyros Evaluation	How cooking methods can impact on nutritional value	Food-induced ill health	Time plan for Lasagne How to prepare and make dishes	MT1 Assessment	Presentation techniques Evaluating
	Practical	Practical - Chicken Gyros		Lasagne	Bread		Lasagne
	Home learning		MT1 revision	MT1 revision	MT1 revision		
Term 3	Theory	Factors affecting menu planning	Environmental Issues	preparation and cooking skills	Hospitality and Catering Providers	Working in the hospitality and catering industry	Working in the hospitality and catering industry
	Practical	Cheesecake	Shortbread	Cheesecake			
	Home learning						
Term 4	Theory	Factors affecting the success of the industry	The operation of the front and back of house	The operation of the front and back of house	MT2 Revision and retrieval	MT2 Assessment	Therapy
	Practical						
	Home learning			MT2 revision	MT2 revision		
Term 5	Theory	Customer requirements in hospitality and catering	Hospitality and catering provision to meet specific requirements	Risk Assessments	Food safety	Health and safety in hospitality and catering provision	Health and safety in hospitality and catering provision continued
	Practical						
	Home learning						
Term 6	Theory	Food related causes of ill health	The Environmental Health Officer (EHO)	MT3 revision	MT3 Assessments	Therapy	
	NEA						
	Home learning						



Term 1 Overview- H&C



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - an understanding from year 9 about hospitality and catering as a subject - An understanding of food skills and knowledge from year 9 to enable all students to access this course 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> •Nutrition: <ul style="list-style-type: none"> •Functions of major nutrients (carbs, proteins, fats, vitamins, minerals) in the human body. •Signs and symptoms of nutrient deficiencies. •Food Safety & Hygiene: <ul style="list-style-type: none"> •The 7 common types of food poisoning and their symptoms. •Link between specific food types and the foodborne illnesses they can cause. •Menu Planning: <ul style="list-style-type: none"> •Dietary needs and considerations (e.g., allergies, intolerances, preferences). •Target audience and their expectations. •How these factors influence menu design (e.g., variety, cost, dietary needs). •Production Planning: •Practical Skills: <ul style="list-style-type: none"> •Safe and hygienic food handling practices throughout preparation and cooking. •Sustainability: <ul style="list-style-type: none"> •The impact of climate change on the hospitality industry (e.g., resource availability, food production). •The concept of food miles and its environmental impact.
	<p>This term will cover the following key areas in hospitality and catering:</p> <ul style="list-style-type: none"> •Food Safety & Hygiene: You'll learn about foodborne illnesses, the danger zone for bacteria growth, and the importance of HACCP for safe food handling. •Food & Nutrition: The course will explore essential micronutrients and macronutrients, their functions in the body, and how nutrients contribute to health through meal planning. •Practical Cooking Skills: You'll develop practical skills in preparing, cooking, and presenting various dishes like chicken skewers, Chinese chicken chow mein, fajitas, and chicken gyros. •Menu Planning & Diets: You'll gain knowledge about planning menus for people with different dietary needs and learn to identify common food allergies and intolerances. •Project Management: This term will introduce you to understanding project requirements, design briefs, and creating project introductions. 	
	<p>HEART - Personal Development</p>	
<p>PERSONAL DEVELOPMENT</p> <ul style="list-style-type: none"> •Problem-Solving: <ul style="list-style-type: none"> •Adapting to unforeseen situations during practical sessions. •Finding creative solutions for presentation techniques. •Troubleshooting potential issues related to food safety and hygiene 		
<p>HAND - Skills</p>		
<p>SKILLS</p> <p>Project Introduction: Understand course requirements, examine the design brief, formulate a project introduction.</p> <ul style="list-style-type: none"> •Food Safety and Health: •Foodborne Illness: Recognize how food causes illness, understand the danger zone (temperature range for rapid bacterial growth). •HACCP: Discuss the importance of Hazard Analysis and Critical Control Points (HACCP) for food safety. •Food and Nutrients: •Micronutrients & Macronutrients: Identify essential micro and macronutrients, explain their functions in the body. •Nutrients in Dishes: Analyze how specific nutrients in dishes contribute to human health. •Practical Skills: •Chicken Skewers: Demonstrate safe preparation, cooking, and presentation techniques. •Chinese Chicken Chow Mein / Fajitas: Showcase safe preparation, cooking, and presentation techniques. •Chicken Gyros: Demonstrate safe preparation, cooking, and presentation techniques, following a pre-planned production schedule. •Special Dietary Needs: •Nutritional Groups: Identify groups with varying dietary needs and explain those needs. •Food Allergies & Intolerances: Recognize major allergens and intolerances, create allergen charts for recipes and suggest alternatives. 		



