

Food/ Hospitality and catering- Curriculum map

Key stage 2 (primary school) knowledge • Understand and apply basic principles of a healthy eating • Be able to identify a range of ingredients and its provenance • Demonstrate correct use of basic hand-held equipment • Recognise good personal hygiene practises • Demonstrate working in a safe manner • Follow a basic recipe to produce simple dishes. • Follow correct procedures for washing and drying equipment • Prepare and cook dishes using different cooking techniques		
Key skills/content requirements at GCSE- level 2		
• The operation of hospitality and catering providers • Customer needs based on their demographic, dietary and mobility needs • Understand how hospitality and catering provision meets health and safety requirements • Standards and ratings of hotels and restaurants, including food hygiene	• Be able to propose a hospitality and catering provision to meet specific client requirement • Know how food can cause ill health, allergies and intolerances • Employment roles, responsibilities, attributes and qualifications • Contributing factors – costs, economy, sustainability and the media • Environmental Health Officer	• Understand the importance of nutrition when planning menus • Understand menu planning and factors to consider when working in industry • Be able to cook dishes to suit a multitude of client needs • Reviewing student dishes and performance after their practical examination
Year 7 *** Across KS3 all practical have now moved to 1-hour lessons		Year 8 *** Across KS3 all practical have now moved to 1-hour lessons
Core aim 10-14-week rotation Rotating termly		Core aim 10-14-week rotation Rotating termly

Students will develop a secure understanding of the principles of healthy eating and nutrition. They will learn about the importance of a balanced diet through key nutritional concepts, including the Eatwell Guide, the five principles of healthy eating, energy balance, BMI, and the consequences of poor dietary choices. Students will also explore the functions of macronutrients and micronutrients, identify food sources for each, and understand the vital role of water within the diet. Food safety and hygiene form a key foundation of the curriculum. Students will be introduced to the principles of food safety, including the 4Cs (Cleaning, Cooking, Chilling, and Cross-contamination prevention). This knowledge is taught early and revisited throughout the course, enabling students to build upon and apply their understanding in practical contexts. Practical food preparation skills are developed progressively throughout the year. Students begin by learning essential kitchen skills, including knife safety and basic food preparation techniques, before advancing to the use of ovens and hobs, baking, boiling, frying, and chilling methods. The majority of dishes prepared are savoury and are selected from British Nutrition Foundation recipes, reflecting the curriculum's commitment to promoting healthy eating. Healthy eating remains central to all practical work, with students developing an understanding of dietary balance and the importance of enjoying both savoury and sweet foods in moderation. Practical sessions also place a strong emphasis on accurate weighing and measuring, helping students appreciate the importance of precision in food preparation. Food science concepts are integrated throughout lessons to explain the reasons behind successful outcomes and to support	Students will begin by revisiting and consolidating their Year 7 knowledge of health, safety and hygiene before participating in practical lessons. This retrieval of prior learning will ensure that students are able to work safely and confidently in the food preparation environment, maintaining high standards of personal and food hygiene throughout. Students will then develop their understanding of food safety by exploring the role of bacteria in food production and preparation, including the causes and prevention of food poisoning and food spoilage. In addition, they will examine a range of environmental issues associated with food, such as organic food production, food waste, food miles, seasonality and carbon footprints. Students will also be introduced to ethical considerations within the food industry, including genetically modified (GM) foods, Fairtrade and the Red Tractor assurance scheme. This knowledge will enable students to gain a broader understanding of food provenance and support them in making informed and responsible choices when purchasing food and selecting suppliers. To apply and consolidate this learning, students will undertake a practical lesson based on a recipe they have independently selected. This activity encourages students to consider a variety of factors, including healthy eating principles, food commodities, environmental considerations, time management, and the importance of maintaining high standards of health, safety and hygiene. Practical work will focus predominantly on savoury dishes, using recipes from the British Nutrition Foundation. Throughout these activities, students will develop a range of practical skills, including dough-making, working with puff pastry and designing their own healthy recipe suitable for a teenager. Due to the time available for practical lessons, activities have been carefully selected to support
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students in identifying and correcting mistakes during the cooking process.			the development of key practical skills while promoting the principles of a healthy diet. Students will also have opportunities to develop their weighing and measuring skills through a small number of sweet dishes. These practical activities provide an ideal context for exploring food science concepts and help students understand the significance of accuracy when weighing and measuring ingredients, and the impact this has on the quality and success of the final product.		
Core content for rotation	Portable knowledge	Key terms	Core content for rotation	Portable knowledge	Key terms
Health and safety- the safe use of equipment, hazards, personal and general hygiene. Names and uses of catering equipment Healthy eating- Eatwell guide and 5 principles of healthy eating. Consequences of poor diet and making good choices when planning and choosing food items. Macro and micronutrients- food groups, sources, functions and importance. Importance of water and fibre in the diet.	Health and safety in a kitchen including principles of food and personal hygiene. Healthy eating principles & habits. Basic principles of nutrition- food sources, functions and deficiencies. Weighing, measuring and telling the time. Practical Safe use of equipment.	Nutrients Macronutrients Micronutrients Malnourishment Cross contamination 4C's Energy balance Basal metabolic rate Body mass index Hazards Hygiene Health and safety Dehydration Dextrinisation Caramelisation	Health and safety- the safe use of equipment, hazards, personal and general hygiene. Food hygiene and Personal hygiene Food poisoning-High risk foods, storage, key food temperatures, bacteria, binary fission, causes and symptoms of food poisoning. Food spoilage, yeasts/ moulds Food preservation and packaging Packaging laws and legislation Best before, use by dates Food and the environment- Food miles, Seasonality, Carbon footprint, food waste, red tractor, Fairtrade	Health and safety in a kitchen including principles of food and personal hygiene. Food related illness- cause, sources, symptoms, high risk foods and prevention of food poisoning and contamination. Food and the environment- what the impact is and how to reduce it.	Binary fission Bacteria Pathogen Contamination Preservation Perishable Spoilage Yeast Mould High risk foods Bacteria Micro-organisms Food miles Organic Carbon footprint Emissions Hazard Nutrients Hygiene Dextrinisation

