










Curriculum Content Map Food Technology – Year 10 (Hosp and Catering)

	TERM 1		TERM 2		TERM 3	
Unit title & description	The hospitality and Catering industry	Nutrients	Cooking methods	Working in the hospitality and catering industry	Mock NEA	Mock NEA
<p>Sequencing - Why is this taught and now?</p>	<p>Introduction to the course and how it will be taught. The basics on what the H&C industry is</p> <p>Basic practical skills are retaught to gauge their baseline skills</p>	<p>For their NEA students need to be able to compare the needs of two different groups of people. They also need to evaluate the Nutritional content of recipes</p> <p>This builds on knowledge learnt in KS3</p>	<p>For their NEA students need to have an understanding of the best cooking methods to use to make nutritional meals – this also links with the learning in Term 1</p>	<p>For exam content – students need to be able to answer questions on these topics – this builds on knowledge learnt in term 1</p>	<p>Practice for the year 11 actual NEA which will start in Term 1 of year 11</p> <p>Allows students to work independently for the first time in the kitchen</p>	<p>Practices for the year 11 actual NEA which will start in Term 1 of year 11</p> <p>Allows students to work independently for the first time in the kitchen</p>
 <p>Knowledge</p>	<p>Theory Knowledge</p> <p>Job roles</p> <p>Commerical and non commercial establishments</p> <p>Food Service systems</p> <p>2.1 Understanding the importance of nutrition</p> <p>Macro-nutrients: • carbohydrate • fat • protein.</p>	<p>Theory Knowledge</p> <p>Micro-nutrients: Vitamins: • fat soluble vitamin A and vitamin D • water soluble: vitamin B group and vitamin C.</p> <p>Minerals: • calcium • iron • sodium • potassium • magnesium</p> <p>Nutrients needed for:</p> <p>Different life-stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagers. Special dietary needs for individuals who: • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets</p> <p>Also introduced to basic menu planning for different needs</p>	<p>Theory Knowledge</p> <p>Students focus on cooking methods and how it affects their food</p> <p>boiling</p> <p>frying</p> <p>grilling</p> <p>poaching</p> <p>roasting</p> <p>steaming</p> <p>baking</p> <p>Stir frying</p> <p>Energy use and calories</p>	<p>Theory Knowledge</p> <p>Working conditions in the hospitality and catering industry</p> <p>Contributing factors to the success of hospitality and catering provision</p> <p>Kitchen workflow and layout</p> <p>Industrial equipment used in professional kitchens</p>	<p>Theory knowledge</p> <p>Students are introduced to the brief</p> <p>Explore budgeting, portion control, seasonal produce</p> <p>Use a timeplan to prepare to make two dishes</p>	<p>Theory Knowledge</p> <p>Evaluate the success of the menu that has been planned</p>

 Skills	Practical skills Basic knife skills and cooking skills	Practical skills Pastry and doughs	Practical skills Using cooking methods AP2 – focus on puff pastry and presentation	Practical skills High skill practical Choux pastry Deboning chicken Filleting fish Industrial equipment – school kitchen?	Practical skills Upskilling students ahead of their own independent cooking of dishes	Practical Make two dishes that fulfill the brief
Retrieval practice Prior knowledge and skills that are revisited	Taught throughout ks3 – upskilling and encouraging to work independently	Completed in ready made in year 9	Carried out in Autumn 2	Building on basic skills learnt in AUT1 and AUT2		
 Literacy						
 Numeracy						
 Enrichment learning						
 British values						
 Character						
 Careers						
 Assessment opportunities						

Personalised challenge for all: SEND, HPA						
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