

Year 10, The Industry, Technology Department

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><b>What prior learning does this build upon? (links to KS2 national curriculum)</b></p> <ul style="list-style-type: none"> <li><i>understand and apply the principles of a healthy and varied diet</i></li> <li><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></li> <li><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></li> <li><i>The SOL also builds on the last 3 years of learning, regularly addressing kitchen safety, nutritional health and the culture surrounding food.</i></li> </ul> <p><b>What future learning does it underpin? Why is worth teaching this content?</b></p> <ul style="list-style-type: none"> <li><i>The H&amp;C Industry serves as an introduction to the course, with the theory content introducing students to the structure of the Hospitality and Catering industry and the different ways establishments can operate. The language and key concepts taught in this unit will be essential to underpin the rest of the course and will provide key</i></li> </ul>	<p><b>What are the key knowledge and skills that will be taught through this unit?</b></p> <ul style="list-style-type: none"> <li><i>Theory: Identification and Classification of H&amp;C establishments, different services offered by H&amp;C establishments, Styles of Front of House service and Back of House service, Target markets and client groups (identification and how to cater to them), how to write a business proposal, what makes a H&amp;C business successful, costs and profits and how to balance them</i></li> <li><i>Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation, cooking and sampling world foods.</i></li> </ul> <p><b>How will those skills and this knowledge be applied here and in the future?</b></p> <ul style="list-style-type: none"> <li><i>The idea behind this unit is to provide students with an in-depth look into how the hospitality and catering industry operates, and how different businesses achieve success. For students who plan on going into the industry, this unit provides essential information for them and</i></li> </ul>	<p><b>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</b></p> <ul style="list-style-type: none"> <li><b>Caterer</b>- a business or person who arranges the preparation, delivery and presentation of food for clients</li> <li><b>Catering</b>- providing a food or beverage service to people in a particular location</li> <li><b>Establishment</b>- a place where a business or organisation operates from</li> <li><b>Hospitality</b>- the business of providing people with accommodation, meals and drinks in a variety of places away from their homes</li> <li><b>Client</b>- a person/business/organisation using hospitality and catering services</li> <li><b>Commercial sector</b>- the part of the hospitality and catering industry that aims to make a profit</li> <li><b>Non-commercial sector</b>- the part of the hospitality and catering industry that does not aim to make a profit</li> <li><b>Non-residential</b>- a place that provides catering and hospitality services but not accommodation for people to stay in</li> </ul>

*knowledge necessary for the coursework next year.*

**Why is it taught in this order? Sequencing?**

- *This unit is a perfect introductory project into the Level ½ Hospitality and Catering course. Students will be able to build upon everything they've learnt in KS3 and apply it here, whilst also covering essential new content which will put the rest of the course into context (as a professional qualification, the course is entirely focussed on catering rather than home cooking, so therefore a good understanding of the industry will underpin it.)*

**How does this link to the secondary national curriculum?**

- *understand and apply the principles of nutrition and health*
- *cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet*
- *become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes]*

suggests many job opportunities they may not have considered (eg. Army Catering Corp). In terms of the course, the theory element of this unit is to provide a solid groundwork and a context in which the rest of the learning will take place. It would be counterintuitive to teach about the regulations which affect H&C businesses, or the brigade system, without having a solid understanding of the big-picture of the hospitality industry first.

- The practical skills developed here will be applicable throughout the students whole life; it introduces some high level dishes which would score them high in the coursework, but also introduces new cooking techniques and presentation skills which could be applied in industry at any level, or at home to give students more independence.

- **Residential**- a place that provides accommodation for people to stay in, as well as catering and hospitality services
- **Gross Profit (GP)**- the difference between how much the ingredients cost and how much a menu item is sold for
- **Net profit**- what is left from the gross profit after all the costs of running a restaurant have been paid (wages, heating, lighting, rent)

<ul style="list-style-type: none"><li><i>understand the source, seasonality and characteristics of a broad range of ingredients</i></li></ul>		
<b>Challenge and Support:</b>	<b>World wide learning/ links to 21<sup>st</sup> century:</b>	<b>Cultural capital/ Industry/ Enrichment:</b>

**How and where will students be stretched and challenged in this unit?**

- Throughout the theory lessons, students are given opportunities to use their creativity and understanding to produce challenging pieces of work. This is achieved through Stretch and Challenge style questions for students who finish an activity early, presentation challenges for students who complete practical work with time spare, larger pieces of work set across various mediums and contexts (identifying local providers, investigations, business proposals and problem solving tasks) which allow students to put their learning into action. In the practical lessons, students will be constantly pushed into learning new skills and to experiment with their dishes. A particular focus is to improve students presentation and plating applying some concepts we learn in the classroom directly into the kitchen.

