

### KS4 Curriculum Overview: Catering Year 11

**Rationale:** Throughout this year, you will **extend on your existing knowledge** from Yr 10 and deepen your understanding of the requirements for Unit 2: Coursework. The year starts with a 'Mini Mock' assignment with focussed practical assessments throughout. We will then complete a mock NEA including practical exam which will be assessed and used as a supporting document for the final NEA Coursework. We will finish the year with the 9 hr. controlled assessment (6 hrs. written, 3 hrs. 2 dishes and accompaniments).

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Reading	Knowledge/Skills End Points
Autumn (Sept-Oct)	<p>The first term will focus on different stages for planning and carrying out the Unit 2 assessment, which is assessed through a Controlled Assessment Task in the form of a Learner Assignment Brief.</p> <p><b><u>Unit 2: Coursework</u></b></p> <p><b>Mini Mock (Western Avenue Deli)</b></p> <p><b>LO1: Understand the importance of nutrition in planning</b> Task 1 <b>AC1.1:</b> Describe the functions of Nutrients in the human body <b>AC1.2:</b> Compare nutritional needs of specific groups <b>AC1.3:</b> Explain the characteristics of unsatisfactory nutritional intake</p> <p><b><u>LO2: Understanding Menu Planning</u></b> Task 2 <b>AC2.1:</b> Explain factors to consider when proposing dishes for menus</p>	<p><b>FAR 1</b> – Nutrition work</p> <p><b>FAR 2</b> –Factors to consider task</p> <p><b>FAR 3</b> - FPT (photographs and evaluation)</p>	<p><b>HL1:</b> Recipe Choice(s) Mind map (including accompaniments)</p> <p><b>HL2:</b> Recipe Choice(s) and colour coding (time plan V1)</p> <p><b>HL3:</b> Amendments to time plan</p> <p><b>HL4:</b> Evaluation of Practical with photos</p>	<p>PowerPoints and resources on Staff share: Food and Nutrition: Year 9: Catering level 1.2 AQA</p> <p>Variety of ingredients (students provide their own)</p>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Core definitions of key words</li> <li>• Guided reading for practical tasks</li> <li>• Research and write tasks</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To be able to identify nutrients and their different functions</li> <li>• Understand the nutritional needs of different groups of people.</li> <li>• To understand different factors that need to be considered when designing menus.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Start to become competent in a range of practical skills (planning, cooking and presenting) in controlled conditions.</li> <li>• Develop independence in practical sessions</li> <li>• Develop more confidence in writing time plans</li> </ul>

	<p><b>AC2.3:</b> Explain how menu dishes meet customer needs</p> <p><b>Practical tasks:</b> Develop a range of skills for methods of cooking and presentation. <b>1 dish with accompaniment. (TBC)</b></p>					
Autumn (Nov-Dec)	<p><b>Unit 2: Coursework (cont)</b></p> <p><b>AC2.2:</b> Explain how dishes on a menu address environmental issues</p> <p><b>AC1.4:</b> Explain how cooking methods impact on nutritional value.</p> <p><b>Practical tasks:</b> Develop a range of skills for methods of cooking and presentation. Seasonal cooking where applicable</p>	<p><b>FAR 1</b> – Impacts of cooking work</p> <p><b>FAR 2</b> – Practical assessment</p>	<p><b>HL1:</b> Unsatisfactory Nutritional intake Qs</p> <p><b>HL2:</b> Environmental Issues Quiz</p> <p><b>HL3:</b> Practical skills evaluation</p> <p><b>HL4:</b> Dovetailing task</p>	<p>PowerPoints and resources on Staff share: Food and Nutrition: Year 9: Catering level 1.2 AQA</p> <p>Variety of ingredients (students provide their own)</p>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Core definitions of key words</li> <li>• Guided reading for practical tasks</li> <li>• Research and write tasks</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Be able to understand a Learner Assignment Brief (LAB) and consider environmental and customer needs for proposing dishes.</li> <li>• To understand a range of cooking methods and their impact on nutritional value.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Start to become competent in a range of medium/high level cooking methods for commodities.</li> <li>• Develop skills and competence in writing and working with time plans.</li> <li>• Continue to develop independence and skills in exam conditions</li> </ul>
Spring (Jan-Feb)	<p>The second term will develop the knowledge covered in Term 1. This mock coursework is designed to allow students to demonstrate their knowledge, skills and understanding of the Hospitality &amp; Catering Industry.</p> <p><b>Unit 2: Mock coursework: Waste Not Want Not</b></p>	<p><b>FAR 1</b> – Mock coursework assignment</p> <p><b>FAR 2</b> – Dovetailed time plan</p> <p><b>FAR 3</b> - Practical Assessment (photographs and evaluation)</p>	<p><b>HL1:</b> Compare the needs of two groups notes/mind map</p> <p><b>HL2:</b> Recipe Choice(s) and colour coding (time plan V1)</p> <p><b>HL3:</b> Dovetail time plan V1</p> <p><b>HL4:</b> Amendments to time plan</p>	<p>PowerPoints and resources on Staff share: Food and Nutrition: Year 9: Catering level 1.2 AQA</p> <p>Variety of ingredients (students</p>	<ul style="list-style-type: none"> <li>• Guided reading for practical tasks</li> <li>• Research and write tasks</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Be able to understand a Learner Assignment Brief (LAB) and consider environmental and customer needs for proposing dishes.</li> <li>• To understand a range of cooking methods and their impact on nutritional value.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Develop skills and competence in writing dovetailed time plans.</li> </ul>

