

Overview 2022/23 – Creative Technology

| | Rotation 1 | Rotation 1 | Rotation 2 | Rotation 2 | Rotation 3 | Rotation 3 |
|--------|-------------------------|-----------------------------|-------------------------|-------------------------|----------------------------|------------------------------|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | Animal Clock | Animal Clock | Food and Nutrition | Food and Nutrition | Sweet Dispenser | Sweet Dispenser |
| | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 |
| | Introduction to the | Mark out on wood the | Introduction to food | Where does our food | Design Brief and create | Drilling hole in jar lid and |
| | workshop. | design of the cock and all | room, Q&A On bacteria | come from? | mind map. | screwing in place. |
| | Health and safety rules | the elements of the design. | and health and safety | Complete farm to | | |
| | in the workshop. | | practices. washing up | fork worksheet. | Week 2 | Week 2 |
| | Create a Health and | Week 2 | in small groups. | Discuss free range | Research materials | Gluing sweet dispenser |
| | safety poster. | Cutting out the individual | | farming complete | wood vs plastic | together. |
| Year 7 | | pieces needed for | Week 2 | worksheet. | complete worksheet on | |
| | Week 2 | construction and sand to a | Practical fruit salad | | suitable materials. | Week 3 |
| | Design brief create a | smooth finish. | demonstrating the | Week 2 | | Sand edges of the pull |
| | mind map. | | U U | Pizza toast practical | Week 3 | bar to allow it to slide |
| | | Week 3 | techniques (bridge and | demonstrate safe | Create four initial | smoothly. |
| | Week 3 | Construct all the pieces of | claw) explain usage of | usage of the grill, | designs, chose final | |
| | Discuss differences | the clock. | lemon as a | explain dextrinization. | design and develop. | Week 4 |
| | // | Attach the clock | preservative. | | | Sand and shape edges of |
| | and manufactured | mechanism. | | Week 3 | Week 4 | completed dispenser to |
| | board. Create a mood | | | | Cutting internal strips | approve aesthetics. |
| | board. | Week 4 | | Discuss the 6 R's of | checking | |
| | | Painting and decoration. | Annotate eat well | sustainability and | | Week 5 |
| | Week 4 | | guide, work. With | complete table in | sanding to a smooth | Finish construction by |
| | Create four initial | Week 5 | | books. | finish. | adding pull bar and |
| | designs, choose a final | Finishing off final product | they could include | | | securing with dowelling |
| | design and develop | and photographs. | higher proportions of | Week 4 | Week 5 | rods add decoration. |
| | further include | | fruits and vegetable in | Careers. Discuss all | Continue sanding, | Photograph final |
| | measurements. | Week 6 | their diet. | the types of farming | Drilling holes in internal | product. |
| | | Key Piece assessment. | | | strips and through the | |
| | Week 5 | Careers lesson. | Week 4 | topography effects | top. | Week 6 |



| Create a prototype of | Practical salad pot. | the types of farming | | Key piece assessment. |
|-------------------------|-------------------------|------------------------|-----------------|-----------------------|
| final design using card | Demonstrate how to | available short videos | Week 6 | Careers lesson on |
| or paper plates. | use a knife, peeler and | for each category, | VIP Assessment. | carpenters. |
| | grater and how to use | complete job advert | | |
| Week 6 | spatula to minimise | for "kings farm" | | |
| VIP Assessment. | waste. | Demonstrate cookies | | |
| | | and complete time | | |
| | Week 5 | plans for assessment. | | |
| | VIP Assessment. | | | |
| | | Week 5 | | |
| | Week 6 | Cookie assessment | | |
| | Practical Fruit Crumble | students should | | |
| | Demonstration of the | demonstrate | | |
| | rubbing in method | independent working | | |
| | continue to ensure | and high standards in | | |
| | high standards of | both presentation | | |
| | health and safety are | and kitchen health, | | |
| | being adhered. | safety and hygiene. | | |
| | | | | |
| | | Week 6 | | |
| | | Key Piece assessment. | | |
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Overview 2022/23 – Creative Technology

| | Rotation 1 Term 1 | Rotation 1 Term 2 | Rotation 2 Term 3 | Rotation 2 Term 4 | Rotation 3 Term 5 | Rotation 3 Term 6 |
|--------|----------------------|--------------------------|---------------------------|---------------------------|-------------------------|------------------------|
| | Passive Amplifier | Passive Amplifier | Food and Nutrition | Food and Nutrition | 'Ugly Doll' | 'Ugly Doll' |
| | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 |
| | Design brief and | Mark out and cut the MDF | Health and safety | Practical Cheese Cake | Design brief and | Manufacture - |
| | specification. | according to the | reminder, kitchen | Demonstrations for | specification. | Students to develop a |
| | Create materials | dimensions on the PPT | expectations. | practical reminder of | Create materials | template of their and |
| | research page in | ensure QC on marking out | Macro nutrients | bridge claw method for | research page in books. | cut out the needed |
| | books. | before cutting. | information in books. | chopping fruit correct | | fabric for their |
| | | | | chopping boards. Clear | Week 2 | product. |
| | Week 2 | Week 2 | Week 2 | steps for adding | Product analysis | |
| Year 8 | Product analysis | Cut out sound hole, mark | Practical pasta salad. | ingredients with timings. | introduction to | Week 2 |
| | introduction to | out position for channel | Demonstration of bridge | Students using own time | ACCESSFM, write | Manufacture – |
| | ACCESSFM, write | using mobile phone file | and claw cutting | plan. | product analysis in | students to use |
| | · · | any rough edges. | method. | | books for products | techniques from prior |
| | books for products | | | Week 2 | shown on the PPT | leaning to manufacture |
| | | | Week 3 | • | Specification to be | their 'Ugly Doll'. |
| | | Finish any sanding, glue | Vegetables evaluate dish | | developed based on | |
| | Week 3 | front piece to middle | from previous lesson | books methods of heat | design brief. | Week 3 |
| | Create a prototype | layer. | Mind map grouping of | transfer and process of | | Manufacture – |
| | using recycled | | different types of | gelatinisation. | Week 3 | students to use |
| | | Week 4 | vegetables. | | Create initial designs | techniques from prior |
| | | Screw the acrylic back | | Week 3 | render and annotate | leaning to manufacture |
| | | piece and attach front | Week 4 | Practical cinnamon twist | J J | their 'Ugly Doll'. |
| | | | Practical Stir Fry | Demonstrations for Clear | U | |
| | Complete the speaker | | demonstrate safe use of | | specification. | Week 4 |
| | 0 | | the frying pans clear | ingredients with timings. | | Manufacture – |
| | and draw speaker in | Photograph and evaluate | steps for adding | 0 | Week 4 | students to use |
| | isometric. | final product. | ingredients with timings. | | Complete final design | techniques from prior |
| | | | | Week 4 | of 'Ugly Doll', in | leaning to manufacture |