Importance of breakfast and making good choices, the effect of this if knowledge is poor and the knock-on effects. Energy balance – students can understand how weight and physical ability will fluctuate. Practical's: Coleslaw, fruit crumble, pizza wheels, cereal bars, fajitas, brownies, build your own sandwich.	Name and uses of equipment. Food hygiene. High risk foods and how to store these safely. Bridge and claw method. A range of preparation and cooking methods.		Production of foods- Organic foods, GM foods, Practical's- Quick pizza, shortbread, sausage rolls, no bake cheesecake, feta and tomato pasta, chocolate tiffin, choose your own healthy teenage lunch.	Practical Safe use of equipment. Name and uses of equipment. Food hygiene. High risk foods and how to store these safely. Bridge and claw method. Range of preparation and cooking methods. Adapting and developing healthy eating recipe	
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Year 9

*** Across KS3 all practical have now moved to 1-hour lessons which has impacted the practical lessons we deliver.

Core Aim:

10-14-week rotation

Rotating termly

Students will develop a secure understanding of the key principles associated with food labelling, with a particular focus on allergens, intolerances and special dietary requirements. They will examine the significance of accurate food labelling in supporting consumer safety and informed decision-making, whilst exploring conditions such as lactose intolerance and coeliac disease alongside the 14 recognised allergens. Through this learning, students will be encouraged to distinguish between medical dietary needs, allergies and intolerances, and personal dietary choices or preferences.

The study of food labelling will also provide opportunities for students to deepen their understanding of ingredient functionality and the scientific processes that occur during food preparation and cooking. Students will investigate a range of food science principles, this knowledge will enable

students to make links between scientific theory and practical application, developing their understanding of how ingredients behave and interact throughout the preparation and cooking process.

