

## Hospitality & Catering Curriculum Intent

The Hospitality & Catering curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive, practical and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the varied and strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts within our subject, alongside developing their practical cooking skills to ensure the embedding of lifelong skills.

For example, in Year 9 we introduce them to a number of important first order concepts – one being how to manage high risk ingredients with real independence, in order to avoid food poisoning. This builds towards a project on the role of the Environmental Health Officer, which is their first assessed piece of work. This theory is supported by a range of skilled practical lessons that rehearse some previous skills they would have learnt at middle school, as well as a building new more high-level skills that prepare the students for later life.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, by key stage 4 the students will begin adapting recipes for different dietary requirements and will eventually build towards sourcing and developing their own recipes. They will also start to consider high end presentation techniques in order to produce professional quality food products. At this point they will also be able to evaluate recipes organoleptically to enable them to improve and develop future attempts.

We use the principles of **cognitive** science in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition** and **remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, the students at key stage 4 will have the opportunity to go on a number of food-based trips to develop their knowledge of the industry that they are studying, for example visiting restaurants where they will be shown how they operate behind the scenes with staff, processes and equipment all considered. In addition to this they will also be able to attend a number of extracurricular sessions that have been arranged within school where they will get master classes from real experts from the industry such as chefs and venue managers.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

### Food Catering Curriculum Intent Year 9

Prior to year 9 students will have varying knowledge dependent on middle schools. Woodfield complete a rotation of topics across D&T subjects, one of which will be Food, whilst Birchensale students study food in Year 6 (not KS3) and year 8. All students will have an understanding of hygiene and safety in both and theoretical and practical concept and will be able to follow a recipe with guidance. They will also have some understand of healthy eating based on the Eatwell guide and will know that food provide nutrients.

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	Main focus will be students working safely and hygienically in food rooms and understanding the concepts behind	Students will be able to	<ul style="list-style-type: none"><li>News articles on outbreaks of food poisoning.</li></ul>

	<p>preventing food poisoning. Whilst improving independence and skills in practical lessons (see skill overview sheet)</p> <p>Key Concepts include:</p> <ul style="list-style-type: none"> <li>• Working safely with equipment in food rooms</li> <li>• 4 C's (Cooking, cleaning, chilling &amp; Cross contamination)</li> <li>• Difference between contamination and a contaminate</li> <li>• Key Temperatures that reduce food poisoning and growth of bacteria.</li> <li>• Storage &amp; shopping for ingredients</li> <li>• Role of environmental health officer (EHO)</li> <li>• Function, sources, excess and deficiency of a range of nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the risks and how to reduce them when using equipment in a food room</li> <li>• Know the importance of chilling food &amp; cooking food to reduce the risk of bacteria growing and preserve food, and apply this knowledge in a practical</li> <li>• Demonstrate in practical lessons how to avoid both contamination and cross contamination and can discuss the difference</li> <li>• To avoid the growth of bacteria whilst shopping and storing food, to prevent the risk of food poisoning.</li> <li>• Analyse food hygiene issues and apply knowledge and understanding on ways an establishment can improve their practice to gain better hygiene star ratings</li> <li>• Understand that a lack of nutrients can lead to health issues and the importance of a healthy balanced diet to avoid health issues in adult life.</li> </ul>	<ul style="list-style-type: none"> <li>• Job Role of EHO</li> <li>• Scores on the doors, hygiene rating for all food establishments and what it means</li> <li>• Review of hygiene ratings of establishments in local area</li> </ul>
Spring	<p>Continuing to build skills and confidence in practical lessons and build on knowledge of nutrients from autumn term.</p> <p>Key concepts include:</p> <ul style="list-style-type: none"> <li>• Changing nutritional needs through life</li> <li>• Understanding the difference between an allergy and intolerance</li> <li>• Nutrients provided by the Eatwell guide</li> <li>• Key health issues linked to poor diet</li> <li>• 8 Tips to healthy eating</li> <li>• Building independence producing own planning sheet for a practical</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare the different nutritional needs of two age groups.</li> <li>• Identify foods that will cause an allergy or intolerance and explain some of the differences between impact of them.</li> <li>• Propose a balanced diet and the nutrients provided by the diet.</li> <li>• Discuss and present the risks of health issues linked to poor diet and how to adapt diets to reduce key medical ailments</li> <li>• Can discuss way to follow a healthy diet and the benefits behind these choices.</li> </ul>	<ul style="list-style-type: none"> <li>• News articles and court cases linked to deaths from allergies</li> <li>• Statistics on health issues in the UK</li> </ul>
Summer	<p>Focus on the choice of ingredients available and ethical reasons for choice of ingredients. Continuing to build on practical skills and independence</p> <p>Key concepts include:</p> <ul style="list-style-type: none"> <li>• Seasonal foods</li> <li>• Organic and Fairtrade</li> <li>• Egg production</li> <li>• Chicken rearing</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the advantages and disadvantages of purchasing seasonal foods</li> <li>• Understand the benefit and ethical reasons behind purchasing organic and fairtrade food</li> <li>• Become an informed consumer when making the decision about what egg/chicken to purchase.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase and choice of ingredients available in the supermarket.</li> </ul>