| Week 5 | Week 6 | Week 5 | Practical pasta salad. | preparation for | their 'Ugly Doll'. |
|---------------------|-----------------------|------------------------|----------------------------|---------------------------------|------------------------|
| Complete chosen | Key piece assessment. | Evaluate dish from | Demonstration for | manufacture. | |
| design in CAD to be | Careers. | previous week planning | gelatinisation, thickening | | Week 5 |
| cut out on laser | | for cheesecake. | sauce to show correct | Week 5 | Manufacture – |
| cutter. | | | consistency. | Students to develop | students to use |
| | | Week 6 | Clear steps for adding | techniques in | techniques from prior |
| Week 6 | | VIP Assessment. | ingredients with | preparation of | leaning to manufacture |
| VIP Assessment. | | | timings. | manufacture. These | their 'Ugly Doll'. |
| | | | | are: | |
| | | | Week 5 | Hand | Week 6 |
| | | | Careers lesson on | embroidery | Key piece assessment |
| | | | environmental health | Sequins and | Careers |
| | | | officer. Health | buttons | |
| | | | inspection sheet to fill | Hand Applique | |
| | | | in alongside video on | | |
| | | | PPT. | Week 6 | |
| | | | | VIP Assessment. | |
| | | | Week 6 | | |
| | | | Key piece assessment. | | |
| | | | Careers. | | |
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Overview 2022/23 - Creative Technology

| | Rotation 1 Term 1 | Rotation 1 Term 2 | Rotation 2 Term 3 | Rotation 2 Term 4 | Rotation 3 Term 5 | Rotation 3 Term 6 |
|--------|----------------------------|---|--------------------------|--------------------------|--------------------------|----------------------------|
| | Pewter Keyring | Pewter Keyring | Food and Nutrition | Food and Nutrition | USB Light | USB Light |
| | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 |
| | Materials research – | Remove mold from | Unit Overview, Kitchen | British Cuisine notes | Design brief and | Manufacture - Base |
| | metals. | pewter keyring. | expectations, Hand out | from PowerPoints, | research page on | Students to mark wood |
| | Fill in ferrous/nonferrous | | VIP sheets. | worksheet on | designers. | measurements and cut. |
| | worksheet product | Week 2 Use small tools to | Revise Binary fission, | international cuisine, | | |
| | analysis on keyring. | remove excess MDF from | high and low risk food | create a fusion dish | Week 2 | Week 2 |
| | | design remove sprue with | and causes of the | based two more | Product analysis, using | Manufacture - Base |
| Year 9 | Week 2 | hacksaw. | spread. | cultures. | ACCESSFM for | Students to mark wood |
| | Design Brief and | | | | specification and aid | measurements and cut. |
| | • | | | Week 2 | design process. | |
| | different logos and the | Drill keyring hole. Wire | Practical Chocolate | Practical potato and | | Week 3 |
| | impact they have. | wool keyring then wet and | | · · · · / | | Manufacture - Arms |
| | | dry sandpaper to polish. | | 0 / | | Students to measure and |
| | Week 3 | | | • | | cut out the arms for their |
| | , | Week 4 | for mixing. | cross contamination. | fill in the worksheet. | light. |
| | • | Packaging. Look at safety | | | | |
| | | , | | | | Week 4 |
| | | 0 | | | 0 | Manufacture – Arms and |
| | | manufacturers. | ' | | | Shade. |
| | Create mood board on a | | | | Ũ | Students to measure and |
| | | Week 5 | | | 0 | cut out the arms for their |
| | | Design Packaging using | | Design packaging for | | light and then attach the |
| | Week 5 | resources on PPT. | Week 4 | biscuit using blank net. | | can shade. |
| | Choose four initial | | Practical Lesson covered | | Create final design with | |
| | | Week 6 | | | | Week 5 |
| | design. | Key Piece assessment. | | Practical fruit pie | | Solder USB light circuit |
| | | | shaping. | Practical lesson on | Week 6 | and attach to the can. |



| Week 6 VIP test | | adding ingredients with timings. Week 5 Practical pizza Making, shaping and rolling dough. Clear steps and timings on the board. | short crust pastry Week 5 Careers lesson Chef/kitchen brigade Sausage roll demonstration. Week 6 Key Piece assessment Sausage roll. | VIP Assessment. | Week 6 Key Piece assessment. |
|--------------------|--|---|---|-----------------|--|
| | | | Sausage roll. | | |



Overview 2022/23 – WJEC Vocational Hospitality and Catering

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------|--------------------------------|---|--|---------------------------------------|--------------------------|--|
| | | | | | | |
| | Week 1 | Week 1 | Week 1 and 2 | Week 1 | Week 1 and 2 | Theory: Unit 1: 1.3.1 |
| | Assign learners a | Unit 1 | Learners know and | Activity: Learners | Activity: Mock practical | Health and safety in |
| | copy of: | Food related causes of ill | understand the following | investigate | exam: showcasing | hospitality and |
| | Assessment guide | health, Introduction. | factors when planning | requirements to meet | techniques and skills | catering provision |
| | and Candidate Pack. | Learners should know that | menus: | different | developed. | Learners are aware of |
| | Discuss: | ill health could be caused by | equipment available – | demographics. | Practice presentation | the responsibilities for |
| | assignment | the following: | the type of equipment | Learners are given a | skills and food safety | personal safety in the |
| | overview: | allergies | required to produce a | wide scope of choices | practices. | workplace of |
| Year 10 | Unit 1 The | • bacteria | menu, specialist | to research and draw | | employers and of |
| | Hospitality and | • chemicals | equipment, hand-held | on appropriate | Practical: Unit 2: 2.3.1 | employees in relation |
| | Catering industry | intolerances. | and electrical | conclusions for each. | How to prepare and | to the following laws: |
| | 40% of qualification | Learners should know the | equipment. | | make dishes Learners | Control of |
| | (80 marks) | following food poisoning | skills of chef – | Week 2 | should be able to | Substances Hazardous |
| | Unit 2 Hospitality | causes: | preparation, cooking and | Practical: Build | identify types of skills | to Health Regulations |
| | and Catering in | bacillus cereus | presentation, related to | preparation and | and skill levels when | (COSHH) 2002 |
| | action 60% | campylobacter | the needs of the | cooking skills and | selecting dishes to | Health and Safety at |
| | qualification (120 | clostridium perfringens | dishes/menu/customer. | learn through | produce. | Work Act 1974 |
| | marks) | • e-coli | time available – and | practice: | Learners demonstrate | Manual Handling |
| | | • listeria | type of provision e.g., | 2.3.3 Food safety | a range of food | Operations |
| | Week 2 | • salmonella | service, location, size, | practices. | preparation and | Regulations 1992 |
| | Food related ill | staphylococcus aureus. | standards – the | | cooking techniques for | Personal Protective |
| | health, food | | production of | Week 3-7 | the production of | Equipment at Work |
| | 0 , | Week 2 | dishes/menu in the time | • Unit 2: 2.3.1 | dishes: The prepare | Regulations (PPER) |
| | safety legislation | Learners should know and | allowed. How to | Discuss nutrients in | and cooking techniques | 1992 |
| | and food hygiene. | understand the following | prepare, cook and | - | are categorised as | Reporting of Injuries, |
| | | food related causes of ill | present more than one | practical lesson. | follows: | Diseases and |
| | Week 3 | health: | dish at the same time. | | Basic | Dangerous |
| | Understanding the | Food allergies: | environmental issues – | Learner led practical | Medium | Occurrences |
| | importance of | cereals (gluten) | conservation of energy | experimentations. | Complex | Regulations (RIDDOR) |



