

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: The Oven know the features of the kitchen, work safely within Food hygiene and health and safety rules.</p> <p>Recognising when there is a problem relating to the above.</p> <p>Understanding the different parts of the cooker and how they are used.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Knife skills Learning how to use the bridge and claw method and how to use equipment safely.</p> <p>Use skills to make simple dishes such as coleslaw.</p> <p>How to clean up and avoid cross contamination etc as taught previously.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Health & Safety Food hygiene and health and safety rules.</p> <p>Managing high-risk foods including: eggs, chicken and rice</p> <p>Recognising when there is a problem relating to the above.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Knife Skills (2) Consolidating how to use the bridge and claw method and how to use equipment safely.</p> <p>Use knife skills to make simple dishes such as coleslaw.</p> <p>How to clean up and avoid cross contamination etc as taught previously.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Al Fresco Dining Learning how the Catering Industry enables people to eat outside.</p> <p>Explore menus and styles of cooking Al Fresco</p> <p>Suggest suitable dishes for Al Fresco dining</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Afternoon Tea Learning how the Afternoon Tea has evolved and become a British Tradition</p> <p>Explore regional and international variations of Afternoon Tea</p> <p>Suggest suitable dishes for an Afternoon Tea</p>

<p>Milestones/outcomes: HPA: To be able to explain how to work safely in the kitchen; To know how to work safely in the kitchen, and to be able to identify and use appropriately the differing parts of the oven to include the oven, hob and grill MPA: To know To know how to work safely in the kitchen, and to be able to identify and use appropriately the differing parts of the oven to include the oven, hob and grill Transition: To know how to work safely in the kitchen, and to be able to identify and use appropriately the differing parts of the oven to include the oven, hob and grill.</p>	<p>Milestones/outcomes: HPA: To know how to use a variety of knives including sharp knives and to be able to distinguish between the bridge and claw methods and choose which depending on what is being cut. MPA: To know how to use a variety of knives including sharp knives and to be able to use both the bridge and claw methods and choose which depending on what is being cut. Transition: To know how to use a variety of knives including sharp knives and to be able to use both the bridge and claw methods and be guided as to which method is best used depending on what is being cut.</p>	<p>Milestones/outcomes: HPA: To know what the term high risk means and be able to explain a control method to reduce the risk for that food. To be able to apply the rules for safe practice and hygiene in the kitchen with consistency. MPA: To know what the term high risk means and be able to use a control method to reduce the risk for that food. To be able to apply the rules for safe practice and hygiene in the kitchen with developing confidence. Transition: To know what the term high risk means and be able to use a control method to reduce the risk for that food. With guidance be able to apply the rules for safe practice and hygiene in the kitchen with growing confidence.</p>	<p>Milestones/outcomes: HPA: To further develop knife skills to be able to prepare vegetables brunois and baton to then be able to prepare salad items and make coleslaw. MPA: To further develop knife skills to be able to prepare vegetables in batons to then be able to prepare salad items and make coleslaw. Transition: To further develop knife skills to be able to prepare vegetables in batons to then be able to prepare salad items and make coleslaw.</p>	<p>Milestones/outcomes: HPA: To know the term Al Fresco and explain why this method of dining is vital for the sector. (post Covid 19) To be able to suggest suitable dishes to be included in Al Fresco/ BBQ dishes. MPA: To know the term Al Fresco and explain what this means within the Industry. To be able to suggest suitable dishes to be included in Al Fresco/ BBQ dishes. Transition: To know the term Al Fresco and explain what this means within the Industry. To be able to discuss suitable dishes to be included in Al Fresco/ BBQ dishes.</p>	<p>Milestones/outcomes: HPA: To know what is meant by Afternoon Tea and explain how this method of dining has evolved and become traditional. To know that Afternoon Tea has evolved from the British Empire and that international variations exist. To be able to suggest suitable dishes to be included in an Afternoon Tea. MPA: To know what is meant by Afternoon Tea and explain how this method of dining has evolved and become traditional. To be able to suggest suitable dishes to be included in an Afternoon Tea. Transition: To know what is meant by Afternoon Tea and explain how this method of dining has evolved and become traditional.</p>
<p style="text-align: center;">End of Year Milestones/Outcomes:</p> <p>Accelerated: To consistently work safely in the kitchen using a range of oven features including the hob, oven and grill to prepare and produce food items with precision and skill. To suggest and make dishes that meet the specifics of the brief. To collate a profile of work that has been made independently. Main: To know how to work safely in the kitchen using a range of oven features including the hob, oven and grill to prepare and produce food items with precision and skill. Transition: To know how to work safely in the kitchen using a range of oven features including the hob, oven and grill to prepare and produce food items with increasing precision and skill.</p>					

Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Health & Hygiene Knowledge of hygiene rules and regulations in relation to food preparation, production and storage to prevent cross contamination.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: High Risk Foods ...understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</p> <p>To understand the importance of healthy eating.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Eatwell Plate</p> <p>To understand the importance of healthy eating.</p> <p>... make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in <i>the eatwell guide</i>.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Practical Savoury dishes</p> <p>To cook a variety of mainly savoury dishes using a wide range of tools and equipment</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Farm to Fork</p> <p>To know how foods may be processed to produce the end results.</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Buy Local – Regional specialities</p> <p>To know which foods are available locally and how sustainability factors should be considered to produce food responsibly.</p>
<p>Milestones/outcomes: HPA: ... implement good food safety when handling, preparing, cooking and serving food, e.g. handwashing, keeping raw and cooked food separate to avoid cross-contamination.</p> <p>MPA: ... understand the principles of cleaning, preventing cross-</p>	<p>Milestones/outcomes: HPA: ... implement good food safety when handling, preparing, cooking and serving food, e.g. handwashing, keeping raw and cooked food separate to avoid cross-contamination.</p> <p>MPA: ... understand the principles of cleaning, preventing cross-</p>	<p>Milestones/outcomes: HPA: ... be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding.</p> <p>... be able to understand how to maintain a healthy weight</p>	<p>Milestones/outcomes: HPA: ...Independently use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury</p>	<p>Milestones/outcomes: HPA: know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>...know about the different stages in food production and processing.</p>	<p>Milestones/outcomes: HPA: know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>...know about the different stages in food production and processing.</p>

<p>contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot.</p> <p>Transition: know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</p>	<p>contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot.</p> <p>Transition: ... know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat.</p>	<p>throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food availability.</p> <p>MPA: ... use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>... know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.</p> <p>Transition: ... make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in <i>the eatwell guide</i>.</p>	<p>dishes that are based on current healthy eating messages.</p> <p>MPA: ... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>Transition: ... name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity.</p> <p>... select and use appropriate tools and equipment safely when preparing and cooking food.</p> <p>... demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.</p>	<p>... understand how geography, weather and climate influence the availability of food and drink.</p> <p>... consider the concept of sustainability and the impact of different choices on the environment.</p> <p>MPA: ... know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>... know about the different stages in food production and processing.</p> <p>... understand how geography, weather and climate influence the availability of food and drink.</p> <p>Transition: ... understand where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>... know the basic steps in the producing food.</p>	<p>... understand how geography, weather and climate influence the availability of food and drink. ... consider the concept of sustainability and the impact of different choices on the environment.</p> <p>MPA: know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>... know about the different stages in food production and processing.</p> <p>... understand how geography, weather and climate influence the availability of food and drink.</p> <p>Transition: To know... where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>... know the basic steps in the producing food.</p>
<p>Summative Assessment: Post Assessment 1 Health & Hygiene</p>	<p>Summative Assessment: Post Assessment 2 Preparing High risk foods Practical Observation : chicken</p>	<p>Summative Assessment: Post assessment 3 Eatwell Plate</p>	<p>Summative Assessment: Post Assessment 4 Practical Observations</p>	<p>Summative Assessment: Post Assessment 5 Caught, reared or grown and Practical Observations</p>	<p>Summative Assessment: Post assessment 6 Annual Review Practical skills</p>

End of K.S. Milestones/Outcomes:

HPA: To independently name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity. To select and use appropriate tools and equipment safely when preparing and cooking food. To demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.

