



## Year 11 Hospitality & Catering curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<b>Unit 1 - The Hospitality and Catering Industry - Examination content and preparation</b> <ul style="list-style-type: none"> <li>Describe a range of the hospitality and catering provisions.</li> <li>Analyse types of employment within the hospitality and catering industry.</li> <li>Describe the operation of front of house/housekeeping/ kitchen brigade.</li> <li>Explain factors affecting the success of hospitality and catering providers.</li> <li>Explain how hospitality and catering provision meet customer requirements.</li> </ul>		<b>Unit 1 - The Hospitality and Catering Industry - Examination content and preparation</b> <ul style="list-style-type: none"> <li>Describe personal safety responsibilities in the workplace.</li> <li>Describe food related causes of ill health.</li> <li>Review options for hospitality and catering provision</li> <li>Recommend options for hospitality provision</li> <li>Describe working conditions of different job roles across the hospitality and catering industry</li> <li>Mock examination and exam practice. .</li> </ul>		<b>Unit 1 - The Hospitality and Catering Industry - Examination content and preparation</b> <ul style="list-style-type: none"> <li>Recap all topics and continue revision for examination.</li> <li>Examination generally mid June</li> </ul>	



<p><b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i></p>	<p>Students will know and understand how to:</p> <ul style="list-style-type: none"> <li>• Identify the purpose of different providers, i.e. commercial, non commercial, residential</li> <li>• Describe the different types of roles and responsibilities within a variety of settings (including personal attributes, wages and working conditions)</li> <li>• Explain the operation of hospitality and catering provisions, including both front and back of house</li> <li>• Complete a risk assessment of a potential provision by assessing potential health and safety hazards</li> <li>• Identify the key causes and symptoms of food related illnesses and how to prevent it</li> <li>• Describe the role of an Environmental Health Officer</li> </ul>	
<p><b>Skills</b></p>	<p><b>R</b> Develop <b>RESILIENCE</b></p>	<ul style="list-style-type: none"> <li>★ <i>Understanding that there will be less opportunities to complete practical cooking tasks this academic year, but being mature enough to understand the importance of theory elements.</i></li> <li>★ <i>Revisiting content in exam specification that may appear initially difficult.</i></li> </ul>
	<p><b>A</b> Possess <b>AMBITION</b></p>	<ul style="list-style-type: none"> <li>★ <i>Showing an interest in the education and careers element of the specification by exploring the potential options after Year 11.</i></li> <li>★ <i>Attempting to answer examination mock questions in enough detail to achieve target grade or higher, especially when looking at extended answers.</i></li> </ul>
	<p><b>I</b> Demonstrate <b>INTEGRITY</b></p>	<ul style="list-style-type: none"> <li>★ <i>Completing all mock examination tasks and home learning independently, and only use the internet when permitted.</i></li> <li>★ <i>Self assess practice exam questions honestly and critically in order to give the best chance of improvement.</i></li> </ul>



	<p><b>S</b> <i>Embed Self-Discovery</i></p>	<ul style="list-style-type: none"> <li>★ <i>Investigate the different education and employment opportunities after Year 11 - visit employers and colleges / sixth forms</i></li> <li>★ <i>Continue to develop your own cooking style both in and out of the classroom</i></li> </ul>	
	<p><b>E</b> <i>Display EMPATHY</i></p>	<ul style="list-style-type: none"> <li>★ <i>Consider individual circumstances when looking at exam topics such as roles, responsibilities and attributes.</i></li> <li>★ <i>Support peers with exam revision by sharing knowledge where possible and completing joint revision sessions.</i></li> </ul>	
<p><b>Curriculum Links</b></p>	<p>Students will have considered more practical experiences in terms of 'back of house' in their chef role throughout their controlled assessment in Yr 10. They will also have knowledge of customer requirements and the needs of different service settings from their consideration of an assignment brief in their controlled assessment.</p>	<p>Students will be very experienced when considering personal safety requirements due to their extensive amount of practical experience from Yr 7-10. They will have also studied food-related illnesses in depth and will have understanding of the cause of this. Within other subjects, students will be learning how to answer exam questions, especially in relation to extended answers. For example, in English students will use PPE techniques which can also support them in this subject area.</p>	<p>Students will use consolidation techniques to revise which they will have learnt across all subject areas. They will also have support for this as part of their pastoral PSHE sessions and in assemblies. The retrieval processes in registration time will also be useful for students' memorisation and application of different topics.</p>
<p><b>Assessment</b></p>	<p>Practice exam questions on content covered so far</p>	<p>Unit 1 - The Hospitality and Catering Industry -Mock Examination</p>	<p>Unit 1 - The Hospitality and Catering Industry - national examination</p>



## **Aspirations & Careers**

- Students will spend time this year visiting higher education settings, including specialist catering colleges and apprenticeship suppliers.
- Careers in the hospitality industry such as restaurant front / back of house team member, events coordinator, sales and marketing manager, hotel worker, tour guide, sommelier, air hostess / steward, wedding planner.
- All students are expected to take a role within school events, such as the OAP Christmas Party.
- Students are encouraged to practise skills at home, and to ask others for feedback on their dishes.
- Continued involvement from external agencies in order to educate students on the careers within the vocational field.