| educational poster of nutrients required by the body. Label Why and where they are needed and which foods offer which nutrient.• dairy products eggs fishproduction of dishes be sustainable by using less energy and ruderstand the foods offer which nutrient.• Risks to health and security including the learners should know and understand the foods offer which nutrient.• Risks to health and security including the learners should know and understand the foods offer which nutrient.• Risks to health and security including the learners should know and understand the foods offer which nutrient.• Risks to health and security including the learners should know and understand the foods offer which nutrient.• Risks to health and security including the learners should know and understand the food packaging to analyse in reference to: food labelling laws (2006), food intolerances and allergies. tearners should he pabies, toddlers, tearners review restaurat tearners should he intolerances and allergies. tearners should he pabies, toddlers, teanagers• Adiny products resting in a range of food packaging to analyse in reference to: food labelling inferent life- stages: * adults; tearners review restaurat menus online to compare different tyles of highlighting the ingredients that people maybe allergic to.• reduce restaults to plan dishes for a menu and know and understand the foldwing: • commodity list with quantities • commodity | | | 1 | 1 | | |
|--|-----------------------|--|---|---|-------------------------------------|---------------------------------------|
| of nutrients required by the body. Label why and where they are needed and which nutrient.• eggs * fishsustainable by using less energy and reducing consumption of water? Learners should know and where they are • nuts • peanuts • sesame seedspreparation and cooking of dishes are all classed as basic.security including the medium, high) in relation to employers, endum, high) in relation to employers, enduce • reusesecurity including the medium, high) in relation to employers, and understand the following terms: • reduce • reuse • sustainability of reasonality of commodities • organoleptic qualities.preparation and cooking of dishes 2.3.2 Presentation techniques • garnish and be able to complete the following documentation: • accident forms • risk assessments. Learners should know that employers are reference to: food labelling laws (2006), food intolerances and allergies. Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • commodity list with quantitiespreparation and cooking of dishes Learners are able tosecurity including the elevel of risk (low, melou compare indicance and allergies. • commodity list with quantitiespreparation and cooking of dishes Learners are able toWeek 66interance should know that enploye | nutrition. Create an | crustaceans | and water – how can the | | Ready-made/prepared | 2013 |
| required by the body. Label why and where they are needed and which nutrient.• fish energy and reducing consumption of water? Learners should know and understand the • nutsenergy and reducing consumption of water? Learners should know • reusecooking of dishes are all classed as basic.level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of antition.level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Learners should know the importance of antition.level of risk (low, medium, high) in relation to employees, sesame seeds • reuse • sesama seeds • recyclelevel of risk (low, medium, high) in relation to employees, suppliers and customers. Learners should know the importance of nutrition.level of risk (low, medium, high) in relation to employees, suppliers and customers. Learners should know the importance of nutrition.level of risk (low, medium, high) in relation to employees, suppliers and customers. Learners should know the importance of nutrition.level of risk (low, medium, high) in relation to employees, suppliers and customers. Learners should know through practice: organoleptic qualities.level of risk (low, medium, high) in relation to employees, suppliers and customers. Learners should know that employees are risk assessments. Learners should he able to plan dishes for a menu and know and understand the following: • commodity list with quantities • commodity list with quantities • commodity list with quantities • commodity list with quantities • equipment list <td></td> <td> dairy products </td> <td>•</td> <td></td> <td></td> <td></td> | | dairy products | • | | | |
| <tbody.<tr>body.Label why and where they are needed and which noded and which noded and which noded and which notirent.• fruit and vegetables · lupinconsumption of water? Learners should know and understand the following terms: • reduceall classed as basic.medium, high) in relation to employers, employees, suppliers and customers.Week 4 Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.• reduce • reuse• creativity • reuseLearners should know the importance of and be able to complete to commodities• creativity • accompaniments. • patients to educate patients to educate patients to educate patients on the importance of nutrition.• week 3 • creativity• creativity • creativityLearners should know the wheat• creativity • creativityLearners should know the importance of • creativityLearners should know the importance of • accompaniments. • organoleptic qualities.• organoleptic qualities.• creativity • accompaniments. • accident forms• accident forms • accident formsWeek 5 Different life- (elderly) • children; babies, toddlers, teenagersweek 3 ws (2006), food intolerances and allergies. Learners should be able to ipan dishes for a menu and know and understand the following: • commodity list with quantitiesWeek 3 tearners are able toWeek 3 tearners are able toWeek 6week 6• contingencies • equipment listWeek 3 tearners are able toSola field tearners are able to</tbody.<tr> | | | , . | | | , . |
| and where they are needed and which foods offer which nutrient.I upin • molluscs • nuts • peanuts • sesame seeds • soya • soya • soya • the NHS to give to patients to educate patients on the intrition.Learners should know and understand the following terms: • reduce • reuse • reuse • recycle • sustainability • time of year - seasonality of organoleptic qualities.2.3.2 Presentation techniques • creativity • creativity • accompaniments. • ractical: • accident forms • accident forms • accident forms • retation to employers, • and understand the following terms: • reuse • sustainability • time of year - seasonality of • organoleptic qualities.2.3.2 Presentation techniques • creativity • creativity • accompaniments. • accident forms • risk assessments. Learners should how that employers are responsible for the health and safety training needs of all staffPractical • accident forms • risk assessments. Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • commodity list with quantities • equipment listWeek 3 theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | | | 0, | | 0,1 | |
| needed and which foods offer which nutrient.• molluscs • nutsand understand the following terms:2.3.2 Presentation techniquesemployees, suppliers and customers.nutrient.• nuts• reduce• reduce• creativityLearners should know the NHS to give to patients to educate patients to educate | | fruit and vegetables | • | | all classed as basic. | medium, high) in |
| foods offer which nutrient.• nutsfollowing terms: • reducetechniquesand customers. Learners should know the importance of and be able to completeWeek 4 Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.• nuts• recycle• creativityLearners should know the importance of and be able to complete the following year - seasonality of • organoleptic qualities.• portion control • accompaniments.he able to complete the following documentation:Week 5 Different life- (elderly) • childrer, babies, toddlers, teenagersLearners treiver west highlighting the ingredients that people maybe allergic to.Week 3Week 3Learners bring in a same of • organoleptic qualities.Week 6Importance of practical.Importance of practical lesson. 2.3.3 Food safety practices.Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantitiesWeek 3Importance of practical lesson. 2.3.3 Food safety practices.Learners are able toWeek 6Week 6Importance of practices to.Importance of practices following: • commodity list with quantitiesWeek 3Importance of practices to plan dishes for a menu practices.Importance of practices.Week 6Importance of practices to.Importance of practices to plan dishes for a menu practices.Importance of practices.Importance of practices.Week 6Importance of practices to plan dish | - | • lupin | | | | relation to employers, |
| nutrient.• peanuts • sesame seeds• reduce • reuse• creativity • garnish and decorationLearners should know the importance of nutrition.Week 4 Create a leaflet for the NHS to give to patients to educate miportance of nutrition.• wheat• recycle • sustainability • time of year – seasonality of commodities• portion control • accompaniments.Learners should know the importance of nutrition.Week 5 Different life- stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagersWeek 6• reduce • recycle• creativity • garnish and decorationLearners should know the importance of nutrition.Week 6• wheat• organoleptic qualities.• organoleptic qualities.• organoleptic qualities.Week 5 Different life- early, middle, late (elderly) • children; babies, toddlers, teenagers• compare different styles of highlighting the ingredients that people maybe allergic to.Week 3 e commodity list with quantities • commodity list with quantities • commodity list with quantities • commodity list with quantities • equipment listWeek 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | | molluscs | and understand the | | 2.3.2 Presentation | employees, suppliers |
| Week 4• sesame seeds • soya• reuse • recycle• garnish and decorationthe importance of and be able to complete the NHS to give to patients to educate patients on the importance of nutrition.• wheat• reuse • sustainability • time of year - seasonality of commodities• garnish and decorationthe importance of and be able to complete the following documentation:Week 3 patients on the importance of nutrition.Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling lifferent life- stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagersWeek 3 Learners styles of highlighting the ingredients that people maybe allergic to.• reuse • reuse• garnish and decorationthe importance of and be able • portion control • accompaniments. Practical: Build preparation and cooking skills and learn cooking skills and learn to od packaging to analyse in reference to: food labelling intolerances and allergies. Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities• accompaniments. • accident forms • risk assessments. Learners are able to• accident forms • risk assessments. Learners are able toWeek 5 (elderly) • children; (elderly) • children; babies, toddlers, teenagersallergies. that people maybe allergic to.• week 3 • commodity list with quantities• accompaniments. • commodity list with quantities• accident forms • risk assessments. Learners are able toWeek 6• oreignedies • commodity lis | foods offer which | • nuts | following terms: | | techniques | and customers. |
| Week 4 Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.• soya• recycledecoration • portion control • accompaniments.be able to complete the following documentation:Week 3 nutrition.Week 3 Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling laws (2006), food intolerances and allergies. Learners review restaurant early, middle, late (elderly) • children; babies, toddlers, teenagers• recycle • sustainability • time of year – seasonality of organoleptic qualities.• recycle • sustainability • time of year – seasonality of commodities• accompaniments. • accident forms • accident forms • risk assessments. Learners should be able to plan dishes for a menu and know and understand the following: • contingencies • orginolity list with quantitiesbe able to complete the following • accompaniments. • accident forms • accident forms • risk assessments. Learners should be able to plan dishes for a menu and know and understand the following: • contingencies • contingencies • equipment listbe able to complete the following • accompaniments. • accident forms • accident forms • risk assessments. Learners are able toWeek 6• week 6• commodity list with quantities • equipment listWeek 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | nutrient. | peanuts | • reduce | | creativity | Learners should know |