	<p><b>LO1: Understand the importance of nutrition in planning</b>  Task 1  <b>AC1.1:</b> Describe the functions of Nutrients in the human body  <b>AC1.2:</b> Compare nutritional needs of specific groups  <b>AC1.3:</b> Explain the characteristics of unsatisfactory nutritional intake  <b>AC1.4:</b> Explain how cooking methods impact on nutritional value.  <b>LO2:Understanding Menu Planning</b>  <b>Task 2</b>  <b>AC2.3:</b> Explain how menu dishes meet customer needs  <b>AC2.4: Plan production of dishes for a menu</b></p> <p><b>LO3: Be able to cook dishes</b>  <b>AC3.1 – 5</b></p> <p><b>Refined and completed in full.</b></p> <p>2<sup>nd</sup> Mock Exam</p> <p>3hr practical: 2 Dishes with accompaniments</p>			provide their own)		<ul style="list-style-type: none"> <li>• Use a range of practical skills in practical assignment</li> <li>• Develop an understanding or processing through first-hand experience and use the products in food products</li> </ul>
Spring (March-April)	<p><u>Final Coursework LO1-3 AC1-3</u></p> <p><u>Completed in full.</u> Final</p>	<b>FAR 1</b> – Mock coursework assessment and grading	<p><b>HL1:</b> NEA Prep task: TBC</p> <p><b>HL2:</b> NEA Prep task: TBC</p>	PowerPoints and resources on Staff share: Food and Nutrition: Year	<ul style="list-style-type: none"> <li>• Guided reading for practical tasks</li> <li>• Research and write tasks</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To be able to use prior learning in the completion of AC1-4 and AC2-3</li> <li>• To be able to understand a LAB and complete 9 hr. NEA coursework.</li> </ul>

	<p>3Hr practical</p> <p>2 dishes with accompaniments</p>	<p><b>FAR 2</b> – Mock Summative assessment on coursework (including practical assessment)</p>		<p>9: Catering level 1.2 AQA</p> <p>Variety of ingredients (students provide their own)</p>		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of practical skills in practical assignment</li> <li>• Develop an understanding or processing through first-hand experience and use the products in food products</li> </ul>
<p>Summer (April-May)</p>	<p>Revision for re take (where Applicable)</p> <p>One off practical's where appropriate.</p>	<p><b>FAR 1</b> – TBC</p> <p><b>FAR 2</b> – TBC</p>	<p><b>HL1:</b> TBC</p> <p><b>HL2:</b> TBC</p>	<p>PowerPoints and resources on Staff share: Food and Nutrition: Year 9: Catering level 1.2 AQA</p> <p>Variety of ingredients (students provide their own)</p>	<ul style="list-style-type: none"> <li>• Key vocabulary</li> <li>• Core definitions of key words</li> <li>• Guided reading for practical tasks</li> <li>• Research and write tasks</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of: The conditions and control for bacterial growth; Growth conditions and control for mould and yeast production ;</li> <li>• To develop knowledge and understanding of The signs of food spoilage</li> <li>• To develop knowledge and understanding of the helpful properties of micro-organisms in food production</li> <li>• To develop knowledge and understanding of The buying of food and storing food safely.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of practical skills in practical assignment</li> </ul>

						<ul style="list-style-type: none"><li>• Continue to develop independence in practical sessions</li></ul>
Summer (June-July)						