

**Long  
Term Plan**

To learn, through the study of hospitality and catering, understanding the industry, how businesses operate, health and safety requirements, food-induced ill health. We will develop our practical skills and focus on increasing the complexity of both the preparation, cooking and presentation of dishes.

**Year 10: Catering**

		Learning Cycle	Key Concepts and Themes	Vocabulary
	HT1	Understanding the importance of nutrition	<ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Different life-stages</li> <li>• Special dietary needs</li> </ul>	Amino acids, Starchy / sugary, Eatwell guide, Water-soluble
	HT2	How cooking methods impact on nutritional value  Factors affecting menu planning	<ul style="list-style-type: none"> <li>• Cooking methods</li> <li>• Factors when planning menus</li> <li>• Planning dishes</li> </ul>	Budgeting, Confectionary, Components, Food miles, Pesticides
	HT3	Understanding the importance of nutrition	<ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Different life-stages</li> <li>• Special dietary needs</li> </ul>	Nutritional deficiency, Nutritional excess, HBV / LBV
	HT4	How cooking methods impact on nutritional value  Factors affecting menu planning	<ul style="list-style-type: none"> <li>• Cooking methods</li> <li>• Factors when planning menus</li> <li>• Planning dishes</li> <li>• Reviewing of dishes</li> <li>• Reviewing own performance</li> </ul>	Preservation, Organoleptic, Dovetailing, Food provenance
	HT5	Hospitality and catering providers	<ul style="list-style-type: none"> <li>• Commercial (residential &amp; non-residential)</li> <li>• Non-commercial (residential &amp; non-residential)</li> <li>• Residential service</li> <li>• Food service</li> </ul>	Contract caterer, Commercial, Residential, Establishment, Provision
	HT6	Working in the hospitality and catering industry	<ul style="list-style-type: none"> <li>• Job roles in hospitality</li> <li>• Job roles in catering</li> <li>• Personal attributes</li> <li>• Qualifications and experience</li> </ul>	Sommelier, Attribute, Tronc, Troncmaster, VAT, Gross profit
		<b>Skill Development</b>	<ul style="list-style-type: none"> <li>• To identify and be able to different dietary groups</li> <li>• To explain the science behind cooking food</li> <li>• To develop practical skills and creativity</li> <li>• To understand the roles within hospitality and catering.</li> </ul>	

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Over the course of the year we will be focusing primarily on delivering key content, skills and knowledge required to successfully complete a range of controlled assessment tasks that contribute towards their BTEC grade. We will be looking into engineering sectors, creating a product to meet a specific brief, analysing and developing understanding of different types of components, materials and manufacturing processes. The content, skills and knowledge built up over the course of Year 10 will continue to be built upon in Year 11 as students complete the final year of the course.

Learning Cycle	Key Concepts and Themes	Vocabulary
<b>HT1</b>  Engineering Sectors, Products and Organisations	<ul style="list-style-type: none"> <li>What is engineering?</li> <li>Application of technical and practical knowledge</li> <li>Engineered products</li> <li>Engineering organisations</li> <li>Functions in engineering organisations</li> <li>Job roles</li> </ul>	Engineering products, Engineering sectors, Job roles, Co-operation, Components, Chemical engineering, Mechanical engineering, Electrical engineering, Communication, Local versus global, Departments, Research and development, Explain, describe and evaluate
<b>HT2</b>  Products and Organisations  Exploring engineering skills through the design process	<ul style="list-style-type: none"> <li>Evaluation techniques</li> <li>Analysis techniques</li> <li>2D sketches, and how to present them</li> <li>Annotation techniques</li> <li>CAD – 2D and 3D</li> </ul>	Engineering products, Engineering sectors, Job roles, Co-operation, Components, Chemical engineering, Mechanical engineering, Electrical engineering, Communication, Local versus global, Departments, Research and development, Explain, describe and evaluate, Design brief, Physical requirements, Aesthetics, Size, Function, Performance requirements
<b>HT3</b>  Exploring engineering skills through the design process	<ul style="list-style-type: none"> <li>CAD – 2D and 3D</li> <li>Developing design ideas and responding to peer feedback</li> <li>Model development and testing</li> <li>Materials and their working properties – metals and polymers</li> <li>Manufacturing techniques</li> <li>Quality control and assurance</li> <li>Evaluation techniques</li> </ul>	Explain, describe and evaluate, Design brief, Physical requirements, Aesthetics, Size, Function, Performance requirements, Annotations, Materials and their properties, Manufacturing processes, Engineering drawings, Quality requirements, Design process summary, Peer review
<b>HT4</b>  Exploring engineering skills through the design process	<ul style="list-style-type: none"> <li>CAD – 2D and 3D</li> <li>Developing design ideas and responding to peer feedback</li> <li>Model development and testing</li> <li>Materials and their working properties – metals and polymers</li> <li>Manufacturing techniques</li> <li>Quality control and assurance</li> <li>Evaluation techniques</li> </ul>	Explain, describe and evaluate, Design brief, Physical requirements, Aesthetics, Size, Function, Performance requirements, Annotations, Materials and their properties, Manufacturing processes, Engineering drawings, Quality requirements, Design process summary, Peer review
<b>HT5</b>  Investigate a given product using the disassembly technique	<ul style="list-style-type: none"> <li>Product disassembly and re-assembly</li> <li>Analysis of components</li> <li>Materials and their working properties – metals and polymers</li> <li>Manufacturing techniques</li> <li>Writing a product design specification</li> </ul>	Investigation, Product design specification, Feasible, Material properties and characteristics, Aesthetics, Disassembly, Assembly diagram, Functions, Manufacturing processes, Product life and reliability, Performance, function and service requirements, Economic and making considerations, Standards and legislation