**How is this scheme ambitious at all levels?**

- *This SOL is designed to build upon foundational learning in Year 7, 8 and 9 and to push students to produce dishes of restaurant quality. Our theory work draws in aspects from maths, English and design, but especially business, and allows students with differing skillsets to thrive. The course covers many subjects which might be new to students and*

**How is this content relevant to the wider world?**

- The hospitality sector is a huge part of the UK economy employing over 3.2 million people and producing £130 billion in economic activity. It generates £39 billion in taxation for the UK Government and is the 3rd largest private sector employer representing around 10% of UK employment.
- The skills learnt here will help students cook for themselves at home and open the door for them to eventually work in the catering industry, which is a huge private sector employer of young people in the Broadland area.

**How will this learning inform understanding about global/ social issues?**

- Through learning about the industry and the business side of catering, students will develop a much greater understanding of how the world operates and how different businesses fill different roles in a society. We use real world examples based off of the local area, which allows students to examine how businesses students are familiar with operate and thrive, and why some businesses fail. We also examine how the non-commercial sector has to cater to many different diets and cultures and why that is important.

**How does this learning relate to careers?**

- This content has a direct link to careers in the hospitality and catering industry, which is the 3<sup>rd</sup> largest private sector employer. Catering jobs will be accessible from a young age and can take individuals down many walks of life, from working in the high-end restaurants and hotels, to working in the military or offshore.
- This unit is specifically developed to increase students understanding of the industry and businesses which operate within the industry.

**What soft employability skills are developed through this unit?**

- Communication and Teamwork (in the kitchen, especially during closedown)
- Adaptability and problem solving (dishes will not always turn out how students envisage- *if half the food is uncooked, but the rest is burning, what can we do to save it?*)
- Working under time pressure.
- Understanding cultural identities.

**How does this learning enrich students' cultural capital?**

- The content of this course greatly improves student's cultural capital. It grants them an understanding of business, industry, the local area, and the environmental and societal impact of the food industry. It encourages students to examine their own ideas and gives

<p><i>aims to introduce them to the world of industry and business.</i></p> <p><b>What scholarly directed reading will be prescribed for HPAs?</b></p> <ul style="list-style-type: none"> <li><i>A series of articles and non-fiction texts examining the hospitality and catering industry and various facets within it.</i></li> </ul> <p><b>What further support may students require to access learning? ( SEND/PP)</b></p> <ul style="list-style-type: none"> <li>PP students have their ingredients provided for them for our practical lessons. PP and SEND students are given extra care and attention in the kitchen, with a focus on making sure they have a finished product they can take home, but also the opportunity to do every part of the preparation and cooking. In the theory lesson, students will receive the necessary level of support and guidance to allow them to access learning and to achieve well, in reference to their students profiles.</li> </ul>		<p>them a forum to discuss and develop their thoughts.</p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p><b>What historical, social, or cultural context will be developed?</b></p> <ul style="list-style-type: none"> <li><i>We cover the local businesses and H&amp;C providers and how profit is made in the industry. We look at the many different contexts in which providing food is either necessary or profitable (eg. prisons and</i></li> </ul>	<p><b>Does this unit relate to another cross curricular unit of study?</b></p> <ul style="list-style-type: none"> <li><i>This topic has very strong links with topics covered in Character and Culture, Maths, English and Art/DT. Students have to analyse text, balance profits and ensure that they can</i></li> </ul>	<p><b>What are the common misconceptions within this scheme and how can they be addressed?</b></p> <ul style="list-style-type: none"> <li><i>Despite being regular customers, many students will have misconceptions about the way in which hospitality and catering businesses operate, and which establishments can be classified under the H&amp;C umbrella.</i></li> </ul>