MPA: To name, taste and prepare, with developing confidence, a broad range of ingredients and healthy recipes, reflecting cultural diversity. To select and use appropriate tools and equipment safely when preparing and cooking food. To demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.

Transition: With guidance be able to name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity. To select and use appropriate tools and equipment safely when preparing and cooking food. To demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.

Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Knowledge and skills covered:	Topic: Knowledge and skills covered:	Topic: Knowledge and skills covered:	Topic: Knowledge and skills covered:	Topic: Knowledge and skills covered:	Topic: Knowledge and skills covered:
SOL Intent: Knife Skills & Pastry	SOL Intent: Nutrition Assignment & Christmas Dinner	SOL Intent: Nutrition Assignment & Apple Pie	SOL Intent: Types of Menu & Menu Planning	SOL Intent: Methods of Cooking	SOL Intent: Methods of Cooking

<p>Milestones/outcomes:</p> <p>HPA: To apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet. With growing independence plan and carry out food storage, preparation and cooking safely and hygienically.</p> <p>...understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</p> <p>MPA: ... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>Transition: demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading.</p>	<p>Milestones/outcomes:</p> <p>HPA: compare the cost of food when planning to eat out or cook at home.</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>MPA: consider cost when helping to shop for food and cook at home.</p> <p>... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p> <p>... be aware that advertising can influence what they choose to eat.</p> <p>Transition: ... consider cost when helping to shop for food and cook at home.</p> <p>... explore the factors involved in food and drink</p>	<p>Milestones/outcomes:</p> <p>HPA: compare the cost of food when planning to eat out or cook at home.</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>MPA: consider cost when helping to shop for food and cook at home.</p> <p>... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p> <p>... be aware that advertising can influence what they choose to eat.</p> <p>Transition: ... consider cost when helping to shop for food and cook at home.</p> <p>... explore the factors involved in food and drink</p>	<p>Milestones/outcomes:</p> <p>HPA: ... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>... understand and use good food safety practices.</p> <p>...know how to safely make use of leftovers</p> <p>MPA: ... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p> <p>Transition: ... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion,</p>	<p>Milestones/outcomes:</p> <p>HPA: ... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>... understand and use good food safety practices.</p> <p>...know how to safely make use of leftovers</p> <p>MPA: ... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p> <p>Transition: ... explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion,</p>	<p>Milestones/outcomes:</p> <p>HPA: T... apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</p> <p>... be able to change recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</p> <p>... apply good food safety principles when buying, storing, preparing and cooking foods</p> <p>MPA: explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p>
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	<p>choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p> <p>... be aware that advertising can influence what they choose to eat.</p>		allergy/intolerance and peerpressure.	allergy/intolerance and peerpressure.	<p>Transition: T explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peerpressure.</p>
End of Year Milestones/Outcomes:					
<p>HPA: To lead a section as they work as part of a larger brigade of chefs; to be able to cook a wide range of sweet and savoury dishes with increasing confidence and accuracy. To know the different methods of cooking and be able to explain why they have chosen a specific method for a specific dish, and why that method is more suitable than another.</p> <p>MPA: To know how to work as part of a larger brigade of chefs; to be able to cook a wide range of sweet and savoury dishes with increasing confidence and accuracy, to know the different methods of cooking and be able to suggest why they have chosen a specific method for a specific dish.</p> <p>Transition: To experience working as part of a larger brigade of chefs; to be able to cook a range of sweet and savoury dishes with increasing independence and accuracy, to know there are different methods of cooking.</p>					