**Year 10: Engineering**

	HT6	Plan the manufacture of a given component	<ul style="list-style-type: none"> <li>• Understanding a product design specification</li> <li>• Creating a production plan</li> <li>• Use of templates and jigs</li> <li>• Quality control and quality assurance</li> <li>• Health and safety</li> <li>• Annotation techniques</li> <li>• Evaluation techniques</li> </ul>	Engineered components, Planning and making, Manufacturing processes, Tools and equipment names, Health and safety – risk assessments, Quality control checks, Tolerances, Annotations, Explain, describe an evaluate, Visual checks, Dimensional checks, Final inspections, Product testing
<b>Skill Development</b>		<ul style="list-style-type: none"> <li>• CAD/CAM skills</li> <li>• Research skills</li> <li>• Design development</li> <li>• Analysis, investigation and disassembly skills</li> <li>• Planning, inspecting and testing an engineered component</li> <li>• Workshop practical – Component 2 Learning Aim C – Hand tools and machining processes</li> </ul>		

**Long  
Term Plan**

To learn, through the study of various commodities, the provenance of the food they eat, the science that leads to ingredients behaving in specific ways and to build on their understanding of food hygiene and safety. We will develop our practical skills and focus on increasing the complexity of both the preparation, cooking and presentation of dishes.

<b>Learning Cycle</b>		<b>Key Concepts and Themes</b>	<b>Vocabulary</b>
<b>HT1</b>	Fruit and vegetables and Dairy	<ul style="list-style-type: none"> <li>• Provenance</li> <li>• Science and Nutrition</li> <li>• Storage and Hygiene and Safety</li> <li>• Processing</li> <li>• Practical skills development</li> </ul>	Organic, Conventional, Fairtrade, Enzymic browning, Lactose intolerance
<b>HT2</b>	Cereals	<ul style="list-style-type: none"> <li>• Provenance</li> <li>• Science and Nutrition</li> <li>• Storage and Hygiene and Safety</li> <li>• Processing</li> <li>• Practical skills development</li> </ul>	Dextrinisation, Retrogradation, Gelatinisation, Fortification, Primary processing, Secondary processing
<b>HT3</b>	Meat, fish and poultry	<ul style="list-style-type: none"> <li>• Provenance</li> <li>• Science and Nutrition</li> <li>• Storage and Hygiene and Safety</li> <li>• Processing</li> <li>• Practical skills development</li> </ul>	Denaturation, Coagulation, Sustainability, Trawling, Assurance, Amino acids
<b>HT4</b>	Soya, tofu, beans, nuts and seeds  Cooking Methods	<ul style="list-style-type: none"> <li>• Provenance</li> <li>• Science and Nutrition</li> <li>• Storage and Hygiene and Safety</li> <li>• Processing</li> <li>• Practical skills development</li> </ul>	Vegan, Mycoprotein, Conduction, Convection, Radiation
<b>HT5</b>	Sugar, fats and oils. Presentation techniques	<ul style="list-style-type: none"> <li>• Provenance</li> <li>• Science and Nutrition</li> <li>• Storage and Hygiene and Safety</li> <li>• Processing</li> <li>• Practical skills development</li> </ul>	Caramalisation, Food security, Monosaccharides, Disaccharides, Saturated, Unsaturated
<b>HT6</b>	NEA	<ul style="list-style-type: none"> <li>• Research</li> <li>• Conducting surveys and presenting results</li> <li>• Trialling dishes to showcase skills</li> <li>• Evaluation skills</li> <li>• Health and safety</li> <li>• Annotation techniques</li> <li>• Evaluation techniques</li> </ul>	Technical, Comparison, Brief, Analysis, Sensory properties, Dovetailing

**Skill Development**

- To identify and be able to different dietary groups
- To explain the science behind cooking food
- To develop practical skills and creativity
- To understand the role of nutrients in good health and the consequences of malnutrition.

**Year 10: Food and Nutrition**