

Year 1 KS3	Learning Cycle 1.	Learning cycle 2.	Learning cycle 3.	Learning cycle 4.	Learning cycle 5.	Review & Prepare Cycle.
Personal Skill Focus.	Active Listening.	Collaboration.	Resilience.	Empathy.	Independence.	Project.
Learning Topic - Healthy Eating/Picnic Project	Practical Skills	Use of Tools and Equipment	Nutritional Information	Design Process	Develop New Products	Evaluation.
Food Skill Focus.	Students will be introduced to basic practical skills, weighing and measuring, food production methods such as creaming, rubbing in. Students will experience different ingredients and taste testing to develop their palate	Introduction to the different parts of the cooker, health and safety considerations to ensure safe working practices.	Explore the need for healthy eating and introduce the Eatwell guide and Government guidelines to help promote a healthy lifestyle	Students learn how to communicate meaning and narrative through their producing products relating to a design brief	Students will have the opportunity to develop their own products in relation to the given design brief. Using a range of techniques to show originality	
Cognitive Skill Focus.	Identify.	Describe.	Explain.	Analyse.	Link.	
Cultural Capital.						

Year 2 KS3	Learning Cycle 1.	Learning cycle 2.	Learning cycle 3.	Learning cycle 4.	Learning cycle 5.	Review & Prepare Cycle.
Personal Skill Focus.	Active Listening.	Collaboration.	Resilience.	Empathy.	Independence.	Project.
Learning Topic - Bread Project/Biscuit Project	Practical Skills	Use of Tools and Equipment	Nutritional Information	Design Process	Develop New Products	Evaluation.
Food Skill Focus.	Students will work with products around a theme. Bread making/Biscuit making. Building on skills from Year 1. They will develop skills to produce identical products in small batches.	Continue to use tools and equipment, developing confidence and resilience when making their products.	Continue with Healthy eating and the eatwell guide. Introducing the need for more fibre in the diet, use of wholemeal products. Basic nutritional analysis of made products.	Students learn how to communicate meaning and narrative through their producing products relating to a design brief. Students will plan the making process to ensure they can be completed within time constraints	Students will have the opportunity to develop their own products in relation to the given design brief	
Cognitive Skill Focus.	Identify.	Describe.	Explain.	Analyse.	Link.	
Cultural Capital.						

Year 3 KS3	Learning Cycle 1.	Learning cycle 2.	Learning cycle 3.	Learning cycle 4.	Learning cycle 5.	Review & Prepare Cycle.
Personal Skill Focus.	Active Listening.	Collaboration.	Resilience.	Empathy.	Independence.	Project.
Learning Topic - Ready Meals Project/ Celebration Cakes	Practical Skills	Use of Tools and Equipment	Nutritional Information	Design Process	Develop New Products	Evaluation.
Food Skill Focus.	Students to develop skills making sauces and preparing main meals. They will also develop skills to make identical products fir the celebration cakes project.	Introduction to the different parts of the cooker, health and safety considerations to ensure safe working practices. They will use specialist equipment such as deep fat fryer, pasta maker, food processors.	Use computer programme to analyse the nutritional content of their products and comapare to a healthy version, be able to discuss the need for a healthy lifestyle.	Students learn how to communicate meaning and narrative through their producing products relating to a design brief. They will also produce and test a prototype dish and taste test to assess the success of the brief.	Students will have the opportunity to develop their own products in relation to the given design brief. They will test the products the see if they meet the requirements of the brief	
Cognitive Skill Focus.	Idenitfy.	Describe.	Explain.	Analyse.	Link.	
Cultural Capital.						

Year 1 KS4	Learning Cycle 1.	Learning cycle 2.	Learning cycle 3.	Learning cycle 4.	Learning cycle 5.	Review & Prepare Cycle.
Personal Skill Focus.	Active Listening.	Creativity.	Resilience.	Aspiration.	Independence.	Project.
Learning Topic.	Unit 1 LO 4- Know How Food Can Cause Ill Health Unit 2 LO3 Be able to Cook Dishes	Unit 1 LO 4- Know How Food Can Cause Ill Health Unit 2 LO3 Be able to Cook Dishes	Unit 1 LO1 Understand the environment in which hospitality and catering providers operate Unit 2 LO3- Use of commodities	Unit 1 LO1 Understand the environment in which hospitality and catering providers operate Unit 2 LO3- dishes for different menus	<b>LO1 – presentation</b> and use of garnishes and decoration for a range of dishes Understand Menu planning	Unit 2 Understand the importance of nutrition when meal planning <b>LO1 – presentation and use of</b> garnishes and decoration for a range of dishes Understand Menu planning
Food Skill Focus.	Understand the need for safe food hygiene and handling to prevent food poisoning  Cross contamination  Practical experience  Developing practical skills from KS3	Understand the need for safe food hygiene and handling to prevent food poisoning  Cross contamination  Practical experience  Developing practical skills from KS3	Understand the structure of the hospitality industry and the different job roles.  <b>Practical – Use of commodities –</b> • Dairy • Eggs • Meat • Vegetarian • Vegetables • fish	Understand the structure of the hospitality industry and the different job roles.  <b>Practical – Use of commodities –</b> • Dairy • Eggs • Meat • Vegetarian • Vegetables • fish	Understand the nutritional information and the need for different nutrients in the body  How dishes need the <b>customers’ needs</b>  Check ingredients for good quality	Understand the nutritional information and the need for different nutrients in the body  How dishes need the <b>customers’ needs</b>  Check ingredients for good quality
Cognitive Skill Focus.	Identify.	Describe.	Explain.	Analyse.	Link.	
Cultural Capital.						

Year 2 KS4	Learning Cycle 1.	Learning cycle 2.	Learning cycle 3.	Learning cycle 4.	Learning cycle 5.	Review & Prepare Cycle.
Personal Skill Focus.	Active Listening.	Creativity.	Resilience.	Aspiration.	Independence.	Project.
Learning Topic.	<p>Unit 1 LO2 Understand how Hospitality and Catering providers operate</p> <p>LO3 Understand how Hospitality and Catering provision meets health and safety Requirements</p> <p><b>Unit 2 – Group work</b> plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group.</p>	<p>Unit 1 LO2 Understand how Hospitality and Catering providers operate</p> <p>LO3 Understand how Hospitality and Catering provision meets health and safety Requirements</p> <p><b>Unit 2 – Group work plan,</b> trial, prepare, cook and serve a three course meal or range of dishes for a target group.</p>	<p><b>Unit 2 LO5 –be able</b> to propose a hospitality and catering provision to meet specific requirements</p> <p>Revision for theory paper</p> <p>Unit 2 practical task – <b>preparation,</b> allocation of marks and timings</p>	<p>Unit 2 Practical task</p> <p>Portfolio work and practical examination</p>	<p>Revision for theory examination</p>	<p>GCSE Art Exhibition.</p>
Food Skill Focus.	<p>Operation roles</p> <p>Health and Safety laws and regulations</p> <p>Planning menus</p>	<p>Operation roles</p> <p>Health and Safety laws and regulations</p> <p>Planning menus</p>	<p>Identify brief and be able to analyse the task and develop into the project work</p> <p>Unit 2 portfolio work</p>	<p>Carry out the task for Unit.</p> <p>Complete portfolio work</p> <p>Complete practical exam</p>	<p>Revision techniques to complete the theory examination</p> <p>This is an on line test</p> <p>Use of past papers</p>	
Cognitive Skill Focus.	Identify.	Describe.	Explain.	Analyse.	Link.	
Cultural Capital.						