Year 9 End Point	By the end of year 9 students will have developed practical skills, particularly focused on knife skills and preparation of vegetables and avoiding contamination and cross contamination, as well as building on confidence and independence in practical lessons (see skill overview for range of skills). Their knowledge of a healthy diet will have been expanded as well as making the right choices to have a healthy diet and ensuring have a diet balanced by nutrients. They will have become more informed consumers when it comes to purchasing ingredients and understanding that recipes will need to be adapted for those with allergies and intolerances.
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### **Hospitality & Catering Curriculum Intent Year 10**

Prior to year 10 students will have covered a range of theory and practical skills in both year 9 and their previous schools. They will have a good working knowledge of The Eatwell Guide and what the nutrients we consume to remain healthy. They will also have completed a range of work on hygiene and safety in the workplace which they will now be able to put into practice with increased independence this year. Their practical skills will have also developed considerably over the last year, completing a range of cooking with a range of skills that have increased in difficulty over the year. This will have been assessed in year 9 when they completed a practical that involved them making a set of identical quiches from scratch with their own bespoke plan.

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Theory: Unit 1</b>            3.2 Risk assessments            3.3 Food safety            4.1 Food related ill health</p> <p><b>Practical: Unit 2</b>            3.3 Food safety            1.1 Principles of nutrition / Diets            3.1 Prepare &amp; make dishes - skills            3.3 Building Food Safety knowledge            1.2 Cooking methods and the impact on nutritional value</p>	<p>Presentation of new information through discussions, videos, teacher presentation, practical demonstrations (modelling) and practical lessons where the students produce a range of dishes independently.</p> <p>The course starts with Unit 1 3.2 Risk Assessments and a unit on food related ill health as this covers hygiene and safety which is important for students for carrying out practicals in the food room and also life skills.</p> <p>Students will have a very good understanding of the different food related illnesses and bacteria's, some of which are also covered in Science lessons. Students will be able to link the bacteria to the source as well as the symptoms. This will allow students to see the importance of food safety within all areas of hospitality and catering.</p> <p>With a vocational focus, students will have basic understanding of Food Safety Legislation and the role of the environmental health officer, as well as a limited knowledge of Food Labelling and HACCP legislation which will grow throughout the year with careful sequencing between the theory and practical lessons.</p> <p>Students will be able to apply some knowledge of bacterial growth control and cross-contamination from KS3 lessons to HACCP. Modelling of exam style questions for both their theory exam and controlled assessment will happened throughout the year as routine planned assessments. End of unit assessment is planned to test student's retention of knowledge.</p>	<ul style="list-style-type: none"> <li>• Looking at Food Standard ratings for food outlets in the local area. Students aware that they can be found on the doors of all establishments</li> <li>• News articles of outbreaks of food poisoning and allergy deaths.</li> <li>• Food Inspectors, real life examples of issues identified by EHO's  <a href="https://www.youtube.com/watch?v=-zc3_mRm7kQ">https://www.youtube.com/watch?v=-zc3_mRm7kQ</a></li> <li>• Industry specialists will be invited into school to hold talks on specific topics e.g. veganism, hotel management etc...</li> </ul>