| Create a leaflet for the NHS to give to patients to educate patients on the importance of nutrition.• wheat• sustainability • time of year – seasonality of commodities• portion control • accompaniments. Practical: Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson. cost of all stages: • adults; earners review restaurant menus online to compare (elderly) • children; babies, toddlers, teenagers• wheat• sustainability • time of year – seasonality of commodities• portion control • accompaniments. Practical: Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.the following documentation: • accident forms • risk assessments. Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • contingencies • equipment list• portion control • accompaniments. Practical: Build preparation and cooking skills and learn that employers are responsible for the health and safety training needs of all staff | | sesame seeds | • reuse | | garnish and | the importance of and |
| the NHS to give to patients to educate patients on the importance of nutrition.Week 3 Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling laws (2006), food intolerances and allergies.year - seasonality of commoditiesaccompaniments. Practical: Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson.documentation: • accompaniments. • accompaniments.Week 5laws (2006), food intolerances and allergies. Learners review restaurant early, middle, late (elderly) • children; babies, toddlers, teenagersWeek 3Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantitiesDiscuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.documentation: • accompaniments. • accident forms • accident forms • risk assessments. Learners should be able to plan dishes for a menu and know and understand the following: • commodity list with quantitiesPractical: Build preparation and cooking skills and learn that people maybe allergic to.Learners are able todocumentation: • accident forms • accident forms • risk assessments. Learners are able toWeek 6Week 6 </td <td>Week 4</td> <td>• soya</td> <td>• recycle</td> <td></td> <td>decoration</td> <td>be able to complete</td> | Week 4 | • soya | • recycle | | decoration | be able to complete |
| patients to educate patients on the importance of nutrition.Week 3 Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling laws (2006), foodPractical: Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson.• accident forms • risk assessments. Learners should know that employers are responsible for the health and safety training needs of all stages: • adults; teenagers• accident forms • risk assessments. Learners and allergies. Learners review restaurant menus online to compare different styles of highlighting the ingredients that people maybe allergic to.Practical: Build preparation and cooking skills and learn practice: Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.• accident forms • risk assessments. Learners different styles of highlighting the ingredients that people maybe allergic to.Week 6Week 6Commodities• commodity list with quantities • contingencies • equipment listWeek 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | Create a leaflet for | • wheat | sustainability time of | | portion control | the following |
| patients on the importance of nutrition.Activity: Learners bring in a range of food packaging to analyse in reference to: food labelling Different life- intolerances and allergies. tages: • adults; early, middle, late (elderly) • childrer; babies, toddlers, teenagersActivity: Learners review restaurant menus online to compare different styles of highlighting the ingredients that people maybe allergic to.• organoleptic qualities.Build preparation and cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.• risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staffWeek 6< | the NHS to give to | | year – seasonality of | | accompaniments. | documentation: |
| importance of nutrition.Learners bring in a range of food packaging to analyse in reference to: food labelling Week 5Learners bring in a range of food packaging to analyse in reference to: food labelling laws (2006), foodLearners should know through practice:Learners should know that employers are responsible for the health and safety training needs of all stages: • adults; Learners review restaurant early, middle, late (elderly) • children; babies, toddlers, teenagersLearners of intolerances and allergies. Learners review restaurant highlighting the ingredients that people maybe allergic. to.Week 3Learners should know that employers are responsible for the health and safety training needs of all staffWeek 6Week 6Cooking skills and learn through practice: Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.Learners should know that employers are responsible for the health and safety training needs of all staffWeek 6Week 6Cooking skills and learn that people maybe allergic to.Learners are able to | patients to educate | Week 3 | commodities | | Practical: | accident forms |
| nutrition.food packaging to analyse in reference to: food labelling laws (2006), foodWeek 3 Learners should be able to plan dishes for a menu and know and understand the following:through practice: Discuss nutrients in each dish during each practical lesson.that employers are responsible for the health and safety training needs of all staffWeek 5laws (2006), foodLearners should be able to plan dishes for a menu and know and understand the following:each dish during each practical lesson.health and safety training needs of all staffbabies, toddlers, babies, toddlers, teenagershighlighting the ingredients that people maybe allergic to.or ommodity list with quantities equipment listWeek 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able toWeek 6week 6equipment listequipment listLearners are able to | patients on the | Activity: | organoleptic qualities. | | Build preparation and | risk assessments. |
| Week 5reference to: food labelling laws (2006), foodWeek 3Discuss nutrients in each dish during each practical lesson.responsible for the health and safety training needs of all stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagersmenus online to compare different styles of highlighting the ingredients that people maybe allergic to.Week 3Discuss nutrients in each dish during each practical lesson. 2.3.3 Food safety practices.responsible for the health and safety training needs of all staffWeek 6Week 6Commodity list with equipment listWeek 3Heory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | importance of | Learners bring in a range of | | | cooking skills and learn | Learners should know |
| Week 5laws (2006), foodLearners should be ableeach dish during eachhealth and safetyDifferent life-intolerances and allergies.to plan dishes for a menupractical lesson.training needs of allstages: • adults;Learners review restaurantand know and2.3.3 Food safetytraining needs of allearly, middle, latemenus online to compareunderstand thepractices.staff(elderly) • children;different styles offollowing:• commodity list withWeek 3babies, toddlers,highlighting the ingredients• commodity list withTheory: Unit 2: 2.4.1to.equipment listequipment listLearners are able to | nutrition. | food packaging to analyse in | | | through practice: | that employers are |
| Different life- stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagersintolerances and allergies. Learners review restaurant menus online to compare different styles of highlighting the ingredients to.to plan dishes for a menu and know and understand the following: • commodity list with quantities • contingencies • equipment listpractical lesson. 2.3.3 Food safety practices.training needs of all staffWeek 6Week 6Veek 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able toTheory: Unit 2: 2.4.1 Reviewing of dishes Learners are able toTheory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | | reference to: food labelling | Week 3 | | Discuss nutrients in | responsible for the |
| stages: • adults; early, middle, late (elderly) • children; babies, toddlers, teenagersLearners review restaurant menus online to compare different styles of highlighting the ingredients to.and know and understand the following:2.3.3 Food safety practices.staffVeek 6Veek 3 contingencies • equipment listVeek 3 requipment listVeek 3 requipment listVeek 3 requipment listVeek 3 requipment list | Week 5 | laws (2006), food | Learners should be able | | each dish during each | health and safety |
| early, middle, late (elderly) • children; babies, toddlers, teenagersmenus online to compare different styles of highlighting the ingredients that people maybe allergic to.understand the following: • commodity list with quantities • contingencies • equipment listpractices.Week 6Week 3 Theory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | Different life- | intolerances and allergies. | to plan dishes for a menu | | practical lesson. | training needs of all |
| (elderly) • children; babies, toddlers, teenagersdifferent styles of highlighting the ingredients that people maybe allergic to.following: • commodity list with quantitiesWeek 3Week 6• contingencies • equipment listTheory: Unit 2: 2.4.1 Reviewing of dishes Learners are able to | stages: • adults; | Learners review restaurant | and know and | | 2.3.3 Food safety | staff |
| babies, toddlers, teenagershighlighting the ingredients that people maybe allergic to.• commodity list with quantitiesWeek 3Week 6• contingencies • equipment list• contingencies • equipment listReviewing of dishes Learners are able to | early, middle, late | menus online to compare | understand the | | practices. | |
| teenagersthat people maybe allergic to.quantitiesTheory: Unit 2: 2.4.1Week 6equipment listReviewing of dishesLearners are able toto. | (elderly) • children; | different styles of | following: | | | |
| to.• contingenciesReviewing of dishesWeek 6• equipment listLearners are able to | babies, toddlers, | highlighting the ingredients | commodity list with | | Week 3 | |
| Week 6 • equipment list Learners are able to | teenagers | that people maybe allergic | quantities | | Theory: Unit 2: 2.4.1 | |
| | | to. | contingencies | | Reviewing of dishes | |
| | Week 6 | | equipment list | | Learners are able to | |
| Practical: Build Week 4 • health, safety and provide a brief review | Practical: Build | Week 4 | health, safety and | | provide a brief review | |
| preparation and Learners know and hygiene of their planning, | preparation and | Learners know and | hygiene | | of their planning, | |
| cooking skills and understand the following • Quality points preparation and | cooking skills and | understand the following | Quality points | | preparation and | |
| learn through symptoms of food-induced • sequencing/dove- cooking; highlighting | learn through | symptoms of food-induced | sequencing/dove- | | cooking; highlighting | |
| practice: Unit 2: ill health: tailing areas of success and of | practice: Unit 2: | ill health: | tailing | | areas of success and of | |
| 2.3.1 Discuss Visible and Non-visible • timing potential further | 2.3.1 Discuss | Visible and Non-visible | timing | | potential further | |
| nutrients in each Unit 1: 1.4.3 Preventative • mise en place development. Areas to | nutrients in each | Unit 1: 1.4.3 Preventative | mise en place | | development. Areas to | |
| dish during each control measures of food- • cooking consider: | dish during each | control measures of food- | cooking | | consider: | |



