

Subject: Hospitality and Tourism
Pearson BTEC Level 1 Introductory in Hospitality and Tourism specification

Intent	Implementation	Impact
<p>To develop the students knowledge linking to the below content:</p> <ul style="list-style-type: none"> • Prepare, cook and make a range of snacks and meals in a safe and hygienic manner. • To learn about food in a variety of formats, including nutrition, balanced diet, nutrition and exercise etc so they can transfer these skills. • To learn more about the local areas, attractions within Nottingham and the city areas. • To know how to find out more about areas and develop research skills. • To understand about travel and tourism in the UK, what this looks like and how it affects the economy and wider effects of this. • To develop a level of 'research' through different means to embed transferable skills. • To learn other skills and knowledge through other subjects by the cross curricular links, including literacy and science. 	<ul style="list-style-type: none"> • Through following the planned units, students will engage with the BTEC curriculum content and build a portfolio of progress towards the unit content and qualification. • Daily sessions will run in the fully furnished 'diner' where students can access a range of equipment and resources to develop their practical catering skills. • Sessions will also contain theory delivery where students learn and are assessed against the range of topics covered in this plan. • Students will have the opportunity to prepare for visits and guests at points during the year, for example, Christmas dinner. At time there will be offsite visits linking to the content of curriculum being delivered at a given time e.g. pizza making at pizza express. • Students discuss the meals they would like to eat in the provision and also plan, prepare and make breakfast for the provision each morning. • Prepare food and host events for family, peers and others at special occasions throughout the year. 	<ul style="list-style-type: none"> • Skills- young people are confident to prepare and cook a range of balanced meals for different purposes. This will have a positive impact on physical and mental health, social skills. • Students will be able to budget appropriately for meals and support their own family unit as they transition into adulthood. • Awareness and confidence when in the local area, including different cultures and heritage. • Students will have the knowledge of different cultures, not only from a food perspective but deeper understanding, even in the smaller local community. • To inspire and motivate the young people to not only learn about areas but also develop their understanding of the wider world (and equip them with the skills to be able to do this independently) • To be able to cater for groups of people, preparing for family life and enhancing their opportunities for the future. • The skills will potentially open doors and opportunities for next steps in their careers.

Hospitality & Tourism Long Term Planning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC/ VALUE						
KS3 YEAR 1	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Food hygiene, including gaining an online qualification.</p> <p>Health and Safety in catering</p> <p>Understand the principles of nutritional health</p> <p>Design project- Research and exploration</p> <p>Identify and Solve problems</p> <p>Develop and design</p> <p>Using a variety of different approaches</p> <p>Develop and communicate design ideas (menus/dishes etc)</p> <p>(Take from the NC for Design and Technology)</p>	<p>Make & Evaluate project that was previously planned in Autumn 1</p> <p>Select from specialist tools and equipment including processes</p> <p>Select and use a wider range of more complex materials and ingredients</p> <p>Analyse past work</p> <p>Investigate new and emerging technologies and equipment</p> <p>Test and evaluate</p> <p>Understand development in D & T and understand the impact on individuals.</p> <p>For the above:</p> <p>Cook various dishes so they can feed themselves and others in a healthy and varied diet</p> <p>Become competent in a range of different cooking techniques</p> <p>Understand the source, seasonality of a broad range of ingredients (Take from the NC for Design and Technology)</p> <p>Prepare Christmas Menu & Dinner</p> <p>RE- Differences in religious beliefs during December across the world- some link to Christmas.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Food hygiene, including gaining an online qualification.</p> <p>Health and Safety in catering</p> <p>Understand the principles of nutritional health</p> <p>Design project- Research and exploration</p> <p>Identify and Solve problems</p> <p>Develop and design</p> <p>Using a variety of different approaches</p> <p>Develop and communicate design ideas (menus/dishes etc)</p> <p>(Take from the NC for Design and Technology)</p>	<p>Make & Evaluate project that was previously planned in Autumn 1</p> <p>Select from specialist tools and equipment including processes</p> <p>Select and use a wider range of more complex materials and ingredients</p> <p>Analyse past work</p> <p>Investigate new and emerging technologies and equipment</p> <p>Test and evaluate</p> <p>Understand development in D & T and understand the impact on individuals.</p> <p>For the above:</p> <p>Cook various dishes so they can feed themselves and others in a healthy and varied diet</p> <p>Become competent in a range of different cooking techniques</p> <p>Understand the source, seasonality of a broad range of ingredients (Take from the NC for Design and Technology)</p> <p>Prepare Christmas Menu & Dinner</p> <p>RE- Differences in religious beliefs during December across the world- some link to Christmas.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>BTEC- L1 In Hospitality & Tourism</p> <p>PREPARATION FOR HT5</p> <p><i>Unit HT5 Preparing and Cooking food.</i></p> <p>Introduction to unit Tutor-led discussion/practical on food types and methods of cooking.</p> <p>Safe and hygienic handling of food and kitchen equipment</p> <p>Discussion/practical about kitchen equipment and the safe and hygienic handling and use of kitchen equipment.</p> <p>Discussion/practical around selecting appropriate equipment for the task.</p> <p>Learners practise their kitchen skills, using a selection of equipment, preparing food items for cooking and prioritising tasks to meet timings and deadlines</p> <p>*Opportunities for offsite visits</p> <p>Incentive and reward trips to be planned on preferences.</p>	<p>BTEC- L1 In Hospitality & Tourism</p> <p><i>Unit HT5 Preparing and Cooking food.</i></p> <p>Learners need to prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods. Learners present the food, ensuring it meets the requirements set by tutors. Learners complete a tutor-design.</p> <p>Tutors complete reviews on learners' dishes, identifying items that were prepared and cooked and making suggestions for how their personal organisation, as well as the dishes, could be improved.</p> <p>End of unit Assessment</p> <p>*Opportunities for offsite visits linking to hospitality and tourism</p> <p>Incentive and reward trips to be planned on preferences.</p>