Spring	<p><b>Theory: Unit 1</b>  4.2 Symptoms and signs of food-induced ill health  4.3 Preventative control measures of food-induced ill health</p> <p><b>Practical: Unit 2</b>  2.1 Menu Planning  3.3 Building Food Safety knowledge  2.2 Plan production  3.2 Food presentation techniques  2.3 Hospitality &amp; Catering provision to meet specific requirement</p>	<p>Presentation of new information through discussions, videos, teacher presentation, practical demonstrations (modelling) and practical lessons where the students produce a range of dishes independently.</p> <p>In theory lessons students will continue to develop their knowledge of food induced ill health and preventative measures with links to the food industry and professional standards. Students will then have the opportunity to put these skills into practice as they source, store, prepare and then cook a range of dishes that get progressively more complex as they progress through the year.</p> <p>Through a range of different tasks, they will start to experiment with menu planning where they will have to consider a range of different audiences, then developing their independent planning skills by time-planning the production of a range of dishes.</p> <p>End of unit assessment is planned to test student’s retention of knowledge of 2.1 and 2.2 which will help to prepare them for their practical assessment at the beginning of next year.</p> <p>Retrieval practice through questioning and Kahoot which is set for homework and through ‘Do Now’ activities at the beginning of each lesson.</p>	<ul style="list-style-type: none"> <li>• Real life scenarios discussed and shared in class of experiences in establishments.</li> <li>• Use of industry magazines</li> <li>• Trip to HoW College</li> <li>• Master classes from chef and other food specialists.</li> <li>• Food programs based around the industry and developing restaurants e.g. Master Chef, The Great British Menu and Hungry For It (BBC Iplayer)</li> <li>• Videos of people discussing their job roles</li> </ul>
Summer	<p><b>Theory: Unit 1</b>  3.1 Health and safety in businesses</p> <p><b>Practical: Unit 2</b>  3.1 Prepare &amp; make dishes - skills  3.2 Food presentation techniques - Advanced  4.1 Reviewing of dishes  4.2 Reviewing own performance in practical’s</p>	<p>Students will have knowledge of safe working practices from a practical point of view in the kitchen, mainly around health and safety (slips, trips and falls) and knowledge of regulations and acts most of which can be applied to any field of work they go into. Again, the theory completed has a vocational focus and will be supported by the practical side of the course.</p> <p>The focus in the final term will then be to refine and build on their practical’s skills. Alongside of this students will also develop their ability to review dishes and their own performance to make sure they are constantly improving as practitioners. They will be given more freedom to experiment and cook dishes of their choice, sourcing recipes independently. This will be good preparation for their practical assessment that will take place near the start of year 11.</p> <p>There will be an end of unit assessment for 3.1, 3.2, 4.1 and 4.2 at the end of this year in the form of a practical mock. This will enable teachers to give the students feedback so they are fully aware of their current progress.</p>	<ul style="list-style-type: none"> <li>• Students will have the opportunity of a kitchen takeover at HoW college. This is an extremely valuable experience where they will cook for real people in a commercial kitchen.</li> <li>• Master classes for complex skills will be available after school on the extra-curricular calendar.</li> <li>• Time to plan menu’s and recipes using a range of professional standard recipes.</li> </ul>
Year 10 End Point	<p>Unit 2 Mock Exam. Students will be given a trial brief which a realistic scenario, like in the real Unit 2 assessment next year. They will develop a number of dishes of their choice, 2 of which they will cook and then evaluate. Students will be taught a wide range of practical skills during the year improving their confidence and skills set allowing them to be able to prepare meals from scratch with the hope that in later life they will not be reliant of convenience products and can</p>		

	also take and share these skills in their homes. They will also gain knowledge on the need for dishes to be adapted to meet the dietary needs of the people that they are cooking for.	
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### Hospitality & Catering Curriculum Intent Year 11

Prior to year 11 students will have covered a range of theory and practical skills in both year 9 and 10 and all students will have a good working knowledge of the Hospitality & Catering industry. They will have completed their Unit 1 Theory exam and now their focus will switch towards cooking skills, in particular high level skills such as pastry, bread and sauce making, all life long skills that they will be able to practice into adulthood, many will also have the opportunity to use these skills in the work place, be it a career in Hospitality & Catering or part time jobs while at college or university.

Their practical skills will have also developed considerably over the last year, completing a range of cooking with a range of skills that have increased in difficulty over the year. They will now have more opportunity to create their own menu's and recipes where we will encourage them to experiment and be creative.