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Meeting the nutritional needs of individuals</p> <p>TO gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. To learn and develop safe and</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Understand menu planning</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Understand the importance of nutrition in planning menu</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Environmental issues Conservation of energy and water Reduce, reuse, recycle and Sustainability</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Explain how menu dishes meet customer needs</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: Plan production of dishes for a menu Sequencing, timing Mise en place Cooking Cooling Hot holding Completion and Serving</p>

hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.					
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<p>Milestones/outcomes: HPA: To know how to present information clearly and accurately, making reasoned judgements. To understand To be able to apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering. MPA: To know aspects of the hospitality sector To understand analyse and evaluate information clearly, and with some accuracy ... be able to... demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies Transition: To know... the basic aspects of the hospitality sector To understand: factors that affect success in hospitality and catering able to... demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and omissions</p>	<p>Milestones/outcomes: HPA: To know... How to plan a menu To understand: Consider fully customer needs To be able to... Explain factors to consider when proposing dishes for menus. MPA: To know: How to plan a menu To understand: different types of menus To able to consider at least 8 factors proposing dishes for menus. Explanation has some reasoning Transition: To know: How to plan a menu To understand the importance of meeting customer needs To be able to outline factors to consider when proposing dishes for menus.</p>	<p>Milestones/outcomes: HPA: To know the role of nutrients To understand the effect of nutrient in the human body to be able to Describe clearly functions of a range of nutrients in the human body. MPA: To know the role of nutrients To understand the effect of nutrient in the human body To be able to Describe functions of a range of nutrients in the human body. Transition: To know the role of nutrients To understand the effect of nutrient in the human body to be able to outline the functions of a limited range of nutrients in the human body</p>	<p>Milestones/outcomes: HPA: To know and define environmental issues To understand: Sustainability conservation of energy & water To be able to explain how dishes on a menu address environmental issues. MPA: To know and define environmental issues To understand: Sustainability conservation of energy & water To be able to... Transition: To know and identify the term reduce reuse and recycle To understand: How environmental considerations impact on the local community to be able to outline how dishes on a menu address environmental issues</p>	<p>Milestones/outcomes: HPA: To know Different dietary requirements. Recognise different allergies to be able to... explain how menu dishes meet needs of specified customers. How they can be adapted to suit the above. Have a good knowledge of alternative ingredients. MPA: To know... Different dietary requirements. Recognise different allergies and to be able to... explain how menu dishes meet needs of specified customers. How they can be adapted to suit the above. to be able to explains how menu dishes meet needs of specified customers. Transition: To know... Have a good knowledge of alternative ingredients .How to adapt recipes to suit different dietary needs to be able to outline how menu dishes meet customer needs</p>	<p>Milestones/outcomes: HPA: To know how to design time plan To understand: The importance of producing a time plan for two dishes To be able to create a comprehensive detailed plan that considers contingencies for most situations. Be able to keep track at all times what is happening and if there is a timing issue be able to correct it. MPA: To know how to design time plan To understand: The importance of producing a time plan for two dishes. To have a good understanding of where the critical points are. Transition: To know know how to design time plan To understand: The importance of producing a time plan for two dishes to be able to...follow a simplified time plan and keep on track. Define some of the specific points that need to be add ed.</p>
<p style="text-align: center;">End of K.S. Milestones/Outcomes:</p> <p>HPA: To know... and to be able to... recognise customer requirements and be able to adapt recipes accordingly. “ the customer is always right”. MPA: To know... and to be able to... Transition: To know... and to be able to...</p>					

