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| *What will they be learning, why and in what order?* | | | | | |
|  | **Term 1** | **Term 2** | | | **Term 3** |
| **Bridge/ Foundation knowledge required** | Students will be able to apply their knowledge and understanding of ks3 study. | | | | |
| **Key Learning Experience / Skills** | * **What will they be learning, why and in what order?**   **Unit 1. Introduction to the Hospitality Industry – Exam**  Learning aim A: Understand the structure and service provision in the hospitality industry  Learning aim C: Understand how current issues and trends impact on businesses within the hospitality industry.  **Students will work through their task booklet – each task is linked to the assessment criteria as set out by the course framework.**  Understand the structure and service provision in the hospitality  Understand hospitality operations  Understand how current issues and trends impact on businesses in the hospitality industry.  In this unit students will explore different aspects of the hospitality industry by looking at its different parts, gaining an insight into the types of business hospitality and the different products and services it provides. | * **What will they be learning, why and in what order?**   **Introduction to the Hospitality Industry – Exam**  **Unit 1 Continued**  Assignment 2: Creating relevant pages for a staff training book detailing legal requirements, staff roles and conditions in different sectors.  **Students will work through their task booklet – each task is linked to the assessment criteria as set out by the course framework.**  **Unit 6 introduction.**  This term the students will be introduced to Unit 6 of the course, which continues in Term 3, were they are to be able to plan a 2-course meal for a specific age group.  Students to decide on local club and create a research portfolio based on their nutritional requirements. | | | * **What will they be learning, why and in what order?**   **Unit 6. Plan, preparing, cooking and finishing food**  Understand how to plan a nutritious meal.  Students are to research, plan, cook and assess a 2-course meal for a selected age group.  This unit gives students the opportunity to explore the understanding and skills required for proficiency in planning, preparing, cooking and finishing a range of food types. Students will learn how to select and prepare ingredients and plan a two-course meal. Students also learn about the correct and appropriate tools and equipment used to prepare, cook and finish food. Understanding about planning and selecting ingredients and safe and hygienic working practices. |
| **Assessment**  How will you assess the impact of teaching? | Practical outcomes  Q & A  Use of chatterbox for recall  Mapping my progress document in student's folder  Unit 1- Task booklet  Assignment brief and unit criteria | Practical outcomes  Q & A  Use of chatterbox for recall  Mapping my progress document in student's folder  Unit 1 Task booklet  Video, photographic evidence linked to assignment brief and unit criteria | | | Practical outcomes  Q & A  Use of chatterbox for recall  Video, photographic evidence linked to assignment brief and unit criteria |
| **CIAG Links** | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules | | | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules |
| **British Values** | Respect the opinion of others  Support each other with constructive feedback  Follow rules in using equipment safely | Follow rules in using equipment safely | | | Respect the opinion of others  Follow rules in using equipment safely |
| **Cross Curricular Link Numeracy** | Weights and measures | | **Cross Curricular Link- Literacy** | Communication  Written and verbal instructions  Following instructions from a recipe | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |