

## Year 10, Kitchen Operations, 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>Kitchen Operations will introduce students to many specific aspects within the catering industry. An understanding of job roles and how produce is prepared and cooked in a professional setting is essential to lead in to the next 2 units, which focus on Health and Safety. The language and key concepts taught in this unit will be essential to underpin the rest of the course</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: Customer wants and needs, client groups/target markets, accessibility, industry trends, BOH &amp; FOH dress code, customer service, Escoffier's brigade system, FOH roles and responsibilities, order flow/workflow, managerial responsibilities, operational areas, kitchen design, job advertisements (exam practice)</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>This unit has been designed to show students the inner workings of professional catering establishments, with clear explanations about how front of house and back of house operates, and why they do in the way they do. It also introduces students to the many different job roles in the kitchen and the hierarchies involved in</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>Covers-</b> customer food orders that are sent to the kitchen</li> <li><b>FIFO-</b> first in, first out – using food stocks in rotation</li> <li><b>Workflow-</b> the way food passes through the kitchen from delivery to the dining room</li> <li><b>Customer need</b> – starts the relationship between a customer and a business</li> <li><b>Customer requirements and expectations</b> – factors that decide whether or not a customer is satisfied with the service they receive</li> <li><b>Market research</b> – ways of finding out what customers' needs, requirements and expectations are, e.g. surveys, feedback</li> <li><b>Front of House-</b> employees of a catering establishment who deal directly with customers.</li> <li><b>Back of House-</b> employees of a catering establishment who don't deal directly with customers.</li> <li><b>Brigade System-</b> a kitchen hierarchy introduced by Auguste Escoffier to set out clear job roles and responsibilities.</li> </ul>

*and will provide key knowledge necessary for the coursework and exam next year.*

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

- *It follows on from “The Industry” unit, as it zooms in on specific elements of how work will take place in different kitchens. It takes place before any work on H&S law or regulation, as a student will need a strong grasp of how a professional kitchen operates before they can understand the context of H&S legislation and where hazards in the food industry come from.*

**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]*
- *understand the source, seasonality and characteristics of a broad range of ingredients*

them, which should hopefully let students begin to consider their own career prospects.

- 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.

<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 (FOH uniform design, identifying successful character traits for different job roles, designing a workflow, writing job advertisements 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*

**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.
- This content specifically covers job roles and hierarchy, which is immediately applicable to work in the hospitality industry. Generally, however, benefits of a work hierarchy and specific job roles can be seen as transferable knowledge. Examining the qualities of what makes a good manager for example, we discuss in the context of hospitality, but quality managerial skills are very much transferrable into different work places.

**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

**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 specific careers in the hospitality and catering 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>skillsets to thrive. The course covers many subjects which might be new to students and aims to introduce them to the world of industry and business.</i></p> <ul style="list-style-type: none"> <li><i>This unit specifically builds upon the content from “The Industry”, with the main differences being the previous unit is “The Big Picture” whereas this unit covers the specific nature of individual operations within varying establishments.</i></li> </ul> <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>fill different roles in a society. Further to this, we also examine what each specific job in the industry comprises of, and various routes one could take to get into these job roles.</p>	<p>them a forum to discuss and develop their thoughts.</p>
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Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p><b>What historical, social, or cultural context will be developed?</b></p> <ul style="list-style-type: none"> <li><i>We will examine the differing needs of both customers and businesses and how they can be met with various provisions. We also look at the history of the Brigade system, and how the work of Escoffier echoes through the modern world of hospitality. We examine the differing working conditions and job roles which can be found in catering establishments of all sizes, all over the world.</i></li> </ul> <p><b>Are there opportunities to promote moral or spiritual development?</b></p> <ul style="list-style-type: none"> <li><i>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.</i></li> <li><i>We will look at how differing customer needs are met, and how wide customer</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, evaluate workflows, categorise job roles and ensure that they can meet customer requirements and needs, all whilst thinking creatively and methodically.</i></li> </ul> <p><b>Opportunities to develop numeracy.</b></p> <ul style="list-style-type: none"> <li><i>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.</i></li> </ul> <p><b>Opportunities to promote reading aloud.</b></p> <ul style="list-style-type: none"> <li><i>Each lesson includes opportunities to read aloud from a variation of sources.</i></li> </ul> <p><b>Opportunities for extended writing?</b></p> <ul style="list-style-type: none"> <li><i>There are multiple opportunities for extended writing throughout the unit, the main one being the final assessment piece which involves an extended job advertisement for a role in industry, differentiated for different student groups.</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>What the different job roles in the kitchen are; many students will be familiar with head chef and sous chef, but not what the job roles comprise of, and not the rest of the brigade system.</i></li> <li><i>The differences between home cooking/cooking individual portions and operating a fully functional professional kitchen.</i></li> <li><i>Specialisations of job roles.</i></li> <li><i>The prevalence of trends in the industry.</i></li> </ul>

<p><i>bases can be beneficial for restaurants. How to balance customer satisfaction with making a business profitable.</i></p> <ul style="list-style-type: none"> <li><i>We look at positive character traits which will help individuals become employed in certain job roles, e.g. how being personable and having good humour is beneficial for front of house.</i></li> </ul> <p><b>Are there opportunities to promote personal development?</b></p> <ul style="list-style-type: none"> <li>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 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.</li> </ul>		
<p><b>Assessment timeline:</b></p>		
<p><b>How are the knowledge and skills going to be assessed through this unit?</b></p> <ul style="list-style-type: none"> <li>Regular, low stakes testing throughout the unit, with an assessment piece built into the end of the project.</li> </ul> <p><b>What will be the timings of assessments?</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>What pre test, formative, summative testing methods will be used?</b></p>		

- 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 (job advertisement) 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/ WAGOLs 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 WAGOLs 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 trends in the hospitality industry, follows on from class content about customer needs and expectations. Research into job advertisements to prepare for final assessment of unit.*

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

- *Feedback 4*

**Scholarly reading?**

- *The investigation will require students to research industry trends. This will require them to use a variety of academic resources. Research will be needed to complete their job advertisement.*

### 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>																													