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: AC1.2 analyse job requirements within the hospitality and catering industry</p> <p>AC1.3 describe working conditions of different job roles across the hospitality and catering industry</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: AC1.4 explain factors affecting the success of hospitality and catering providers look at work completed and revise any areas where difficulties have been seen</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent: AC2.1 describe the operation of the kitchen</p> <p>AC2.2 describe the operation of front of house</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent AC3.1 describe personal safety responsibilities in the workplace AC3.2 identify risks to personal safety in hospitality and catering</p>	<p>Topic: Knowledge and skills covered:</p> <p>SO AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 describe food safety legislation AC4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health</p> <p>AC4.5 describe the symptoms of food induced ill health</p>	<p>Topic: Knowledge and skills covered:</p> <p>SOL Intent:AC5.1 review options for hospitality and catering provision AC5.2 recommend options for hospitality provision</p>
<p>Milestones/outcomes: HPA: To know... and to be able to...explain in detail why certain forms of hospital and catering are available in different types of environment. Look at social demographics. MPA: To know... and to be able to describe how the environment will dictate the type of hospitality and catering that is likely to be available.</p>	<p>Milestones/outcomes: HPA: To know... and to be able to...describe the differences between each role and what skills are needed for each role .How the jobs will be used in the industry. E.g. a chef should not just be in the kitchen but also work with waiters, front of house so they can convey information and answer customer questions.</p>	<p>Milestones/outcomes: HPA: To know... and to be able to...why good organisation of a kitchen is essential for making sure that high quality and safe food is produced in good time for customers, and that the use of ingredients, equipment and employees is as efficient as possible. MPA: To know... and to be able to...explain how a kitchen is set</p>	<p>Milestones/outcomes: HPA: To know... and to be able to...understand the legislation, put it into practice. Know correct procedures and how to write a report. Write up a risk assessment noting high, medium and low risks. How to pass this onto employees. MPA: To know... and to be able to...understand the legislation and be able to report accidents.</p>	<p>Milestones/outcomes: HPA: To know... and to be able to...know how to tell if the supplier is safe, the storage of all food and the correct temperatures for storage. The danger zone. Which foods cause food poisoning and how. Recognise symptoms of food poisoning. Recognise and know about food allergies and that there are 14 recognised in</p>	<p>Milestones/outcomes: HPA: To know... and to be able to...give detailed information around chosen scenario including legislation , give examples, cross reference, include information from all areas. E.g. impact on the environment, carbon footprint, understanding the type of food outlet you have chosen.</p>

<p>Transition: To know... and to be able to recognise how the environment will affect the availability of different types of hospitality and catering. HPA: To know... and to be able to...describe each job role and it's purpose in the work place .Explain how important the job is on maintaining good relationships with the customer and other clientele.</p> <p>MPA: To know... and to be able to recognise how the different job roles interact within the placement. To explain the description of each role and the effects it has on customers</p> <p>Transition: To know... and to be able to realise that each job has a specific role but also has to be part of a team for things to run smoothly. Identify the basic job requirements</p>	<p>MPA: To know... and to be able to...describe each role and what it entails and how the employer expects the employee to fulfil the role</p> <p>Transition: To know... and to be able to...demonstrate a basic knowledge of the skills each job requires and why those skills are necessary.</p>	<p>up and how to work in the kitchen efficiently</p> <p>Transition: To know... and to be able to...understand the reasons behind the of the working kitchen.</p> <p>HPA: To know... and to be able to...understand that front of house staff have a variety of roles, have to understand that they are often the first impression of an establishment. They need to know what is expected of them in a variety of different roles.</p> <p>MPA: To know... and to be able to...understand front of house staff are in touch with customers before they go anywhere else and therefore need to adopt a very professional attitude .the consequences of failing to carry out the job correctly etc.</p> <p>Transition: To know... and to be able to...the important role that front of house have and why. Understanding what front of house entails</p>	<p>Put a risk assessment together for yourself and others in the workplace. Understand and implement the legislation</p> <p>Transition: To know... and to be able to know legislation about your own responsibility to remain safe in the workplace. Understand health and safety rules and food hygiene rules. Know what a risk assessment is.</p>	<p>Europe the role of the EHO. What they can and cannot do.</p> <p>MPA: To know... and to be able to...the legislation and food acts. Be able to use good practice using sound food hygiene rules. To know the correct storage procedures and what will happen if these are not adhered to. Recognise different food poisoning symptoms and which bacteria they are associated with.</p> <p>Transition: To know... and to be able to...put good food hygiene rules into practice. Recognise symptoms of food poison. Identify which food can cause which type of food poisoning. How to recognise anaphylactic shock and how to deal with it. Correct procedures to use. Know how food should be handled and stored</p>	<p>MPA: To know... and to be able to...to use information learned , describing in reasonable detail what the scenario requires alongside the practical to get a level 2 pass.</p> <p>Transition: To know... and to be able to...use the information learned throughout the year to put a scenario together alongside the practical exam to achieve level 1 pass.</p>
<p>End of Year Milestones/Outcomes:</p> <p>HPA: To know... and to be able to...achieve a distinction</p> <p>MPA: To know... and to be able to...achieve a level 2 pass</p> <p>Transition: To know... and to be able to...achieve a level 1 pass.</p>					