

CIRRICULUM MAPPING – YEAR 10 HOSPITALITY & CATERING- SEPTEMBER 2025

TERM	WEEK	FOCUS	SUMMARY	LEARNING OUTCOMES	PARENTAL SUPPORT	INDEPENDENT LEARNING
1A	1	Introduction to the course		Features of the course: To be able to cook	Parents can give advice	The hospitality & Catering Industry
		LO1: understand the environment in which the hospitality & catering providers operate	The structure of H/C Industry	Learners should know and understand the two different types of H/C provision: Commercial & Non Commercial		Gain an understanding of the different types of foods that is produced for customers.
	2	Describe the structure of the H/C industry		Learners should be able to understand what the structure of H/C entails		Research on what the structure is and write notes
	3	Job requirements within the H/C Industry		To be aware and be able to describe the different job roles within the Industry		Learners should know and understand different types of job roles and responsibilities within the industry
		Working conditions of different job roles within the H/C industry		Understanding what conditions there are in different job roles		Research on working conditions in the H/C industry and what working hours /rates of pay/paid holidays/leave etc are workers entitled to.
	4	Factors affecting the H/C providers		What factors affect the business? Cost of food/drink		Learners can research on what this means in terms of cost/environmental costs etc
	5	LO:2 understand how the H/C provision operates: The operation of the kitchen		Be able to understand the layout of the kitchen and how it works. Dress codes		Learners should understand the layout of the kitchen to enable staff to work, equipment to be stored in the kitchen for use/ access to all areas in kitchen/preparation of food should be separate from washing up areas etc
	6	Be able to cook dishes		Developing and improving skills learnt at KS3		Learners should prepare and cook a range of dishes they have learnt in KS3,
	7	Practical cooking	Free choice	Chose a recipe of their choice		To be able to cook , with limited guidance
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1B	1	LO3: Be able to cook dishes	Use of commodities	Producing dishes using a range of commodities, continue to use a range of cooking techniques		Understanding when working with commodities links could be made to needs of specific groups including special dietary needs and allergies
	2	LO4: Understand how the H/C provisions meet Health & Safety requirements, know how food can cause ill health	The food safety act covers food safety from Raw ingredients through to finished products	Learners should be aware prior to cooking is food safety, possibly gaining a food safety certificate (online)		Cover all aspects of food safety/food labelling/regulations, food related causes of ill health like microbes/bacteria /yeasts & moulds/chemicals/poisonous plants/metals/allergies The role of the Environmental Health Officer
	3	LO5: Fire safety in catering establishments are fairly common, basic knowledge of fire safety should be noted and prevented		Cover all written work relating to fire safety regulations Plan a visit to the fire station for week 4		Learners should be able to know how to use a fire extinguisher/fire blanket/identifying fire hazards/people at risk
	4	Planned visit to fire station		Learners to be able to know how to use a fire extinguisher		Cover all written work of what they have learnt from fire training
	5	LO6: Personal safety responsibilities in the workplace	Employers must ensure that all equipment is tested for safety & maintained	It is the employer's & employee's responsibility to make sure they follow Health & safety rules at work		Learners to do research and write notes on HASAWA/RIDDOR/COSHH/MHOR/PPER/Risks to health etc
	6	Free choice cooking				

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2A	1	LO7: Be able to propose a H/C provision to meet specific requirements		The H/C offers a wide variety of options to visitors with specific needs and for different locations and situations.		Learners should be able to identify catering options, researching for provision, advantages and disadvantages. Also for accommodation options
	2	Plan a visit	Learners to see first-hand how the industry works	Visit a hotel, restaurant or food supplier to see how they operate.		Be exposed to how hospitality & catering providers operate in providing food/drinks/ accommodation.
	3	For learners to ask questions/ maybe go on work experience		To see and get experience in what it's like to be involved in the hospitality industry		Visit to different establishments on the island. Gain knowledge in various roles within front of house(customer facing) and back of house(kitchen support ie; preparation of food)
	4	What does it mean by having excellent customer service skills? And communication		Being able to greet customers /interact with customers, work colleagues and managers		Research on learning techniques for effective communication and handling customer requests.
	5	Building confidence in the work place and team work	To be confident when working in the H/C sector	Be able to interact with others and understand the importance of working effectively with others		Learners can do some research on building confidence and team work within the work place,
	6	Plan a two course meal for an elderly couple	To be able to plan a two course meal , list all ingredients	Learners to choose a recipe	Parents can advise	With out limited guidance learners should complete this task , bearing in mind what elderly people enjoy having for supper

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2B	1	Practical cooking	Prepare and cook a two course meal	Remembering that essential nutrients are needed for the body,		Research on what nutrients are need to help our bodies function
	2	LO:8 Understand the importance of	Food provides the nutrients and	There are five nutrient groups		Learners should be able to identify the five main nutrients.

		nutrition when planning menus	energy that the body needs for growth, repair and maintenance			
	3	Practical planning	Free choice cooking			Learner should research on the key facts of the four 'Ws', who/when/where/what
	4	The Eat well Guide		To understand the importance of eating a variety of foods from the eat well guide		To research on the Eat well Guide and write notes
	5	Practical planning	What advice would you give to a teenager about healthy eating?	To plan a suitable savoury meal for a teenager that meets all the advice of the Eat well Guide	Parent can advise	Choose a suitable recipe for a savoury meal which will suit a teenager
	6	Practical cooking	Plan ,prepare and cook a Meal suitable for a teenager			Evaluate where to improve on the meal , and why it is suitable for a teenager.

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3A	1	LO: 9How menu dishes meets the customer needs	Nutritional needs of a customer should be considered when planning a menu	Customers will have varying needs when eating from a menu, costs should be also included as well.		Learners should be able to research on special diets, such as vegetarian/vegan/allergies and intolerances or avoiding foods for religious reasons

	2	Macro nutrients,	What are macro nutrients?	How can the body function without these different sources		Learners should be able to identify what macronutrients are by researching and writing notes applicable to this
	3	Micro nutrients	What are Micro nutrients?	Being able to understand how micro nutrients are needed at different life stages		Research on micro nutrients and the different functions of micro nutrients that are needed to every day to help the body to function.
	4	Practical planning	How to make a pizza	To understand the function of yeast when preparing and making a pizza		Learners should be able to make pizza dough ,using knowledge and skills learnt in KS3 for yeast cookery
	5	Writing notes				
	6	Bring and share				

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3B	1 - 6	Writing notes and practising exam questions		Revision notes from WJEC Hospitality & Catering book by Judy Gardiner		Revision/practical cooking lessons