Students will also be introduced to sensory analysis and the organoleptic characteristics of food, including appearance, aroma, taste, texture and flavour. They will learn how sensory evaluation is used within the food industry to assess the quality and acceptability of food products, whilst developing an understanding of how flavour profiles can be balanced and refined. This experience will provide a valuable foundation for students who choose to study Hospitality and Catering at Key Stage 4, where sensory analysis plays an important role in product development and evaluation.

In addition, students will investigate the costing of dishes by comparing homemade products with commercially produced alternatives. This will encourage students to consider value for money, nutritional quality and consumer choice, whilst reinforcing prior learning relating to healthy eating and informed food selection. Students will be expected to demonstrate increasing levels of independence and organisation, applying their practical skills effectively whilst managing their time efficiently. Following the investigation, they will evaluate their performance, reflecting on their strengths and identifying areas for further development.

Throughout the term, students will prepare a range of practical dishes that progressively increase in complexity, allowing them to further develop and refine their technical skills. They will begin by mastering the fundamental skills involved in making, rolling and shaping shortcrust pastry before applying these techniques in a variety of products. Practical tasks such as cheese scones and apple tarts will provide opportunities to explore food science concepts, including dextrinisation and caramelisation, whilst reinforcing the importance of precision when weighing and measuring ingredients. Students will evaluate how accuracy influences the texture, appearance and overall quality of the finished product.

Students will also gain experience in preparing and cooking meat-based dishes, developing their understanding of the safe handling, storage and cooking of high-risk foods. Through these practical experiences, they will continue to strengthen their food safety knowledge whilst building confidence and competence in the kitchen. Practical work will focus predominantly on savoury dishes and will, where appropriate, draw upon recipes from the British Nutrition Foundation.

Core content for rotation	Portable knowledge	Key terms
Knowledge focus Health and safety - of a new cooking environment and personal hygiene, due to the change in food rooms on the Hillgrove site.	Health and safety – personal hygiene and food hygiene. Importance of food labelling and ingredient functionality.	Nutrients/ nutrition Food labelling Allergies/ intolerances Special dietary choices Food commodities

Food labelling – importance of and awareness of identifying special dietary choices including allergens and intolerances. Sensory analysis – Organoleptic qualities of dishes after performing sensory analysis of dishes to judge improvements and achievements. Costings – How to cost up dishes from ingredients bought to ingredients used as well as comparing the prices of homemade dishes with shop bought dishes to understand value for money and nutrition. Practical investigation – Creating recipes and ideas to form time plans, methods of working whilst choosing appropriate accompaniments and presentation techniques which suit the knowledge taught so far on nutrition, costings and organoleptic qualities. Assessed practical – Reviewing of their dish and independent performance to judge progress made throughout rotation. Practicals – Cheese pasties, savoury scones, chicken goujons, meatball subs, quesadillas, puff pastry apple tarts, students own healthy main dish.				Costings – affordability of ingredients and how to work out the differences in cost and nutrition between shop-bought and homemade foods. Special dietary choices – catering for different allergies and intolerances and knowing how to handle this food safely to maintain the safety of themselves and others. Practical Safe use of equipment Name and uses of equipment Food hygiene High risk foods Range of preparation and cooking methods- including bread & pasta dough, pastry- rough puff and choux, cooking of chicken and a range of sauces. Creating – New and healthy savoury recipes Reviewing – Dishes and independent performance. International cuisines and culture.				Organoleptic qualities Sensory analysis Costings Caramelisation Dextrinisation Maillard reaction Proving Shaping Presentation Accompaniments Time plan Contingencies Reviewing			
Year 10	Autumn 1	Spring 1	Summer 1		Key Terms						
	Knowledge focus	Knowledge focus	Knowledge focus		Same as KS3 plus the following:						
	Hospitality and catering providers	The operation of the front and back of house	Food safety		Provider						
					Provision						
					Service						