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Unit 2 LO1 Understand the importance of nutrition when meal planning</b></p> <p>1.1 Describe function of nutrients in the body</p> <p>1.2 Compare nutritional needs of specific groups</p> <p>1.3 Explain characteristic of unsatisfactory nutritional intake</p> <p>1.4 Explain how cooking methods impact of nutritional value</p> <p><b>Unit 2 LO2 Understand Menu planning</b></p> <p>2.1 Explain factors to consider when menu proposing dishes</p> <p>2.2.Explain how dishes address environmental issues</p> <p>2.3 Explain how dishes meet customer needs</p>	<p>Presentation of new information through discussions, videos, teacher presentation, practical demonstrations (modelling) and practical lessons where the students produce a range of dishes independently.</p> <p>Students will already have a basic knowledge of the main nutrients from previous years. At the start of this they will delve deeper into this researching a broader range of sources, functions and varieties of nutrients, being encouraged to analyse the dishes they make, with the ultimate aim of being able to tell us what nutrients are in their dishes, why they are there and what if any are missing. All LO1 units will be taught holistically with students looking at diets, audiences, and cooking methods that they could employ, with the aim of being able to implement and discuss these elements when choosing and creating their own menus later in the year.</p> <p>They will then have the opportunity to put these skills into practice as they source, store, prepare and then cook a range of dishes that get progressively more complex as they progress through the year.</p> <p>Through a range of different tasks, they will start to experiment with menu planning where they will have to consider a range of different audiences, then developing their independent planning skills by time-planning the production of a range of dishes.</p>	<ul style="list-style-type: none"> <li>● Real life scenarios discussed and shared in class of experiences in establishments.</li> <li>● Use of industry magazines</li> <li>● Trip to HoW College</li> <li>● Master classes from chef and other food specialists.</li> <li>● Food programs based around the industry and developing restaurants e.g. Master Chef, The Great British Menu and Hungry For It (BBC Iplayer)</li> <li>● Videos of people discussing their job roles</li> </ul>

		<p>End of unit assessment is planned to test student's retention of knowledge of LO1 and some parts of LO2 which will help to prepare them for their practical assessment next term.</p>	
<p>Spring</p>	<p><b>UNIT 2</b>  2.4 Plan production of dishes for a menu  PRACTICAL MOCK ASSESSMENT 2 HRS  Controlled Coursework 5.5 HOURS  Controlled Practical - 3.5 HOURS</p> <p>Revision for Unit 1 retakes</p>	<p>Presentation of new information through discussions, videos, teacher presentation, practical demonstrations (modelling) and practical lessons where the students produce a range of dishes independently.</p> <p>There will be a laser sharp focus on practical skills and presentation this term, with reminders about good hygiene and safety practices that have been put in place over the last two years. They will be given the opportunity to complete a number of 'free cooks' where they can practice high quality restaurant standard dishes that they may choose to make for their final assessment.</p> <p>Students will then have the opportunity to complete a 2 hour mock assessment where they will plan and then cook a dish of their choice under controlled conditions. They will be encouraged to be independent, creative and professional, just as they have been taught to be.</p> <p>The term will end with their full controlled assessment, part of which is theory and part practical. This will be their chance to show off a range of skills they have developed over the last two years. They will be given a scenario from the exam board which will mirror a real-life scenario. They will then plan, prepare, cook and present two dishes of their choice.</p> <p>For many this will be the highest level of cooking they may experience in their life, but everyone will take away a range of life long skills that will make them better, healthier cooks as they approach adulthood.</p>	<ul style="list-style-type: none"> <li>• Students will have the opportunity of a kitchen takeover at HoW college. This is an extremely valuable experience where they will cook for real people in a commercial kitchen.</li> <li>• Master classes for complex skills will be available after school on the extra-curricular calendar.</li> <li>• Time to plan menu's and recipes using a range of professional standard recipes.</li> </ul>

