

**Hospitality & Catering (Food)**  
Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving through to the optimum knowledge sequence for building secure schema

Knowledge, skills and understanding to be gained at each stage\*

		Cycle 1	Cycle 2	Cycle 3
EYFS	Know and remember			
	Do			
YEAR 1				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			
	Vertical and horizontal interleaving			
YEAR 2				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			
	Vertical and horizontal interleaving			
YEAR 3				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			

	Vertical and horizontal interleaving			
YEAR 4				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			
	Vertical and horizontal interleaving			
YEAR 5				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			
	Vertical and horizontal interleaving			
YEAR 6				
	Know			
	Experiment			
	Observe			
	Make			
	Evaluate			
	Vertical and horizontal interleaving			
YEAR 7 (13-week Rotation)		Cycle 1 Introduction to hospitality and catering	Cycle 2 Introduction to hospitality and catering	Cycle 3 Introduction to hospitality and catering
	Know	Hazards and hygiene in the food room. Weighing and measuring (extended writing) Cutting techniques bridge and claw Following a recipe.	Hazards and hygiene in the food room. Weighing and measuring (extended writing) Cutting techniques bridge and claw Following a recipe.	Hazards and hygiene in the food room. Weighing and measuring (extended writing) Cutting techniques bridge and claw Following a recipe.
	Experiment	Optional extra ingredients. Shape of pizza base Using temperature control to check if product is cooked	Optional extra ingredients. Shape of pizza base Using temperature control to check if product is cooked	Optional extra ingredients. Shape of pizza base Using temperature control to check if product is cooked

	Observe	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Rubbing in method Measuring accurately Using the hob Using the oven Using the grill	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Rubbing in method Measuring accurately Using the hob Using the oven Using the grill	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Rubbing in method Measuring accurately Using the hob Using the oven Using the grill
	Make	Fruit salad Fruit crumble Scone based pizza Scones Keema kebab and cous cous Tuna pasta salad Cookies Cheesy toast	Fruit salad Fruit crumble Scone based pizza Scones Keema kebab and cous cous Tuna pasta salad Cookies Cheesy toast	Fruit salad Fruit crumble Scone based pizza Scones Keema kebab and cous cous Tuna pasta salad Cookies Cheesy toast
	Evaluate	Evaluate scone-based pizza Dish of their choice	Evaluate scone-based pizza Dish of their choice	Evaluate scone-based pizza Dish of their choice
YEAR 8 (13-week Rotation)		Cycle 1 Improve your skills from a commis chef to a chef de partie	Cycle 2 Improve your skills from a commis chef to a chef de partie	Cycle 3 Improve your skills from a commis chef to a chef de partie
	Know	Food waste Seasonal food and food miles. Function of ingredients. Evaluation Following a recipe.	Food waste Seasonal food and food miles. Function of ingredients. Evaluation Following a recipe.	Food waste Seasonal food and food miles. Function of ingredients. Evaluation Following a recipe.
	Experiment	Optional extra ingredients. How all ingredients can be used to avoid food waste Using temperature control to check if product is cooked	Optional extra ingredients. How all ingredients can be used to avoid food waste Using temperature control to check if product is cooked	Optional extra ingredients. How all ingredients can be used to avoid food waste Using temperature control to check if product is cooked
	Observe	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Layering desserts Making and rolling out pastry Scoring chicken Making marinades	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Layering desserts Making and rolling out pastry Scoring chicken Making marinades	The demonstrations of each practical of the new skills for the product being made. Bridge and claw technique Layering desserts Making and rolling out pastry Scoring chicken Making marinades
	Make	Pasta & Tomato bake Flapjack Mini cheesecake Cheese and onion roll Puff pizza tart	Pasta & Tomato bake Flapjack Mini cheesecake Cheese and onion roll Puff pizza tart	Pasta & Tomato bake Flapjack Mini cheesecake Cheese and onion roll Puff pizza tart

		Nandos chicken Stir fry Chilli and rice Buns	Nandos chicken Stir fry Chilli and rice Buns	Nandos chicken Stir fry Chilli and rice Buns
	Evaluate	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.
		<b>Cycle 1 Day of the Dead</b>	<b>Cycle 2 Day of the Dead</b>	<b>Cycle 3 Day of the Dead</b>
	Know	<b>Day of the Dead</b> – The theme of the project will be based on the Mexican celebration and culture. Know the types of foods served during the holiday. Health and safety in a food room Designing own dish Evaluate dishes	<b>Day of the Dead</b> – The theme of the project will be based on the Mexican celebration and culture. Know the types of foods served during the holiday. Health and safety in a food room Designing own dish Evaluate dishes	<b>Day of the Dead</b> – The theme of the project will be based on the Mexican celebration and culture. Know the types of foods served during the holiday. Health and safety in a food room Designing own dish Evaluate dishes
	Experiment	Presentation & preparation of food	Presentation & preparation of food	Presentation & preparation of food
	Observe	Retrieval of previous knowledge and skills from year 7&8	Retrieval of previous knowledge and skills from year 7&8	Retrieval of previous knowledge and skills from year 7&8
	Make	Day of the dead cheesecakes  Mexican flat bread  Short bread biscuits  Ghost muffins  Mexican chicken stir fry  Mexican rice  Chocolate and banana quesadillas  Mexican potatoes  Own dish	Day of the dead cheesecakes  Mexican flat bread  Short bread biscuits  Ghost muffins  Mexican chicken stir fry  Mexican rice  Chocolate and banana quesadillas  Mexican potatoes  Own dish	Day of the dead cheesecakes  Mexican flat bread  Short bread biscuits  Ghost muffins  Mexican chicken stir fry  Mexican rice  Chocolate and banana quesadillas  Mexican potatoes  Own dish
	Evaluate	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	judging effectiveness of their own work and areas for improvement. Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.
		Cycle 1	Cycle 2	Cycle 3
YEAR 9 WJEC Hospitality & Catering	New spec	<b>Unit 1 L04</b>  What is food poisoning Bacteria and conditions Microbes Food allergies	<b>Unit 2</b>  Nutritional needs of specific groups  Cooking methods  The impact of cooking methods on nutritional value	<b>Unit 2</b>  Evaluation work  How to analyse a brief  <b>Unit 1</b>  Job industry

		<p>Food intolerance</p> <p>EHO</p> <p>Rules and regulations</p> <p><b>Unit 2</b></p> <p>Different nutrients</p> <p>Excess of nutrients</p> <p>Deficiency of nutrients</p>	<p>Factors to consider when proposing dishes</p> <p>Environmental issues</p> <p>How dishes meet customers' needs</p> <p>Time plans</p>	<p>Suppliers to the industry.</p> <p>Role of the EHO.</p> <p>Hygiene ratings.</p> <p>Jobs and roles. AC1.2</p> <p>The kitchen brigade AC1.3</p> <p>Rates of pay</p> <p>Personal attributes</p> <p>Contracts of employment.</p>
		<p>Sweet &amp; sour chicken</p> <p>Cheesecake</p> <p>Stuffed peppers</p> <p>Shortbread</p> <p>Bread</p> <p>Enriched dough</p> <p>Naan bread</p> <p>Garlic bread</p> <p>Fresh pasta &amp; tomato sauce</p> <p>Fresh pasta &amp; cheese sauce</p> <p>Swill roll</p> <p>Fruit cake and decorate</p>	<p>Chocolate fondant</p> <p>Bean burger</p> <p>Fish cakes (fillet a fish)</p> <p>Beef burger</p> <p>Cream patisserie</p> <p>Fruit tart</p> <p>Sweet garnish and decorations</p> <p>Savoury garnish and dips</p> <p>Brandy snaps</p> <p>Portion a chicken – stock</p> <p>Chicken kiev</p>	<p>Use chicken thighs for curry</p> <p>Drumsticks fried chicken</p> <p>Soup with stock</p> <p>Shepards pie</p> <p>Douches and Hasselback potatoes</p> <p>Choux pastry</p> <p>Cauliflower cheese/ veg dishes</p> <p>Puff pastry – savoury</p> <p>Puff pastry – sweet</p> <p>Shortcrust – quiche</p> <p>Pate sucre (sweet pastry)</p> <p>Meringue</p>
YEAR 10 WJEC Hospitality & Catering		Cycle 1	Cycle 2	Cycle 3
	New spec	<p><b>Unit 1 L04</b></p> <p>What is food poisoning</p> <p>Bacteria and conditions</p> <p>Microbes</p> <p>Food allergies</p> <p>Food intolerance</p> <p>EHO</p> <p>Rules and regulations</p> <p><b>Unit 1 L05</b></p> <p>Options for hospitality and catering provisions</p> <p>Recommend options for hospitality and catering provisions</p> <p><b>Unit 2 1.1</b></p> <p>Nutritional needs – macro and micronutrients. Carbohydrates and protein.</p>	<p><b>Unit 2 1.1 - 2.3</b></p> <p>Nutritional needs fats and fibre</p> <p>Vitamins</p> <p>Minerals</p> <p>Nutritional needs of specific groups early, middle and elderly adults</p> <p>Nutritional needs of specific groups babies, toddlers, children and teenagers</p> <p>Cooking methods</p> <p>Cooking methods and the impact of nutritional value</p> <p>Factors to consider when proposing dishes</p> <p>Environmental issues</p>	<p><b>Unit 2 2.3 - 4.2 &amp; mock</b></p> <p>How dishes meet customers' needs</p> <p>Time plans</p> <p>Evaluation work</p> <p>How to analyse a brief</p> <p>Mock</p> <p><b>Unit 1 – recap</b></p> <p>Commercial and non-commercial</p>
		<p>Chicken nuggets &amp; wedges</p> <p>Pate sucre (sweet pastry)</p>	<p>Cauliflower cheese/ veg dishes</p>	<p>Savoury garnish and dips</p> <p>Brandy snaps</p>