	Working in the hospitality and catering Industry Practical focus- Savoury dishes that would award high marks in the practical exam. Autumn 2 Knowledge focus Working conditions in the hospitality and catering industry Contributing factors to the success of hospitality and catering provision Practical focus- Savoury dishes that would award high marks in the practical exam.	Customer requirements in hospitality and catering Hospitality and catering provision to meet specific requirements Practical focus- Fast/ street food – focus on presentation of these dishes to prepare for practical exam Spring 2 Knowledge focus Health and safety in hospitality and catering provision Practical focus- Presentation skills	Food related causes of ill health Practical focus- Savoury dishes that would award high marks in the practical exam. Summer 2 Knowledge focus Symptoms and signs of food-induced ill health Preventative control measures of food-induced Practical focus The Environmental Health Officer (EHO) Practical focus- Refining dishes and applying appropriate accompaniments and garnish. A practice for their exam in Spring 1 of Y11.	Commercial / Non commercial Residential / Non-residential Attributes Qualifications Remuneration TAX & economy Demographics Trends RIDDOR COSHH PPER Regulations / Legislation Risk assessment Workflow Stock control/ FIFO Administration Microbes/ bacteria EHO HACCP
Year 11	Controlled assessment Functions of nutrients	Controlled assessment	Controlled assessment	Key focus: KS3&4 so far plus the following:

	in the human body and importance of nutrition when selecting dishes for specified customers. Appropriate selection of dishes when considering special dietary choices and life stages of people. Impact of cooking methods on nutritional value and making adaptations to recipes to allow for maximum nutrient retention. Planning for menus including cost, portion control, time of day, clients, equipment, skills and time available, environmental issues and organoleptic qualities.	Planning for production, including time plans, presentation and accompaniments. This planning must include independence, creativity, time management and organisation. Practical catering exam 3 hours, 30 minutes Practical controlled assessment exam – will be in the February. Review of dishes and performance – this will include the positives and negatives of their performance and what they have learnt from this experience.	Revision for the hospitality exam – retrieving all topics from year 10 through a range of activities: • Do Now activities – exam questions, printed and stuck in their booklets, students to answer and mark at start of lessons. • Flash cards / exit tickets – students to build up a pack of flash cards from years 10-11 which act as a revision tool. • Heavy on exam practice – learn how best to answer these questions depending on marks available and written skill. • Independent revision practice. • Teacher led activities for students to build on and frame in a way best suited for their revision needs. Catering exam 1 hour, 20 minutes Written paper	Nutrition- micro and macronutrients – impact, excess, deficiency, best available sources. Food science – coagulation, maillard reaction, gelatinisation, dextrinisation, caramelisation, denaturation. Health, safety & hygiene. Practical skills- preparation, cooking, presentation and reviewing this performance. Practical preparation- time plans, presentation, accompaniments Key areas of focus for controlled assessment: Nutritional needs based on a specific client – age group, demographic, dietary needs, mobility needs. Excess, deficiency and sources of nutrients. Cooking methods – nutritional value, impact on nutrients, preservation. Menu planning – consider factors such as – costs, skills of chefs. Environmental needs (3 R's) etc. Production planning – contingencies, health, safety and hygiene, special points, coherence, organisation. Reviewing dishes and performance – organisation, time management, decision making.
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			Catering exam will be in June	
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GCSE/ level 1/2 external assessment:

Hospitality and catering uses the level 1 pass- level 2 Dist* grading system, where Distinction* is the best grade.

Level 2 Distinction *

Level 2 Distinction

Level 2 Merit

Level 2 Pass

Level 1 Distinction *

Level 1 Distinction

Level 1 Merit

Level 1 Pass

The assessments are comprised of the following components:

- Controlled assessment - 60% of final grade to be started in Summer of Year 10 and retrieved after controlled assessment submission. Has 6 written elements and a practical examination.
- Written examination worth 40% of the final grade to be sat at the end of Year 11.

SMSC in food and catering

In design technology: social, moral, spiritual and cultural is developed in several ways. We teach our students to think about the impact of their planning and making on the environment, people and the wider world. We teach our students about the importance of the 3 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity are encouraged through the process of peer

evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in food and catering

Spiritual development and self-belief are of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in food and catering

In design and technology, we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lessons pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in food and catering

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in food and catering

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities

to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work