Summer	<p><b>Retakes for Unit 1 LO1</b> Understand the environment in which H&amp;C providers operate</p>	<p>Presentation of new information through discussions, videos, teacher presentation, practical demonstrations (modelling) and practical lessons where the students produce a range of dishes independently.</p> <p>Students who are resitting Unit 1 from year 10 will be given a range of revision classes where we will cover key content again as well as exam style practice to ensure they have understood the concepts covered. A range of independent revision will also be set, mainly via Teams, so they can access resources at home. These lessons will continue right up until the actual exam.</p>	<ul style="list-style-type: none"> <li>Looking at Food Standard ratings for food outlets in the local area. Students aware that they can be found on the doors of all establishments</li> <li>News articles of outbreaks of food poisoning and allergy deaths.</li> <li>Food Inspectors, real life examples of issues identified by EHO's <a href="https://www.youtube.com/watch?v=-zc3_mRm7kQ">https://www.youtube.com/watch?v=-zc3_mRm7kQ</a></li> </ul>
Year 11 End Point	<p>Students will hopefully leave with a qualification and grade that they can be proud of, but more importantly a range of high-level professional cooking skills they ordinarily they wouldn't have at this age. This will give them a better chance of being healthy and happy individuals with a good relationship with food. Some will continue academic study in this sector and many will work in the industry at some point in their lives and their experiences here will give them a head start.</p>		

**Subject: Food Science & Nutrition Curriculum Intent Year 12**

Students normally join us after completing a level 2 qualification in Hospitality & Catering, but this isn't always the case. This qualification focuses more on the food science element of food production so students completing traditional sciences often benefit from taking the course alongside those. There is still a large emphasis on practical work in both year 12 and 13 which makes this course unique. An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates of this course, especially if they complete the full

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b> <b>Hygiene and Safety</b> AC1.1 Explain how individuals can take responsibility for food safety AC1.2 Explain methods used by food handlers to keep themselves clean and hygienic AC1.3 Explain methods used to keep work areas clean and hygienic AC1.4 Analyse risks associated with food safety <b>Nutrition</b> AC2.1 Explain how nutrients are structured</p>	<p>Theory lessons with interactive tasks, probing in depth questioning, modelling of good answers, sharing of good practice.</p> <p>Practical lessons with modelling to prepare students. Students will get the opportunity to cook complex dishes during double lessons. This includes breads, pastry, sauces, desserts butchery etc...</p> <p>Hygiene &amp; Safety- Related theory to compliment the practical work taking place including level 2, industry standard certificates.</p>	<ul style="list-style-type: none"> <li>Food related news stories e.g. changes to law, large scale incidents of food poisoning, deaths or serious illnesses from food related allergies.</li> <li>Master classes from professionals.</li> <li>Visits to real food businesses.</li> <li>BBC good food magazine subscription.</li> <li>Level 2 Food Safety Certificate.</li> </ul>

	<p>AC2.2 Classify nutrients in foods AC2.3 Assess the impact of food production methods on nutritional value</p>	<p>Practice practical and coursework brief for Unit 1 Nutrition theory and related practical work.</p> <p>Focus on complex skills for practical work with real life scenarios.</p>	
Spring	<p><b>Unit 1 Meeting Nutritional needs of Specific Groups Dietary Requirements</b></p> <p>AC3.1 Describe functions of nutrients in the human body AC3.2 Explain characteristics of unsatisfactory nutritional intake AC3.3 Analyse nutritional needs of specific groups AC3.4 Assess how different situations affect nutritional needs</p> <p><b>Practical Skills</b></p> <p>AC5.1 interpret recipes for complex menus AC5.2 plan production of menus AC6.1 use tools in preparation of commodities AC6.2 use advanced techniques in preparation of commodities AC6.3 assure quality of materials to be used in food preparation AC6.4 use advanced techniques in cooking of commodities AC6.5 present cooked complex dishes using advanced presentation techniques</p>	<p>Theory lessons with interactive tasks, probing in depth questioning, modelling of good answers, sharing of good practice.</p> <p>Practical lessons with modelling to prepare students. Students will get the opportunity to cook complex dishes during double lessons. These will gradually increase in difficulty to prepare students for their 'Master Chef' style practical assessment.</p> <p><b>Practical Assessment</b></p> <p>Begin 9 1/2 hours on chosen brief (option A or B) planning 3 hours <small>SEP</small> Practical exam 3 1/2 hours <small>SEP</small> Evaluation 3 hours.</p> <p>The aim of this assessment is to complete restaurant standard food using a real life scenario to give the students an authentic experience.</p>	<ul style="list-style-type: none"> <li>• Food related trip to Italy.</li> <li>• Food related news stories e.g. changes to food laws, large scale incidents of food poisoning, deaths or serious illnesses from food related allergies.</li> <li>• Master classes from professionals.</li> <li>• Visits to real food businesses.</li> <li>• BBC good food magazine subscription.</li> </ul>
Summer	<p><b>Unit 1 Meeting Nutritional Nutritional Requirements</b></p> <p>AC4.1 Evaluate fitness for purpose of diets AC4.2 Calculate nutritional requirements for given</p> <p><b>REVISION UNIT 1</b> <b>All topics will be revised to prepare the student for their final exam.</b></p> <p>After exams: Prepare research for optional brief Unit 3 where students will be introduced to food science experiments by developing specific food products.</p>	<p><b>Unit 1 Theory Exam</b></p> <p>90 minute examination; plus 15 minutes reading time</p> <ul style="list-style-type: none"> <li>• Total of 90 marks</li> <li>• Three sections on each paper</li> <li>• Section A is short answer questions</li> <li>• Section B is extended answer questions</li> <li>• Section C relates to a case study</li> </ul>	<ul style="list-style-type: none"> <li>• Food related news stories e.g. changes to food laws, large scale incidents of food poisoning, deaths or serious illnesses from food related allergies.</li> <li>• Visits to real food businesses.</li> </ul>