*hospitals vs. town centres and airports). We will examine the differing needs of both customers and businesses and how they can be met with various provisions.*

**Are there opportunities to promote moral or spiritual development?**

- *There is plenty of academic research suggesting that cooking in schools boost students' mental wellbeing (L. Franklin, 2020). It also provides student with a sense of pride in the foods they produce as cooking is a very transformative process where you can produce something wholly different than the sum of its parts (e.g. a cake doesn't resemble flour, egg and sugar). Cooking can also provide students with a new way in which they can be independent, helping them feel more mature.*
- *We will look at how differing customer needs are met, and how wide customer bases can be beneficial for restaurants. How to balance customer satisfaction with making a business profitable.*

**Are there opportunities to promote personal development?**

- *Students are responsible for their utensils and equipment, keeping them clean and organised throughout the lesson. Students experience multiple levels of Maslow's Hierarchy of Needs in personal development through the course, with*

*meet customer requirements and needs, all whilst thinking creatively and methodically.*

**Opportunities to develop numeracy.**

- *In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. Numeracy is also used in the balancing of overheads and profit types.*

**Opportunities to promote reading aloud.**

- *Each lesson includes opportunities to read aloud from a variation of sources.*

**Opportunities for extended writing?**

- *There are multiple opportunities for extended writing throughout the unit, the main one being the final assessment piece which involves an extended essay on how to improve a struggling restaurants standing and success.*

*Other misconceptions involving the industry is how profit is calculated. Many students will have an understanding of gross profit (even if they don't necessarily know the term) but not net profit, and why these can be wildly different.*

their safety needs being met in a very literal way, their esteem needs by feeling proud of what they have produced, which they often do, their cognitive needs through being pushed in the theory lessons and their aesthetic needs in the continuing work on presentation and plating skills.

**Assessment timeline:**

**How are the knowledge and skills going to be assessed through this unit?**

- Regular, low stakes testing throughout the unit, with an assessment piece built into the end of the project.

**What will be the timings of assessments?**

- Low stakes testing is built into various lessons throughout the unit, often used as a plenary. The main assessment piece will take place at the end of the project.

**What pre test, formative, summative testing methods will be used?**

- Low stakes formative and pre-test testing will take the form of class quizzes and knowledge checks throughout the unit. The summative assessment will be a written exam question and will be marked as such.

**Are the assessments also assessing prior knowledge? (cumulative)**

- Yes, practical skills and content covered in KS3
- **Will you use any low stakes testing to test memory retention?**
- Students will be questioned in the plenaries of lessons and will be asked to explain the previous lessons content at the start of the following lesson.

**What success criteria/ model answers/ WAGOLLS will be used?**

- Model answers are provided throughout the unit. Success criteria will be discussed in depth before any extended task. For their practical, students are given WAGOLLS in the form of photos of previous student’s dishes (anonymously) and asked to critique them and say what they like and what could be improved.

**How will assessments inform future planning and monitor progress?**

- Assessment scores will be used to identify weaknesses in understanding to be addressed in the future. Assessments in the practical setting will guide where support is needed and which skills need to be focussed on in a teacher-led demonstration at the next opportunity.

**Home learning**

**What home learning is being set and when and how does this link to learning?**

- *An investigation into local businesses. A “Dragons Den” style business proposal for a local H&C start-up.*

**What assessment method will be used to give feedback on home learning?**

- Feedback 4

**Scholarly reading?**

- *The investigation will require students to research local businesses. This will require them to use a variety of academic resources. Research will be needed to complete their business proposal.*

**Feedback**

**What tasks, homework or assessments will require Feedback Four?**

- Do you think one category of catering provider is more common than the others? Why?
- Describe the type of business you want to create. What makes it unique? Why would people want to go there?
- Both Homework Tasks
- Final Assessment

**What other feedback will be used? Class common misconceptions/ peer/ self?**

- I speak to each student individually at the end of every practical lesson, to give feedback on their dish and for them to vocalise a WWW and an EBI. Students are then prompted to discuss what they would want to change in a recipe to make it better for them or to improve its taste/texture/presentation.

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Unit: The Industry</b>																													