| practical lesson. • | induced ill health. Learners | • cooling | dish production |
|----------------------------------|---|--|--|
| 2.3.3 Food safety | know and understand the | hot holding | dish selection |
| practices. | control measures to prevent | serving | health and safety |
| | food induced ill health: | storage | hygiene |
| Week 7 | cross contamination | | improvements |
| Learners know and | correct temperature in | Week 4 | organoleptic |
| understand how | delivery, storage, | Learners should know | presentation |
| the following | preparation and service | and understand the | • waste. |
| cooking methods | physical contamination. | importance of using the | |
| impact on | | following appropriate | Week 4 |
| nutritional value: | Week 5 and 6 | presentation techniques | Learners should be able |
| boiling | Practical: Build preparation | during the production of | to identify personal |
| frying | and cooking skills and learn | dishes: | strengths and |
| grilling | through practice: | Presentation techniques: | weaknesses relating to: |
| poaching | • Unit 2: 2.3.1 | creativity | decision making |
| roasting | Discuss nutrients in each | garnish and decoration | organisation |
| steaming | dish during each practical | portion control | planning – including |
| baking | lesson. | accompaniments. | the advantages and |
| stir-frying. | 2.3.3 Food safety | | disadvantages of |
| | practices. Mock Controlled | Activity: Learners could | chosen options and |
| | assessment on: 2.1.1 and | complete the Dunnock | how they meet specific |
| | 2.1.2 feedback on banding | tea cake challenge to | needs |
| | and areas to progress and | experiment with | time management. |
| | develop. | presentational skills and | |
| | | techniques. | Sample assessment |
| | Week 7 | Activity: Visiting a | Materials (SAMs) |
| | Factors affecting menu | provision in the area that | Unit 2 Review |
| | planning | is renowned for | specification |
| | | presentation of dishes. | amplification/specific |
| | | Practical: Build | ation |
| | | preparation and cooking | stems/command |
| | | skills and learn through | words/AOs. |
| | | practice: | |
| | | • Unit 2: 2.3.1 Discuss | Activity: Mock |
| | | nutrients in each dish | covering all |