Term 2 Overview- H&C



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Students should have a foundation knowledge in:</p> <ul style="list-style-type: none"> • Basic knowledge of the different nutrients and their importance. • Food safety principles like contamination and temperature control. • Simple cooking techniques and kitchen equipment. • Menu planning basics like costing and portion control (may have been covered briefly). 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Further understand food related causes of ill health
	<p>This term will cover the following key areas in hospitality and catering:</p> <ul style="list-style-type: none"> •Nutrition: Functions of major nutrients (carbs, proteins, fats, vitamins, minerals) in the human body. •Signs and symptoms of nutrient deficiencies. - How cooking methods affect the availability of nutrients in food. •Food Safety & Hygiene: The 7 common types of food poisoning and their symptoms. •Link between specific food types and the foodborne illnesses they can cause. •Menu Planning: Dietary needs and considerations (e.g., allergies, intolerances, preferences). •Target audience and their expectations -How these factors influence menu design (e.g., variety, cost, dietary needs). •Production Planning: Importance of time management in food production.-Steps involved in creating a production plan for dishes like lasagna and cheesecake. - Identifying potential problems and creating contingencies within the plan. •Practical Skills: Safe and hygienic food handling practices throughout preparation and cooking. •Techniques for preparing, cooking, and presenting various dishes (pasta, bread, lasagna, cheesecake, shortbread). •Sustainability: The impact of climate change on the hospitality industry (e.g., resource availability, food production). •The concept of food miles and its environmental impact. - Importance of sustainable practices in hospitality (e.g., reducing food waste, sourcing locally). 	
	<p>HEART - Personal Development</p>	
<p>•Problem-Solving:</p> <ul style="list-style-type: none"> •Adapting to unforeseen situations during practical sessions. •Finding creative solutions for presentation techniques. •Troubleshooting potential issues related to food safety and hygiene 		
<p>HAND - Skills</p>	<ul style="list-style-type: none"> • Nutrition: Revise nutrients and their functions in the body - Learn how to identify signs of nutritional deficiencies. • explain how cooking methods affect nutrient content in dishes. • Food Safety & Hygiene: Recap common foodborne illnesses and their symptoms. • Explain about different food poisoning types and the foods they are associated with. • Menu Planning: Revise key nutrients - Identify factors to consider when creating menus, like dietary needs and target audience. • Explain how these factors influence menu choices with examples. • Practical Skills: Develop time management skills through production planning (Lasagna & Cheesecake). • Learn and practice essential skills like: <ul style="list-style-type: none"> • Preparing and cooking pasta, bread, lasagne, cheesecake & shortbread - Presenting dishes effectively -Maintaining food safety practices throughout the process - Evaluate your own performance and the final dishes. • Sustainability: Understand the impact of climate change on the hospitality industry. • Learn about sustainable practices like reducing food miles and their benefits. 	








H&C Introduction and Course Outline

Y10/T1/W1



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - an understanding from year 9 about hospitality and catering as a subject - An understanding of food skills and knowledge from year 9 to enable all students to access this course 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Understand food related causes of ill health
	 <ul style="list-style-type: none"> - Unit 1 The Hospitality and Catering industry 40% of qualification (80 marks) - Unit 2 Hospitality and Catering in action 60% qualification (120 marks) - Topics of content /Assessment Objectives - Key command words located these can be filed to refer back to during the course 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - Text 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Understand the course requirements - Examine the design brief - Formulate an introduction for the project 	






1.4.1 Food-related causes of ill health

Y10/T1/W2



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - have some understanding from year 9 about cross contamination and the danger zone 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - You should be aware of both visible and non-visible symptoms associated with food-induced illnesses. Visible symptoms can include anaphylactic shock, bloating, breathing difficulties, chills, diarrhea, facial swelling, pale or sweating skin, rash, vomiting, and weight loss. Less noticeable symptoms may include constipation, feeling sick, painful joints, stomach aches, weakness, and wind or flatulence.
	 <ul style="list-style-type: none"> - Learners should be aware of the various causes of ill health related to food, including allergies, bacteria, chemicals, and intolerances. Specific food poisoning bacteria include <i>Bacillus cereus</i>, <i>Campylobacter</i>, <i>Clostridium perfringens</i>, <i>E. coli</i>, <i>Listeria</i>, <i>Salmonella</i>, and <i>Staphylococcus aureus</i>. In addition, learners should understand food allergies and intolerances, which can be caused by substances like gluten, crustaceans, dairy products, eggs, fish, fruit and vegetables, lupin, molluscs, nuts, peanuts, sesame seeds, soya, wheat, lactose, aspartame, and MSG. Finally, learners should be familiar with food labeling laws and food safety legislation to ensure safe food consumption. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - Organisation 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> <input type="checkbox"/>Critical thinking: Students will analyze information about various food-borne illnesses, allergens, and intolerances to understand their causes, symptoms, and prevention strategies. <input type="checkbox"/>Problem-solving: By understanding the factors contributing to food-related health issues, students can develop problem-solving skills to identify potential risks and implement preventative measures. <input type="checkbox"/>Health literacy: Students will gain knowledge about food safety, nutrition, and the impact of dietary choices on overall health, enhancing their health literacy. <input type="checkbox"/>Communication: Through discussions and presentations, students can improve their ability to communicate effectively about food safety and health concerns. <input type="checkbox"/>Research skills: Students will learn to gather information from reliable sources, such as scientific articles and government guidelines, to support their understanding of food-related health issues. <input type="checkbox"/>Awareness and responsibility: By becoming knowledgeable about food safety, students can develop a greater sense of awareness and responsibility for their own health and the health of others. 	