Year 12 End Point	Completed coursework and theory exam for Unit 1. Students will also have been introduced to Unit 3, experimenting to Solve Food Production Problems, to prepare them for the full diploma in year 13.
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**Subject: Food Science & Nutrition Curriculum Intent Year 13**

Students completing this course will already have passed the Certificate in Food Science & Nutrition. They will then be offered the opportunity of completing the full Diploma by passing a further 2 units, one on food experiments that focuses on the properties of a range of ingredients and processes. The second further develops the students knowledge of how we ensure food is safe to eat.			
Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b>Unit 3 Experimenting to Solve Food Production Problems</b> The aim of this unit is for learners to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production problems.</p> <p><b>LO1 understand the scientific properties of food</b> <b>LO2 be able to scientifically investigate changes to food</b> <b>LO3 be able to solve food production problems</b></p>	<p><b>Unit 3:</b> Practice task as a group (not the brief for the real task).</p> <p>Practicals to cover a range of complex, professional standard products that can be developed in a number of ways, usually over double lessons. These include quiches, meringues, breads, ice creams etc...</p> <p>Theory lessons to support the learning from practical lessons. This will help the students explore a range of ingredients and the functions they play in recipes.</p> <p>Complete chosen brief for Unit 3 Unit 3 = 12 hours</p>	<ul style="list-style-type: none"> <li>• Master classes from professionals.</li> <li>• Visits to real food businesses.</li> <li>• BBC good food magazine subscription.</li> <li>• Level 2 Food Safety Certificate.</li> </ul>
Spring	<p><b>Unit 3 Controlled Assessment will be completed</b></p> <p><b>Unit 2 Ensuring Food is Safe to eat.</b> Learners will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks.</p> <p><b>LO1 understand how microorganisms affect food safety</b> <b>LO2 understand how food can cause ill health</b> <b>LO3 understand how food safety is managed in different situations</b></p>	<p><b>Unit 2:</b> Students will complete professional standard risk assessments based on real life scenarios e.g. business case studies, practical cooking sessions etc so they that can assess the risks present.</p> <p>Theory lessons with interactive tasks, probing in depth questioning, modelling of good answers, sharing of good practice.</p> <p>A mock to practice skills learnt and assess their current standard of work. These will use past scenarios from previous exams with a range of business types covered e.g. street food sellers, restaurants, wedding caterers etc.</p>	<ul style="list-style-type: none"> <li>• Food related trip to Italy.</li> <li>• Food related news stories e.g. changes to food laws, large scale incidents of food poisoning, deaths or serious illnesses from food related allergies.</li> <li>• Visits to real food businesses.</li> </ul>

Summer	<b>Unit 2 Ensuring Food is Safe to eat</b>  <b>REVISION FOR UNIT 1</b> Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE if retaking exam	At the beginning of May students will begin their real Unit 2 Ensuring Food is Safe to eat by completing an 8 hour controlled assessment task set by the exam board via a brief.	<ul style="list-style-type: none"> <li>• Food related news stories e.g. changes to food laws, large scale incidents of food poisoning, deaths or serious illnesses from food related allergies.</li> </ul>
Year 13 End Point	Completed level 3 diploma in Food Science & Nutrition.		