| during each practical | Assessment |
|--|-----------------------|
| lesson. | Objectives. Covering |
| 2.3.3 Food safety | content: |
| practices. | Understanding the |
| | importance of |
| Week 5, 6 and 7 | nutrition. |
| Learners should know | How cooking |
| and understand how | methods can impact |
| hospitality and catering | on nutritional value. |
| provision adapts to | Factors affecting |
| satisfy the following | menu planning. |
| ever-changing customer | How to plan |
| climate: | production. |
| • customer | How to prepare and |
| requirements/needs: | make dishes. |
| lifestyle, nutritional | Presentation |
| needs, dietary needs, | techniques. |
| time available | Food safety |
| customer expectations: | practices. |
| service, value for money, | Reviewing of dishes. |
| trends, awareness of | Reviewing own |
| competition from other | performance. |
| providers, media | |
| influence/interest, | |
| environmental concerns, | |
| seasonality • customer | |
| demographics: age, | |
| location, accessibility, | |
| money available, access | |
| to establishments | |
| /provision. | |



Overview 2022/23 – WJEC Vocational Hospitality and Catering

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------|----------------------|------------------------------|---|------------------------|--------------------------|--------|
| | | | | | | |
| | Week 1 | Theory - | Week 1 and 2 | Revision focus | Revision focus | |
| | Health and safety in | Understanding the | The operation of the | Past papers/activities | Past papers/activities | |
| | hospitality and | importance of nutrition. | front and back of house | Hospitality and | Hospitality and catering | |
| | catering provision | | Learners should be | catering providers | providers | |
| | of the kitchen and | How cooking methods can | aware of the operational | 0 | Working conditions in | |
| | front of house | impact on nutritional value. | requirements of: | the hospitality and | the hospitality and | |
| | | | workflow of the front | catering industry | catering industry | |
| | Week 2 | Factors affecting menu | of house – reception, | | | |
| Year 11 | Food Safety | planning. | seating area, counter | Working in the | Working in the | |
| | Food related causes | | service, bar | hospitality and | hospitality and catering | |
| | of ill health | How to plan production. | workflow of the | catering industry | industry | |
| | Symptoms and | | catering kitchen – | Contributing factors | Contributing factors to | |
| | signs of food- | How to prepare and make | delivery, staffing area, | to the success of | the success of | |
| | induced ill health | dishes. | wash area, storage area, | hospitality and | hospitality and catering | |
| | Preventative | | prepare and cooking | catering provision | provision | |
| | | Presentation techniques. | area, serving area, | | | |
| | food-induced ill | | washing/cleaning area. | | MAY: Controlled | |
| | health | Food safety practices. | Activity: Design a | | assessment marked | |
| | Health and safety in | | restaurant kitchen | | and sent for | |
| | hospitality and | Reviewing of dishes. | Including: annotation of | | moderation to WJEC | |
| | catering provision | | workflow/delivery/staff | | | |
| | | Reviewing own | area/wash area and | | Independent exam | |
| | Week 3 and 4 | performance. | storage Activity: Design a | | revision | |
| | The Environmental | | restaurant front of house | | | |
| | Health Officer | | Including: seat plan and | | | |
| | (EHO) | | area layout/counter and | | | |
| | Learners will know | | bar. Learners should be | | | |
| | and understand the | | aware of the following | | | |
| | role of the | | equipment and materials | | | |



