

Curriculum Progression Maps

TECHNOLOGY – KS3 and 4 Hospitality & Catering

Why is the study of Hospitality & Catering important?

More than ever in today's society an awareness of nutrition and health related disease is crucial. A recent inquiry by the government discovered that the overall cost of obesity to wider society is estimated at £27 billion, and 17% of primary age children are classified as obese. It's critical that our curriculum gives pupils the knowledge and skills to make informed choices to improve their current and future health in the UK. Furthermore, the inquiry discovered that obesity prevalence for children living in the most deprived areas was more than double that of those living in the least deprived areas. The food curriculum must ensure it addresses this divide by closing the gaps in knowledge and opportunities for disadvantaged students.

One in 10 people work in hospitality and tourism. The UK hospitality and tourism industry employs 4.49m people - approximately 10 per cent of the working population. The KS4 curriculum was chosen to ensure we give students of all abilities the best knowledge and skill set to succeed in the job market upon leaving education.

The ability to think creatively and solve practical problems – along with other skills such as team-work, leading projects, managing equipment and communicating – makes catering students highly employable across lots of industries.

Even if students do not pursue further education or an apprenticeship in hospitality and catering, this subject still provides students with a range of employability skills to help in the workplace, which potential employers would look for in potential employees, as well as in general life. Logical thinking, analytical thinking, creativity and dextrous skills are basic skills that are not only applied in technical problems, but are also used in daily or commonplace activities throughout life.

What skills will the study of Hospitality and Catering teach you?

Students who study Hospitality and catering will develop skills in the following areas:

- Creativity and problem solving skills when producing and developing ideas.
- Using initiative and being self-motivated to research, plan and produce menus that meet a brief and clients needs.
- communication and interpersonal skills
- Planning for and ensuring health and safety standards are met during practical's.

Practical Skills:

Weighing and measuring

Use of the hob (boiling, simmering)

Oven safety

Safe use of a knife- Peeling, chopping, slicing, and dicing

Combining ingredients

Prepare a range of ingredients, e.g. sifting flour, preparing a yeast culture, proving a dough, kneading a dough;

Understanding the functions of the ingredients

What will you know and understand from your study of Hospitality and Catering?

Links to the National Curriculum:

Students will cook a range healthy and nutritious foods so that they are able to feed themselves and others a healthy and varied diet. They will become competent in a range of cooking techniques (of which are outlined below). They will understand the source, seasonality, and characteristics of a broad range of ingredients through demonstrations and discussions.

How does your study of Hospitality and Catering support your expertise in other subjects?

English- Being able to write factually and creatively.

Maths- Weighing and measuring increasing. Calculating cooking times.

Science- Food science and health.

Geography – World foods, culture, and religion. The impact of food production on the environment.

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How can you become an expert in Hospitality and Catering?

Be willing to listen to others and follow advice and feedback given.

Be willing to learn from problems identified and mistakes and not giving up easily when solving them.

Be willing to be creative with ideas and produce a range which you can then explore and develop further to meet your clients needs.

Watch/ read about other expert chefs in the industry.

Explore other cuisines from around the globe.

Consider the environmental impact of food production.

Consider how dishes need to be adapted for special dietary requirements.

Have an expert knowledge of nutrients- including their function and how they are affected during cooking.

Have knowledge of an unsatisfactory diet and how this impacts health.

Be an expert in the practical application of food safety and hygiene practices.

What opportunities are there to experience Catering beyond the classroom?

- Visit to the schools industrial kitchen to meet the staff and experience how it works.
- Scarborough Rotary Club cooking competition– annual event where groups of catering students compete against other schools locally with a cooking challenge given as part of the competition. Students will prepare on the lead up to the event itself.
- Further Education Providers – visit/taster sessions linking to further education courses provided – will be organised with providers annually.
- Apprenticeship local providers – visit linking to apprenticeships on offer in the local area – will be organised with providers annually.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Hospitality and catering?

Students will learn about how to keep themselves and others safe in the kitchen through a set of theoretical lessons they will apply this knowledge in practical's. There are links and applications made to industry to prepare students for potential careers or summer jobs. They will also make links to specific groups of people in our community and how they maybe more vulnerable to foodborne illness. In relation to this, students will develop a sense of respect in relation to handling dangerous pieces of equipment; they will also have to follow strict rules and routines to keep themselves and others safe. They will understand the impact and consequences of not following the rules and routines. Again, there will be links made to rules and expectations in industry to ensure students are prepared for the workplace.

Students will use a range of social skills, participate, volunteer, cooperate, resolve conflict, and tolerance- Through working closely with one another in a pressurised practical environment. Students will also develop team working skills as they work in small groups throughout practical lessons.

Students can also start to develop their creativity through adapting dishes that will be enjoyed by their families and meet their families specific needs.

Students will learn about health and wellbeing through developing their understanding of healthy eating, they will develop their knowledge of the individual micro and macro nutrients with a specific link to the health implications of an unsatisfactory diet.

Students will learn about other cultures and their cuisine's, they will develop an understanding of the ingredients used in dishes throughout these countries, this is covered in the practical dishes of Bolognaise, Chilli, and lasagne. Students will further develop their knowledge of traditional British dishes with links to British traditions and heritage ingredients, we will also encourage discussions around seasonality and buying local ingredients.

