

Year 10, Health and Safety, Technology Department

| Rationale and Context of Unit: | Core curriculum content: | Tier 2 & Tier 3 vocabulary explicitly taught: |
|---|---|--|
| <p>What prior learning does this build upon? (links to KS2 national curriculum)</p> <ul style="list-style-type: none"> <i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i> <i>The SOL also builds on the last 3 years of learning, regularly addressing kitchen safety, nutritional health and the culture surrounding food.</i> <p>What future learning does it underpin? Why is worth teaching this content?</p> <ul style="list-style-type: none"> <i>Health and Safety will introduce KS4 students to new ways at looking at staying safe in the kitchen. We have consistently practiced safety procedures in the kitchen throughout KS3 and Year 10, but this unit serves to consolidate this by learning about the legislature in place in the industry to explain why we do things the way we do. This underpins the next unit which will be</i> | <p>What are the key knowledge and skills that will be taught through this unit?</p> <ul style="list-style-type: none"> <i>Theory: Employee and Employer rights & responsibilities, Regulation and Protection, HASAWA, Working Time regulations, Human Rights and employment, HSE, RIDDOR, COSHH, PPER, MHOR, Data Protection, Safety and Security, Reporting Incidents, Risk Assessment (Exam Practice)</i> <i>Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation, cooking and sampling world foods.</i> <p>How will those skills and this knowledge be applied here and in the future?</p> <ul style="list-style-type: none"> <i>This unit has been designed to show students the laws which shape the way hospitality establishments operate safely. As well as being essential knowledge for the exam, the content delivered here will be very helpful for any students who plan on working in the industry in any role, or many other roles outside of the industry</i> | <p>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</p> <ul style="list-style-type: none"> Control measure- a way of reducing the risk of a hazard causing harm Hazard- something that causes harm Risk- how likely it is that someone will be harmed by a hazard Risk assessment- a way of identifying risks in activities (e.g. carrying a heavy saucepan), situations (e.g. how easy it is to escape from a building in an emergency) or when using objects (e.g. a piece of equipment in the kitchen) Critical control points – stages in a food production operation where food safety could go wrong Due diligence – being able to prove that reasonable actions to avoid a health risk have been taken Hazard Analysis Critical Control Point (HACCP) – a food safety management system to identify hazards to food safety |

| | | |
|--|--|--|
| <p><i>about how food can cause ill health, as students will already be confident the measures in place to minimise the risks.</i></p> <p>Why is it taught in this order? Sequencing?</p> <ul style="list-style-type: none"> <i>This unit follows on from two units about the H&C industry. This works best immediately following these as it provides students with some much needed context whilst we are covering laws, which if learnt in the abstract, can be very “dry” content. Hopefully, with the students having a developed understanding of how the industry works, this unit will be much more engaging and students will be able to recognise it’s relevance.</i> <p>How does this link to the secondary national curriculum?</p> <ul style="list-style-type: none"> <i>understand and apply the principles of nutrition and health</i> <i>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</i> <i>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]</i> | <p>(most of the legislature covered here applies universally).</p> <ul style="list-style-type: none"> 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. | |
|--|--|--|

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

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 (creative solutions to security in hospitality, analysis legislature in action, completing risk assessments 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 character and culture, and allows students with differing skillsets to thrive. The*

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 health & safety and working regulations, which apply universally across the UK. Even a basic understanding of this can secure students in the world of work, and provide them with better knowledge of their rights as an employee or customer.

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

- Through learning the legislature affecting the industry, students will develop a much greater understanding of how the world operates and how different businesses fulfil legal requirements in a society. Further to this, we also examine how legislature develops and the intention behind safety legislation.

How does this learning relate to careers?

- This content has a direct link to careers in the hospitality and catering industry, which is the 3rd 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 how establishments and institutions ensure the safety of their employees and customers, as well at the rights students will have when they enter the workforce.

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.
- Understanding employer, employee and customer rights.

How does this learning enrich students' cultural capital?

- The content of this course greatly improves student's cultural capital. It grants them an

| | | |
|---|--|---|
| <p><i>course covers many subjects which might be new to students and aims to introduce them to the legal side of the world of industry and business.</i></p> <ul style="list-style-type: none"> <i>This unit specifically builds upon the content from “The Industry” and “Kitchen Operations”. After examining what the industry is, and how it operates, this unit covers the “Why” it works in the way it does.</i> <p>What scholarly directed reading will be prescribed for HPAs?</p> <ul style="list-style-type: none"> <i>A series of articles and non-fiction texts examining the hospitality and catering industry and various facets within it.</i> <p>What further support may students require to access learning? (SEND/PP)</p> <ul style="list-style-type: none"> 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. | | <p>understanding of business, industry, the legal system and how laws can affect industry. It encourages students to examine their own ideas and gives them a forum to discuss and develop their thoughts.</p> <ul style="list-style-type: none"> We will look at laws relating to discrimination and sensitive information. |
| <p>Historical, Social, Moral, Spiritual, Cultural context:</p> | <p>Cross curricular links/ literacy/numeracy:</p> | <p>Common misconceptions:</p> |

What historical, social, or cultural context will be developed?

- *We will be looking at how legislature is introduced, and how businesses operate within the confines of the law. Laws will be explained in depth with care given to explain how they work in practice and consequences establishments will face if they fail to meet the requirements.*

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 legislature in put in place to protect individuals at every stage of the industry.*
- *We look at different rights and responsibilities of employers, employees, customers and consumers, and how one can utilise these to ensure their own comfort and safety.*

Does this unit relate to another cross curricular unit of study?

- *This topic has very strong links with topics covered in Character and Culture, Maths, English and Art/DT. Students have to analyse text, evaluate legislation, categorise risks and hazards and ensure that they can meet legal requirements, 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.*

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, including an analysis of security systems an establishment can put in place, and an in depth explanation of the Data Protection Act.*

What are the common misconceptions within this scheme and how can they be addressed?

- *That legislation affects the everyday operations of a kitchen.*
- *The codified rights of employees and customers.*
- *The nature of risks in the industry, slips and trips being the most common and dangerous.*
- *MHOR being a legal requirement.*

| | | |
|--|--|--|
| <p>Are there opportunities to promote personal development?</p> <ul style="list-style-type: none"> • 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. | | |
|--|--|--|

Assessment timeline:

| |
|--|
| <p>How are the knowledge and skills going to be assessed through this unit?</p> <ul style="list-style-type: none"> • Regular, low stakes testing throughout the unit, with an assessment piece built into the end of the project. <p>What will be the timings of assessments?</p> <ul style="list-style-type: none"> • 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. <p>What pre test, formative, summative testing methods will be used?</p> <ul style="list-style-type: none"> • 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 (risk assessment) and will be marked as such. <p>Are the assessments also assessing prior knowledge? (cumulative)</p> <ul style="list-style-type: none"> • Yes, practical skills and content covered in KS3 <p>Will you use any low stakes testing to test memory retention?</p> <ul style="list-style-type: none"> • 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. <p>What success criteria/ model answers/ WAGOLLS will be used?</p> <ul style="list-style-type: none"> • 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 health and safety signage security in the hospitality industry, follows on from class content about COSHH and precedes a lesson on safety and security in operation. Research into risk assessments 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 signage and security operations. This will require them to use a variety of academic resources. Research will be needed to complete their risk assessment.*

Feedback

What tasks, homework or assessments will require Feedback Four?

- Work on RIDDOR
- Slips and Trips Safety guidance
- 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 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Unit: Health and Safety