| Health Officermanaged within catering(EHO) and theirprovision/kitchens:responsibilitieselarge equipment: largeinclude:conventional oven, glass- collectingchiller, floor standingevidence includingfood mixer, deep fatsamples for testing,fryers, hot water urns,photographs,walk-in fridge-freezer,interviewsstanding Bain Marie,- enforcingsteamers, pass-throughenvironmentaldishwasher and glasshealth laws followwasher, hot platesup complaints- materials for cleaning,otopisping- small equipment- inspecting- steamers couldsafety standardslabel large and small- glving evidence inequipment in a centreprosecutionscatering facility waintingLearners should knowreportsand understand the twodifferent types ofhot dateringcustomerprovision: commercialhospitality andCommercialhospitality andCommercialcustomerprovision: commercialrequirements inand on-commercialhospitality andCatering facility.catering LearnersNag Quest houses andknow andunderstand the twodifferent types ofhospitality and cateringcustomerprovision: commercialrequirements inand on-commercialhospitality andCommercial (reidential):catering LearnersNB&B, guest houses a | Environmental | required used and | |
|--|--|---|--|
| (EHO) and their provision/kitchens: responsibilities • large equipment: large include: conventional over, glass • collecting chiller, floor standing evidence including food mixer, deep fat samples for testing, fryers, hot water urns, photographs, walk-in fridge-freezer, interviews standing Bain Marie, e-enforcing steamers, pass-through environmental dishwasher and glass health laws follow washer, hot plates up complaints • materials for cleaning, outbreaks of food materials polsoning • small equipment • inspecting • utensils. business for food Activity: Learners could safety standards label large and small evidence in equipment in a centre prosecutions catering facility. • maintaining euipment on datering evidence Week 3 to 7 • submitting tearners should know reports and understand the two different types of hospitality and catering | | required, used and | |
| responsibilities arge equipment: large collecting chiller, floor standing evidence including food mixer, deep fat samples for testing, fryers, hot water urns, photographs, walkin fridge-freezer, interviews standing Bain Marie, enforcing steamers, pass-through environmental dishwasher and glass health laws follow washer, hot plates up complaints • materials for cleaning, • follow up first aid kit and safety outbreaks of food materials business for food steamers, pass- inspecting • utensils. business for food activity: Learners could safety standards label large and small • giving evidence in equipment in a centre prosecutions catering facility. • maintaining evidence in equipment in a centre prosecutions catering facility. • maintaining evidence Week 3 to 7 • submitting Learners should know reports and understand the two different types of fusion: commercial and non-commercial indoptical catering facility and costomer in and non-commercial and non-commercial catering learners • 888, guest houses and Airbnb understand how • campsites and caravan | | | |
| include:conventional oven, glass• collectingconventional oven, glass• collectingfood mixer, deep fatsamples for testing,fryers, hot water urns,photographs,walk-in fridge-freezer,• enforcingsteamers, pass-through• enforcingsteamers, pass-throughenvironmentaldishwasher and glasshealth laws followwasher, hot platesup complaints• materials for cleaning,• follow upfirst aid kit and safetyoutbreaks of foodmaterialspoisoning• small equipment• inspecting• utensils.business for foodActivity: learners couldsafety standardslabel large and small• glving evidence inequipment in a centreprosecutionscatering facility.• maintainingLearners should knowreportsand understand the twoWeek S and 6hospitally and cateringCustomerprovision: commercialrequirements inand non-commercialrequirements inand non-commercialrequirements inand non-commercialrequirements inand non-commercialrequirements inAks Buset houses andknow andunderstand horunderstand how• ampsites and caravan | | • | |
| collecting chiller, floor standing evidence including food mixer, deep fat samples for testing, fryers, hot water urns, photographs, walk-in fridge-freezer, interviews enforcing enforcing enforcing environmental dishwasher and glass health laws follow washer, hot plates environmental materials for cleaning, follow up first aid kit and safety outbreaks of food materials poisoning small equipment inspecting utensils. business for food activity: Learners could safety standards label large and small egving evidence in equipment in a centre prosecutions catering facility. maintaining evidence Week 3 to 7 submitting Learners should know and understand the two different types of hospitality and catering provision: commercial requirements in and non-commercial requirements in and non-commercial requirements in catering laertners B&B, guest houses and Airbnb understand how catering laeravan | | | |
| evidence including samples for testing, photographs, interviews enforcing environmental health laws follow up complaints inferviews interviews environmental mealth laws follow up complaints inferviews inferviews inferviews environmental mealth laws follow up complaints inferviews infer | | | |
| samples for testing, fryers, hot water urns, walk-in fridge-freezer, sinterviews standing Bain Marie, e enforcing steamers, pass-through dishwasher and glass washer, hot plates up complaints e materials for cleaning, first aid kit and safety up complaints e small equipment sinterviews inspecting evidence in equipment in a centre catering facility. examers should know and understand the two different types of hospitality and catering provision: commercial in domemical in commercial in the soft of the soft | | | |
| photographs, interviewswalk-in fridge-freezer, standing Bain Marie, steamers, pass-through dishwasher and glass nealth laws follow up complaintswalk-in fridge-freezer, steamers, pass-through dishwasher and glass materials for cleaning, first aid kit and safety outbreaks of food poisoning• materials for cleaning, first aid kit and safety materials• follow up outbreaks of food poisoning• small equipment • utensils. Activity: Learners could safety standards• small equipment • utensils. business for food safety standards• inspecting prosecutions• week 3 to 7 • submitting reports• Week 3 to 7 • submitting reports• week 5 and 6 Customer requirements in hospitality and catering Learners • B&B, guest houses and Arbob understand how• B&B, guest houses and Airbob understand how | Ŭ | | |
| interviews enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maiterials • giving evidence in prosecutions • advections • advections • advections • advections • advections • submitting reports Week 3 and 6 Customer requirements in hospitality and catering Learners • B&B, guest houses and know and understand how • campsites and caravan | | • | |
| enforcing steamers, pass-through environmental dishwasher and glass health laws follow washer, hot plates up complaints materials for cleaning, frol ow up first aid kit and safety outbreaks of food materials poisoning small equipment inspecting utensils. business for food activity: Learners could safety standards giving evidence in equipment in a centre prosecutions catering facility. maintaining evidence Week 3 to 7 submitting Learners should know and understand the two different types of hospitality and commercial non-commercial: hospitality and commercial maintainin and non-commercial: hospitality and commercial (residential): catering learners B&B, guest houses and arreys and caravan | photographs, | walk-in fridge-freezer, | |
| environmentaldishwasher and glasshealth laws followwasher, hot platesup complaints• materials for cleaning,• follow upfirst aid kit and safetyoutbreaks of foodmaterialspoisoning• small equipment• inspecting• utensils.business for foodActivity: Learners couldsafety standardsequipment in a centreerosecutionscatering facility.• maintainingevidenceevidenceWeek 3 to 7• submittingLearners should knowreportsand understand the twodifferent types ofhospitality and cateringrequirements inand non-commercialnospitality andCommercial (residential):catering Learners• B&B, guest houses andunderstand how• campsites and caravan | interviews | standing Bain Marie, | |
| health laws followwasher, hot platesup complaints• materials for cleaning,• follow upfirst aid kit and safetyoutbreaks of foodmaterialspoisoning• small equipment• inspecting• utensils.business for foodActivity: Learners couldsafety standardslabel large and small• giving evidence inequipment in a centreprosecutionscatering facility.• maintainingevidenceevidenceWeek 3 to 7• submittingLearners should knowreportsand understand the two different types ofWeek 5 and 6hospitality and catering provision: commercialcustomerprovision: commercial (residential):catering Learners• B&B, guest houses and Airobunderstand how• campsites and caravan | enforcing | steamers, pass-through | |
| up complaints• materials for cleaning, first aid kit and safety materialsoutbreaks of food poisoning• small equipment• inspecting business for food safety standards• utensils.business for food safety standardsActivity: Learners could label large and small equipment in a centre catering facility.• maintaining evidenceWeek 3 to 7• submitting reportsLearners should know and understand the two different types of hospitality and catering provision: commercial requirements in hospitality and catering learners k B&B, guest houses and AirbnbWeekstand how• acmpsites and caravan | environmental | dishwasher and glass | |
| follow up first aid kit and safety outbreaks of food materials small equipment inspecting utensils. business for food safety standards giving evidence in equipment in a centre equipment in a centre catering facility. week 3 to 7 submitting earners should know and understand the two different types of Meek 5 and 6 Customer provision: commercial and non-commercial: hospitality and commercial (residential): catering Learners B&B, guest houses and Airbnb understand how campsites and caravan | health laws follow | washer, hot plates | |
| outbreaks of foodmaterialspoisoning• small equipment• inspecting• utensils.business for foodActivity: Learners couldsafety standardslabel large and small• giving evidence inequipment in a centreprosecutionscatering facility.• maintainingevidenceevidenceWeek 3 to 7• submittingLearners should knowreportsand understand the twodifferent types ofWeek 5 and 6hospitality and cateringcustomerprovision: commercialrequirements inand non-commercial:hospitality andCommercial (residential)):catering LearnersB&B, guest houses andknow andAirbnbunderstand how• campsites and caravan | up complaints | materials for cleaning, | |
| poisoning• small equipment• inspecting• utensils.business for foodActivity: Learners couldsafety standardslabel large and small• giving evidence inequipment in a centreprosecutionscatering facility.• maintainingevidenceevidenceWeek 3 to 7• submittingLearners should knowreportsand understand the twodifferent types ofWeek 5 and 6hospitality and cateringcustomerprovision: commercial:requirements inand non-commercial:hospitality andCommercial (residential):catering LearnersB&B, guest houses andknow andAirbnbunderstand how• campsites and caravan | follow up | first aid kit and safety | |
| inspecting utensils. Activity: Learners could afety standards label large and small equipment in a centre equipment in a centre prosecutions catering facility. Week 3 to 7 submitting Learners should know and understand the two different types of Meek 5 and 6 Customer provision: commercial requirements in and non-commercial requirements in hospitality and Commercial (residential): catering Learners B&B, guest houses and Airbob and caravan | outbreaks of food | materials | |
| business for foodActivity: Learners couldsafety standardslabel large and smalle giving evidence inequipment in a centreprosecutionscatering facility.• maintainingweek 3 to 7evidenceWeek 3 to 7• submittingLearners should knowreportsand understand the twodifferent types ofWeek 5 and 6hospitality and cateringCustomerprovision: commercialrequirements inand non-commercial:hospitality andCommercial (residential):catering LearnersB&B, guest houses andknow andAirbnbunderstand how• campsites and caravan | poisoning | small equipment | |
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| ejving evidence in prosecutions maintaining evidence Week 3 to 7 submitting reports Week 5 and 6 Customer provision: commercial and non-commercial: hospitality and commercial (residential): catering Learners B&B, guest houses and Airbnb understand how campsites and caravan | business for food | Activity: Learners could | |
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| prosecutionscatering facility.• maintainingWeek 3 to 7• submittingLearners should knowreportsand understand the two different types ofWeek 5 and 6hospitality and catering provision: commercialCustomerprovision: commercialrequirements inand non-commercial:hospitality and catering LearnersCommercial (residential):catering Learners• B&B, guest houses and Airbnbknow and understand how• campsites and caravan | giving evidence in | equipment in a centre | |
| maintaining evidence submitting Learners should know and understand the two different types of Week 5 and 6 Kospitality and catering provision: commercial requirements in and non-commercial: hospitality and Commercial (residential): catering Learners B&B, guest houses and Airbnb understand how campsites and caravan | | | |
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| reportsand understand the two different types of hospitality and catering provision: commercial and non-commercial: hospitality and catering Learnersnew and Airbnbknow and understand howe campsites and caravan | submitting | Learners should know | |
| Week 5 and 6different types of hospitality and catering provision: commercial and non-commercial: hospitality and catering Learnersdifferent types of hospitality and catering provision: commercial commercial: B&B, guest houses and Airbnb e campsites and caravandifferent types of hospitality and catering tearners | - | and understand the two | |
| Week 5 and 6hospitality and catering provision: commercial and non-commercial: Commercial (residential):hospitality and catering Learnershospitality and catering LearnersB&B, guest houses and AirbnbHouses and catering Learnersunderstand how- campsites and caravan- campsites and caravan | | different types of | |
| Customerprovision: commercialrequirements inand non-commercial:hospitality andCommercial (residential):catering LearnersB&B, guest houses andknow andAirbnbunderstand how• campsites and caravan | Week 5 and 6 | | |
| requirements in hospitality andand non-commercial: and non-commercial: Commercial (residential): • B&B, guest houses and know and understand how• B&B, guest houses and Airbnb • campsites and caravan | Customer | | |
| hospitality andCommercial (residential):catering Learners• B&B, guest houses andknow andAirbnbunderstand how• campsites and caravan | | • | |
| catering Learners• B&B, guest houses and Airbnbunderstand how• campsites and caravan | | | |
| know and Airbnb understand how • campsites and caravan | | | |
| understand how • campsites and caravan | | | |
| | | | |
| | hospitality and | parks | |