Through discussion and demonstrations students will be offered the opportunity to think about and discuss

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ethical issues linking to veganism and vegetarianism. They will also discuss the environmental impact of food production and what can be done to help reduce the impact on the environment. They will be encouraged to respect each other's views on these ethical and environmental factors.

Key Assessment Objectives and opportunities

Year 7 and 8 – over 9/10 lessons students will complete mini in class assessments linking to practical and theory tasks. Part of this will be mini tests linking to key words to embed literacy skills.

Teacher Assessment: questions for starter activities linking to previous learning, questioning during demos and throughout lesson to assess progress.

Peer and self assessments from students: Use of progress trackers in folders to help identify progress made and areas of improvement linking to specific vocabulary/key words. Use of AMAP skills to help achieve this and referral to outcomes of the lesson shared with students so they can identify where they are and what they need to do to improve.

Retrieval practice: through starter activities and questioning during demonstrations to check prior knowledge has been retained and to help embed.

Differentiation strategies: By pairings/groups on tables. Teacher to encourage weaker students/disadvantaged/send to become involved in discussions and targeted questioning. By resources. Targeted support planned from technician (if available in lesson).

Year 9 focuses on projects to skill build linking to the four units below. In class assessments will be completed linking to a range of topics and skills covered as part of year 9 content.

Year 10 – Mock Examination

Throughout year 10 and 11 there are regular but short in class assessments as well as home learning assessments set that track the progress of a students learning. This could be an end of unit test or mini exam questions

given linking to topics they are currently learning or are revisiting.

Students will be assessed on eight tasks as part of the coursework they complete throughout year 11.

- Understanding the assessment plan
- Introduction to the Assignment Brief
- The mark criteria
- AC1.1 describe functions of nutrients in the human body.
- AC1.3 explain characteristics of unsatisfactory nutritional intake.
- AC1.2 compare nutritional needs of specific groups.
- A.C 1.4 explain how cooking methods impact on nutritional value.
- AC2.2 explain how dishes on a menu address environmental issues.
- AC2.1 explain factors to consider when proposing dishes for menus.
- A.C 2.4 Production planning.
- dishes for menus.
- AC2.3 explain how menu dishes meet customer needs.

How can the study of Hospitality and Catering support students beyond school?

Hospitality and catering provides a strong foundation for any job or profession that involves team work, problem solving, patience, and preparation/ planning skills.

Even if students do not pursue further education or an apprenticeship in hospitality and catering, this subject still provides students with a range of employability skills to help in the workplace, which potential employers would look for in potential employees, as well as in general life.

The current level 1/ 2 course prepares students for the higher education courses in H&C offered locally. The curriculum content also equips students with the key skills and knowledge needed to get hospitality jobs in the local area.

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An integral life skill is been able to plan healthy and affordable meals as an informed consumer. With the skills to cook dishes creatively and safely.

The Six Principles of Nurture linking to the Hospitality and Catering curriculum.

- **The Importance of Nurture for the Development of Wellbeing**

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support) . Therefore, the student is ready to learn (Maslow's Hierarchy of Need).

scheme of learning links that focus on student wellbeing - **Year 7 – 11**– opportunities given to discuss ideas/practical outcomes during making and evaluating stage to identify areas of success and areas for improvement (developing personal qualities, social skills, expressing personal views). There is also focus on considering and understanding consumer needs linking to emotions and feelings. Plus, the development of the individual's practical skills and broadening their experience with equipment in order to prepare them for the wider world.

- **All Behaviour is Communication**

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

- **The Importance of Transitions in Children's Lives**

The Technology department supports student transitions in to y7 by holding year 6 transition days where year 6 students spend time in one particular area of technology creating a practical outcome. This is to get them used to practical environments which they will not have experienced fully at primary school. This is usually as part of the year 6 transition week whole school.

Y8 - KS4 transitions are supported by the offer of attending options evening to discuss course choices in detail. Also, career links/wider world links are highlighted as part of SOL throughout KS3 and 4.

Post 16 transitions are supported through the range of opportunities given to experience catering and hospitality beyond the classroom eg visit to schools industrial kitchen, Scarborough Rotary Club competition, visit/taster sessions to further education providers, apprenticeship visits/talks from providers in the area.

Transition from one set to another (set move) is not applicable in DT classes as they are mixed ability.

- **Language is a vital form of communication**

Whole school focus on vocab - in **Technology** we teach topic specific keywords throughout topics to help develop students understanding. . Key vocabulary is also explored through practical techniques.

This is reinforced/embedded either through questioning, class discussion, homework tasks as well as use of the Frayer Model in lessons for starter activities to develop vocabulary skills. Each quadrant will have a task in. This could be: - Definition - Word in a sentence - Synonyms - Antonyms - Draw it - Examples - Non-examples" (this guidance is taken form pedagogy platform)

- **The classroom offers a safe base**

In the **Technology** department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department.

- **Children's Learning is understood developmentally**

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. Links to SEN register, My Profiles. Examples of differentiation used in your department –

- Use of wait time linking to questioning
- Level of questioning used to check understanding
- Use of writing frames where appropriate