2.1.1 Understanding the importance of nutrition

Y10/T1/W2-5



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Macronutrients: Carbohydrates, proteins, fats (energy sources). - Micronutrients: Vitamins, minerals (essential for bodily functions).Balanced diet: Includes all nutrients. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Identify specific groups that have different nutritional needs -Explain the nutritional requirements of specific groups -Compare the nutritional needs of two specific group
	 <ul style="list-style-type: none"> -Learners should be knowledgeable about the functions of macronutrients (carbohydrates, fats, and proteins) and micronutrients (vitamins and minerals). This includes understanding the roles of fat-soluble vitamins (A and D), water-soluble vitamins (B group and C), minerals (calcium, iron, sodium, potassium, magnesium), dietary fiber, and water. -This knowledge should be applied to various life stages, from babies and toddlers to teenagers, adults, and the elderly. -Additionally, learners should be aware of special dietary needs for individuals with different energy requirements, those on special diets, those with medical conditions, those following religious dietary restrictions, and those who are pescatarian, vegetarian, or vegan. 	
	<p>HEART - Personal Development</p>  <ul style="list-style-type: none"> - By studying nutrition, students will develop critical thinking, problem-solving, communication, self-awareness, empathy, and lifelong learning skills. They will learn to analyse information, evaluate evidence, tailor diets to individual needs, communicate effectively, and understand the importance of continuous learning about nutrition. 	
	<p>HAND - Skills</p>  <ul style="list-style-type: none"> - Understanding the nutritional composition of food: Students will be able to identify the key nutrients present in different foods and their functions. - Recognizing the importance of a balanced diet: Students will understand the need for a variety of nutrients to support optimal health and well-being. - Tailoring diets to individual needs: Students will be able to adapt dietary recommendations based on age, lifestyle, medical conditions, and personal preferences.Applying nutritional knowledge to real-world scenarios: - Students will be able to use their understanding of nutrition to make informed decisions about food choices, meal planning, and dietary supplements. - Considering the ethical and cultural aspects of nutrition: Students will be aware of the social, environmental, and cultural factors that influence dietary choices. 	



TERM 2








2.2.2 How to plan production

Y10/T2/W1



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Have an understanding of why time-plans are important to organise a practical lesson - To understand how to layout a time plan 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Learners should be able to effectively plan dishes for a menu. Key areas of understanding include:</p> <p>Commodity List: A detailed list of ingredients required, including quantities.</p> <p>Contingencies: Planning for unexpected events or changes in ingredients or equipment.</p> <p>Equipment List: Ensuring the availability of necessary tools and appliances.</p> <p>Health, Safety, and Hygiene: Adhering to food safety standards and practices.</p> <p>Quality Points: Maintaining high standards for taste, presentation, and nutritional value.</p> <p>Sequencing/Dove-Tailing: Coordinating tasks to optimize efficiency and time management.</p> <p>Timing: Accurately estimating the preparation and cooking times for each dish.</p> <p>Mise en Place: Preparing all ingredients and equipment in advance to streamline the cooking process.</p> <p>Cooking: Executing cooking techniques with skill and precision.</p> <p>Cooling: Properly cooling cooked food to prevent foodborne illness.</p>
	 <ul style="list-style-type: none"> - Learners should begin to know how to plan a dish and understand some of the following: commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • sequencing/dove-tailing • timing • mise en place • cooking • cooling 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - Organisation of time-plans 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Pre-Practical - Time plan for Chicken Gyros <ul style="list-style-type: none"> • Recap prior learning • Recognise the importance of a production plan • Create a production plan - Practical - Chicken Gyros <ul style="list-style-type: none"> • Demonstrate preparation and cooking skills • Demonstrate presentation techniques • Demonstrate food safety practices 	






2.1.2 How cooking methods can impact on nutritional value

Y10/T2/W2



At Malbank we will develop Technologists who are creative, skilful and confident practically, socially and intellectually giving students the opportunity to impress leaders of industry so that they can make a smooth transition from education into the workplace.

Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Some knowledge of cooking methods and that some of more healthy than others 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>Culinary creativity: They will experiment with different cooking methods to create delicious and nutritious dishes.</p>
	 <ul style="list-style-type: none"> - Learners should know and understand how the following cooking methods impact on nutritional value: • boiling• frying• grilling• poaching• roasting• steaming• baking• stir-frying. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - By studying and practicing various cooking methods, students can develop a range of personal development skills, including problem-solving, time management, attention to detail, creativity, patience, self-discipline, confidence, and teamwork. 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Nutritional awareness: They will be able to assess how different cooking methods affect the nutritional content of food, such as vitamin and mineral retention. - Culinary techniques: They will master various cooking techniques, including boiling, frying, grilling, poaching, roasting, steaming, baking, and stir-frying. - Health and wellness: They will be able to recommend healthier cooking methods to preserve nutrients and reduce unhealthy fats and additives. 	






1.4.2 Symptoms and signs of food-induced ill health

Y10/T2/W3, 4, 5



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <p>- Learners should be aware of the various causes of ill health related to food, including allergies, bacteria, chemicals, and intolerances. Specific food poisoning bacteria include Bacillus cereus, Campylobacter, Clostridium perfringens, E. coli, Listeria, Salmonella, and Staphylococcus aureus. In addition, learners should understand food allergies and intolerances, which can be caused by substances like gluten, crustaceans, dairy products, eggs, fish, fruit and vegetables, lupin, molluscs, nuts, peanuts, sesame seeds, soya, wheat, lactose, aspartame, and MSG. Finally, learners should be familiar with food labeling laws and food safety legislation to ensure safe food consumption.</p>	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <p>- Text</p>
	 <ul style="list-style-type: none"> - You should be aware of both visible and non-visible symptoms associated with food-induced illnesses. Visible symptoms can include anaphylactic shock, bloating, breathing difficulties, chills, diarrhea, facial swelling, pale or sweating skin, rash, vomiting, and weight loss. Less noticeable symptoms may include constipation, feeling sick, painful joints, stomach aches, weakness, and wind or flatulence. 	
	<p>HEART - Personal Development</p>	
 <ul style="list-style-type: none"> - By studying food-induced ill health, students can develop valuable personal development skills such as health awareness, critical thinking, empathy, research skills, communication abilities, and self-discipline. 		
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Food Related Causes Of Ill Health <ul style="list-style-type: none"> • Recap prior learning • State the 7 common types of food poisoning • Relate the food poisoning species to food types and symptom types - Factors To Consider When Proposing Dishes For Menus <ul style="list-style-type: none"> • Recap nutrients • Identify the factors to consider when proposing dishes for menus. • Explain, with well-reasoned examples, the factors to consider when proposing dishes for menus. 	






2.4.1 Reviewing of dishes

Y10/T2/W6



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Prior Knowledge	Current	Future
<p>Pupils should have:</p> <ul style="list-style-type: none"> - Understand why we evaluate our own performance and know some ways to this in Food Technology. 	<p>HEAD - Knowledge</p>	<p>Pupils should go on to:</p> <ul style="list-style-type: none"> - Learners should provide a concise review of their planning, preparation, and cooking. They should highlight areas of success and potential for improvement. Key areas to consider include dish production, dish selection, health and safety, hygiene, potential improvements, organoleptic qualities, presentation, and waste management.
	 <ul style="list-style-type: none"> - You should start to understand how to review your planning, preparation, and cooking. You should highlight areas of success and potential for improvement. Key areas to consider include dish production, dish selection, health and safety, hygiene, potential improvements, organoleptic qualities, presentation, and waste management. 	
	<p>HEART - Personal Development</p>	
	 <ul style="list-style-type: none"> - They will learn to plan and organize effectively, manage their time efficiently, work independently and collaboratively, problem-solve and adapt to challenges, pay attention to detail, take pride in their work, and meet deadlines. Additionally, they will develop self-confidence, resilience, and a positive attitude towards learning. 	
<p>HAND - Skills</p>	 <ul style="list-style-type: none"> - Students will start to develop a range of culinary skills through the process of planning, preparing, and cooking. They will learn to select appropriate dishes, plan effectively, handle food safely and hygienically, produce high-quality dishes, evaluate the organoleptic qualities of their creations, present their work attractively, and minimize waste. 	



TERM 3