| catering provision | holiday parks, lodges, | |
|------------------------|---|--|
| meets the | pods and cabins | |
| requirements of: | hotels, motels and | |
| customer needs | hostels. Commercial | |
| (catering, | (non-residential): | |
| equipment, | airlines, cruise ships, | |
| accommodation) • | long distance trains | |
| customer rights and | cafés, tea rooms and | |
| inclusion (disability) | coffee shops • fast food | |
| • equality. | outlets | |
| Learners are given a | food provided by | |
| number of | stadia, concert halls and | |
| customers with | tourist attractions | |
| different | mobile food vans and | |
| requirements and | street food trucks | |
| needs. Learners to | pop-up restaurants | |
| identify how to | public houses, bars | |
| cater efficiently to | restaurants and bistros | |
| meet the needs of | takeaways | |
| all. | vending machines. | |
| | Non-commercial | |
| Week 7-10 | (residential): | |
| Controlled | armed forces | |
| assessment task: 12 | boarding schools, | |
| hours | colleges, university | |
| | residences | |
| | hospitals, hospices and | |
| | care homes • prisons. | |
| | Non-commercial (non- | |
| | residential): | |
| | canteens in working | |
| | establishments | |
| | (subsidised) | |
| | charity run food | |
| | providers | |



| | • meals on wheels |
|--|------------------------------|
| | • schools, colleges and |
| | universities. Learners |
| | should know and |
| | understand the following |
| | types of service in |
| | commercial and non- |
| | commercial provision: |
| | Food service: • table: |
| | plate, family-style, silver, |
| | Gueridon, banquet |
| | • counter |
| | • cafeteria, buffet, fast |
| | food |
| | • personal: tray or |
| | trolley, vending, home |
| | delivery, takeaway. |
| | Residential service: |
| | • rooms: single, double, |
| | king, family, suite (en- |
| | suite bath/shower room, |
| | shared facilities) |
| | • refreshments: |
| | breakfast, lunch, evening |
| | meal, 24-hour room |
| | service/restaurant |
| | available |
| | conference and |
| | function facilities |
| | leisure facilities (spa, |
| | gym, swimming pool). |
| | Бупт, зимпини рослу. |



Overview 2022/23 – WJEC Vocational Engineering

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--|--------|--------|--------|--------|--------|
| | | | | | |
| Week 1 – 3 Fixings. Mechanical | Week 1 |
| - | Week 2 |
| | Week 3 |
| • | Week 4 |
| | Week 5 |
| Week 4 | Week 6 |
| | Week 7 |
| Week 5 Explore through practical exercises a range of shaping techniques including turning, milling, file work. Work with a range of materials including stock metals, sheet material and | | | | | |



| plastics | | | |
|-----------------------------------|--|--|--|
| Week 6 and 7 | | | |
| Learning how | | | |
| engineering | | | |
| drawings are used | | | |
| in manufacturing. | | | |
| Learners will use a | | | |
| set of engineering drawings to | | | |
| produce a small | | | |
| product which | | | |
| covers their skills | | | |
| covered to date | | | |
| (Small copper dice). | | | |
| Understanding | | | |
| orthographic and | | | |
| isometric | | | |
| projections – dimensions and | | | |
| tolerance limits. | | | |
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Overview 2022/23 – Engineering

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------|--------|--------|--------|--------|--------|--------|
| | | | | | | |
| | Week 1 |
| | Week 2 |
| | Week 3 |
| | Week 4 |
| Year 11 | Week 5 |
| | Week 6 |
| | Week 7 |
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