		<p>Fish fingers and chips (fillet fish)</p> <p>Lemon curd</p> <p>Lemon meringue pie</p> <p>Fish pie fresh pasta and tom sauce</p> <p>Millionaires' shortbread</p> <p>Paneer stuffed pancakes</p> <p>Lemon mousse</p> <p>Ratatouille</p> <p>Fruit cake and decorate</p>	<p>Stuffed peppers</p> <p>Halloumi kebab &amp; pitta bread</p> <p>Jam</p> <p>Black forest gateau</p> <p>Gnocchi and tomato sauce</p> <p>Bean burger</p> <p>Fish cakes (fillet fish)</p> <p>Beef burger</p> <p>Cream patisserie</p> <p>Fruit tart</p> <p>Sweet garnish and decorations</p>	<p>Portion a chicken – chicken curry</p> <p>Chelsea buns</p> <p>Ravioli</p> <p>Quiche</p> <p>Meringue nest</p> <p>Practice Mock dishes</p>
		Cycle 1	<b>Cycle 2</b>	<b>Cycle 3</b>
YEAR 11 WJEC Hospitality & Catering	Old spec	<p><b>Unit 2</b></p> <p>Nutritional needs minerals</p> <p>Nutritional needs of specific groups early, middle and elderly adults</p> <p>Nutritional needs of specific groups babies, toddlers, children and teenagers</p> <p>Cooking methods</p> <p>Cooking methods and the impact of nutritional value</p> <p>Factors to consider when proposing dishes</p> <p>Environmental issues</p>	<p><b>Unit 2</b></p> <p>How dishes meet customers' needs</p> <p>Time plans</p> <p><b>Start unit 2 coursework</b></p> <p>Analyse brief.</p> <p>Compare the nutritional / dietary needs of specific groups.</p> <p>Unsatisfactory intake</p> <p>Cooking methods</p> <p>Menu planning</p> <p>Factors affecting menu planning</p> <p>Select 4 dishes and justify choices</p> <p>Select 2 dishes and justify choice (must have side dish and sauce)</p> <p>Explain how the dishes meet the customers' needs</p> <p>Time plan - explain how dishes address environmental issues</p> <p>Plan production of dishes for a menu</p> <p><b>Retake exam unit 1</b></p>	<p><b>Retake exam unit 1</b></p> <p>Recap the role of EHO when visiting premises.</p> <p>Recap food safety.</p> <p>Recap commercial and non-commercial</p> <p>Analyse job requirements within the H&amp;C industry</p> <p>Environmental issues</p> <p>Exam questions, past papers</p>

		Stuffed peppers Stuffed chicken Jam Black forest gateau Gnocchi and tomato sauce Bean burger Fish cakes (fillet fish) Chilli & rice Cream patisserie Fruit tart Sweet garnish and decorations	Savoury garnish and dips Brandy snaps Portion a chicken – chicken curry Chelsea buns Ravioli Choosing Cook dishes from previous mock to adapt for real exam	
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\*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.