

Year 11, Coursework, 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 4 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>This unit comprises of the entirety of the coursework for the hospitality and catering course, including learning the content which directly applies to the coursework.</i> <p>Why is it taught in this order? Sequencing?</p> <ul style="list-style-type: none"> • <i>This unit takes place in year 11, as it relies on skills and knowledge which students have gained through theory lessons as well as practical skills from year 10. We start</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: functions of nutrients in the human body, nutritional needs of specific groups, characteristics of unsatisfactory nutritional intake, how cooking methods impact on nutritional value, factors to consider when proposing dishes for menus, how dishes on a menu address environmental issues, how menu dishes meet customer needs, planning production of dishes for a menu</i> • <i>Practical: techniques in preparation of commodities, assuring quality of commodities to be used in food preparation, techniques in cooking of commodities, completing dishes using presentation techniques, using food safety practices.</i> <p>How will those skills and this knowledge be applied here and in the future?</p> <ul style="list-style-type: none"> • This unit covers the coursework element for the course, so all the content covered, both practical and theory, can be applied immediately. The coursework takes the shape of a nutritional investigation and a 	<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"> • Nutrients – natural chemical substances that are essential for body growth, function and health • Nutrition – the study of what people eat and how all the nutrients in foods work together in the body • Sources – the foods in which nutrients are found • Whole foods – foods that have not had any nutrients removed during processing • Life Stages – stages of development that people go through during their life: i.e. infancy (babyhood), childhood, adolescence (teenagers), adulthood and later adulthood. • Basal Metabolic Rate – the amount of energy needed to keep a person alive and their body working normally. It varies according to age, gender, body size and their Physical Activity Level (PAL) • Coagulated – the heat causes lots of denatured proteins to join together and change the appearance and texture of food, e.g. when an egg is cooked, the white changes from a clear

<p><i>the coursework immediately in year 11 as it requires lots of time and attention to be able to access higher grades.</i></p> <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> • <i>understand the source, seasonality and characteristics of a broad range of ingredients</i> 	<p>design brief, culminating in students cooking a two-course meal which suites the need of a bistro.</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. 	<p>liquid to a white solid and the yolk changes from a liquid to a solid.</p> <ul style="list-style-type: none"> • Gelatinised – the heat causes the starch granules in the food, e.g. in a white sauce, to swell with the water they have absorbed, and the sauce starts to thicken. When the sauce reaches boiling point, the granules burst and release the starch – this is called gelatinisation • À la Carte – a menu where the dishes are all listed and priced separately under different headings • Cyclic menu – a set of menus with limited choices that are rotated over a period of time • Du Jour Menu – a menu that changes every day • Entrée – a French word, which in the UK, USA and Canada often means a main course on a menu. In some other countries, Entrée means the dish served before the main course – i.e. the starter. • Table d'hôte – a set menu with limited choices, which has a set price for the meal (e.g. a two- or three-course meal) • Greenhouse effect - the atmosphere allows solar radiation through to reach the Earth but reflects some of the heat radiated from the Earth back, leading to raised temperatures • Carbon footprint – a measure of how much food production contributes towards the production of greenhouse gases
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		<ul style="list-style-type: none">• Food provenance – where food and the ingredients in them originally come from before they reach the Hospitality and Catering industry• Sustainable – producing food in a way that can be maintained over a long period of time and protects the environment• Organoleptic – the qualities of food that people experience with their senses• Contingency – a backup plan to deal with either an emergency (e.g. the cooker breaks down or a special ingredient is not available) so that customer service can be restored as soon as possible; or a seasonal peak in business (e.g. Christmas) so that extra staff and equipment can be hired to cope with the increase in customers• Freezer burn – when frozen food has not been properly wrapped, it becomes damaged and dried out by the cold air and oxygen inside the freezer, which spoils its flavour, texture and appearance• Pasteurisation – this means heating fresh milk to 72°C for 15 seconds in order to kill pathogenic micro-organisms that may be in it• Rancid – unpleasant odours (smells) and flavours that develop in old, stale foods that contain fat• Tainted – when a food picks up the smell of another food being stored close to it, e.g. eggs
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		<p>in a refrigerator can be tainted by uncovered fish being stored nearby</p> <ul style="list-style-type: none"> • Coagulate – when lots of protein molecules in a food join together during cooking and change the appearance and texture of the food • Dextrin- small groups of glucose molecules that are formed when a starchy food is exposed to dry heat, e.g. when toasting a slice of bread • Gluten – the protein formed in wheat flour when liquid is added to it, e.g. in bread making, giving the bread dough a stretchy texture • Palatability – what makes a food acceptable and good to eat • Decoration – the process of adding something to a dish to make it look attractive and pretty, e.g. swirls of cream, chocolate shapes, caramel decorations, and spun sugar; usually applied to sweet foods and desserts • Garnish – the process of adding something to a dish to make it look more visually appealing; usually applied to savoury foods • Portion control – serving a standardised portion of food that is the same size each time •
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:

<p>How and where will students be stretched and challenged in this unit?</p> <ul style="list-style-type: none"> <i>The way the coursework is graded allows to specific areas for students to be pushed to succeed in, as different elements have capped grades, eg. in AC1.4, students cannot score above a L2 pass. This results in distinct areas where students need to be stretched in to be able to achieve merit and distinction grades, these are “Compare nutritional needs of specific groups”, “Plan a production of a menu” and the final preparation of the two course meal. Students will be stretched by completing drafts, receiving peer feedback, and being taught higher level content which could apply for their specific interpretations of the brief.</i> <p>How is this scheme ambitious at all levels?</p> <ul style="list-style-type: none"> <i>This SOL is designed to allow students of all levels to achieve in the coursework by providing sufficient structure, teacher led content and WAGOLL's.</i> <i>This unit specifically builds upon the content from last year, and gives students a chance to apply it practically to their own work, both in theory and in the kitchen.</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 application of nutritional</i> 	<p>How is this content relevant to the wider world?</p> <ul style="list-style-type: none"> 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 unit is a chance for students to apply content they're learning in a way similar to what they could potentially do in the catering industry. As the content has a focus on nutrition and food preparation, the information that students learn is applicable to their every day lives, and the skills are very much transferrable and essential life skills. <p>How will this learning inform understanding about global/ social issues?</p> <ul style="list-style-type: none"> In this unit we cover various health issues and how we can best accommodate them, as well as how to prevent and identify various forms of food induced ill health. We also examine 	<p>How does this learning relate to careers?</p> <ul style="list-style-type: none"> 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 allows students to apply skills and knowledge they have learnt through the first part of the course practically and independently. <p>What soft employability skills are developed through this unit?</p> <ul style="list-style-type: none"> Communication and Teamwork (in the kitchen, especially during closedown) Adaptability and problem solving (dishes will not always turn out how students envisage- <i>if half the food is uncooked, but the rest is burning, what can we do to save it?</i>) Working under time pressure. Understanding cultural identities. Safe consumption of food and preventative measures Being able to work to a design brief. Analysis. Independent work. Planning and time management. <p>How does this learning enrich students' cultural capital?</p>
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<p><i>science, catering to specific briefs and menu design.</i></p> <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>how to meet the needs of customers through menu design.</p>	<ul style="list-style-type: none"> The content of this course greatly improves student's cultural capital. It gives students the opportunity to become more independent in their own diet, gives them a solid understanding of nutrition, the thought and planning that goes into menu design, and the issues that can occur with planning and how to counter them with contingencies and special points.
<p>Historical, Social, Moral, Spiritual, Cultural context:</p> <p>What historical, social, or cultural context will be developed?</p> <ul style="list-style-type: none"> <i>We will look at how different groups have different nutritional needs, and how a hospitality establishment can meet these needs. We will use real world examples to illustrate these.</i> <p>Are there opportunities to promote moral or spiritual development?</p> <ul style="list-style-type: none"> <i>There is plenty of academic research suggesting that cooking in schools boost students' mental wellbeing (L. Franklin,</i> 	<p>Cross curricular links/ literacy/numeracy:</p> <p>Does this unit relate to another cross curricular unit of study?</p> <ul style="list-style-type: none"> <i>This topic has very strong links with topics covered in Biology (nutrition), Product Design (working to the brief) and English and Maths (recipe writing, balancing and composing their dovetailed time plan)</i> <p>Opportunities to develop numeracy.</p> <ul style="list-style-type: none"> In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. 	<p>Common misconceptions:</p> <p>What are the common misconceptions within this scheme and how can they be addressed?</p> <ul style="list-style-type: none"> <i>That vitamins and minerals all serve the same purpose.</i> <i>That minerals in food are different from minerals in science.</i> <i>That time management in a kitchen is simple.</i> <i>That most groups require relatively similar nutrition.</i> <i>That customer needs can only be met through accessibility arrangements, and menu changes.</i>

<p><i>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></p> <ul style="list-style-type: none"> <i>By the end of this unit, students should be very confident in their cooking skills, and should be able to produce dishes to a very high standard.</i> <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. Students are also responsible for deciding which dishes they will be 	<ul style="list-style-type: none"> In managing time in the final practical piece. <p>Opportunities to promote reading aloud.</p> <ul style="list-style-type: none"> <i>Each lesson includes opportunities to read aloud from a variation of sources.</i> <p>Opportunities for extended writing?</p> <ul style="list-style-type: none"> There are multiple opportunities for extended writing throughout the unit, including "Compare nutritional needs of specific groups" and "Plan a production of a menu" 	
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cooking, sourcing appropriate recipes and improving and adapting them to fit the brief.		
Assessment timeline:		
How are the knowledge and skills going to be assessed through this unit? <ul style="list-style-type: none"> Regular, low stakes testing throughout the unit. The amount of feedback that can be given during the course of this unit is limited by the fact that it is coursework. 		
What will be the timings of assessments? <ul style="list-style-type: none"> The pieces of timed coursework will be peppered throughout the unit, directly following the relevant content and preparations of drafts and materials to take in with them. 		
What pre test, formative, summative testing methods will be used? <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 the complete coursework. 		
Are the assessments also assessing prior knowledge? (cumulative) <ul style="list-style-type: none"> Yes, practical skills and content covered in KS3 and Year 10 		
Will you use any low stakes testing to test memory retention? <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. 		
What success criteria/ model answers/ WAGOLLS will be used? <ul style="list-style-type: none"> Success criteria clearly explained using the mark scheme for the coursework. Sample coursework can be provided as WAGOLL. 		
How will assessments inform future planning and monitor progress? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> <i>Preparation of resources and draft answers for timed coursework. Consistent practice of final coursework practical skills.</i> 		
What assessment method will be used to give feedback on home learning? <ul style="list-style-type: none"> <i>Feedback 4</i> 		
Scholarly reading?		



- Consistent research will be needed into nutritional science, and into food pairings and menu design.

Feedback

What tasks, homework or assessments will require Feedback Four?

- All homework, some non-coursework classwork. (students cannot receive feedback on coursework until coursework is completed.)

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. Ideas and work will be discussed regularly with students, and criteria will be given for them to be able to assess their own work.

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
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Unit: Coursework