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KS3 YEAR 2	<p>Food hygiene, including gaining an online qualification.</p> <p>Health and Safety in catering</p> <p>Understand the principles of nutritional health</p> <p>Design project- Research and exploration</p> <p>Identify and Solve problems</p> <p>Develop and design</p> <p>Using a variety of different approaches</p> <p>Develop and communicate design ideas (menus/dishes etc)</p> <p>(Take from the NC for Design and Technology)</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Make & Evaluate project that was previously planned in Autumn 1</p> <p>Select from specialist tools and equipment including processes</p> <p>Select and use a wider range of more complex materials and ingredients</p> <p>Analyse past work</p> <p>Investigate new and emerging technologies and equipment</p> <p>Test and evaluate</p> <p>Understand development in D & T and understand the impact on individuals.</p> <p>For the above:</p> <p>Cook various dishes so they can feed themselves and others in a healthy and varied diet</p> <p>Become competent in a range of different cooking techniques</p> <p>Understand the source, seasonality of a broad range of ingredients (Take from the NC for Design and Technology)</p> <p>Prepare Christmas Menu & Dinner</p>	<p>Food hygiene, including gaining an online qualification.</p> <p>Health and Safety in catering</p> <p>Understand the principles of nutritional health</p> <p>Design project- Research and exploration</p> <p>Identify and Solve problems</p> <p>Develop and design</p> <p>Using a variety of different approaches</p> <p>Develop and communicate design ideas (menus/dishes etc)</p> <p>(Take from the NC for Design and Technology)</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>Make & Evaluate project that was previously planned in Autumn 1</p> <p>Select from specialist tools and equipment including processes</p> <p>Select and use a wider range of more complex materials and ingredients</p> <p>Analyse past work</p> <p>Investigate new and emerging technologies and equipment</p> <p>Test and evaluate</p> <p>Understand development in D & T and understand the impact on individuals.</p> <p>For the above:</p> <p>Cook various dishes so they can feed themselves and others in a healthy and varied diet</p> <p>Become competent in a range of different cooking techniques</p> <p>Understand the source, seasonality of a broad range of ingredients (Take from the NC for Design and Technology)</p>	<p>BTEC- L1 In Hospitality & Tourism</p> <p><i>Unit HT5 Preparing and Cooking food.</i></p> <p>PREPRATION FOR HT5</p> <p>Introduction to unit Tutor-led discussion/practical on food types and methods of cooking.</p> <p>Safe and hygienic handling of food and kitchen equipment</p> <p>Discussion/practical about kitchen equipment and the safe and hygienic handling and use of kitchen equipment.</p> <p>Discussion/practical around selecting appropriate equipment for the task.</p> <p>Learners practise their kitchen skills, using a selection of equipment, preparing food items for cooking and prioritising tasks to meet timings and deadlines</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>BTEC- L1 In Hospitality & Tourism</p> <p><i>Unit HT5 Preparing and Cooking food.</i></p> <p>Learners need to prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods. Learners present the food, ensuring it meets the requirements set by tutors. Learners complete a tutor-design.</p> <p>Tutors complete reviews on learners' dishes, identifying items that were prepared and cooked and making suggestions for how their personal organisation, as well as the dishes, could be improved.</p> <p>End of unit Assessment</p>

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KS4 YEAR 1	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>BTEC- L1 In Hospitality & Tourism <i>Unit HT5 Preparing and Cooking food.</i></p> <p>Introduction to unit Tutor-led discussion/practical on food types and methods of cooking.</p> <p>Safe and hygienic handling of food and kitchen equipment Discussion/practical about kitchen equipment and the safe and hygienic handling and use of kitchen equipment. Discussion/practical around selecting appropriate equipment for the task.</p> <p>Learners practise their kitchen skills, using a selection of equipment, preparing food items for cooking and prioritising tasks to meet timings and deadlines</p>	<p>BTEC- L1 In Hospitality & Tourism <i>Unit HT5 Preparing and Cooking food.</i></p> <p>Learners need to prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods. Learners present the food, ensuring it meets the requirements set by tutors. Learners complete a tutor-design.</p> <p>Tutors complete reviews on learners' dishes, identifying items that were prepared and cooked and making suggestions for how their personal organisation, as well as the dishes, could be improved.</p> <p>End of unit Assessment Consolidate and practice previous learning linking to the below.</p> <p>Christmas - Project</p>	<p>BTEC- L1 in Hospitality and Tourism <i>Unit HT6: Serving Food and Drink</i></p> <p>Tutors discuss different hospitality settings, service styles and safety and hygiene practices for serving and handling food and drink and working in a food area.</p> <p>Learners go on a supervised visit to suitable settings to observe safety and applications in food and drink service situations. Tutors discuss personal hygiene and the requirements for those working in hospitality settings, such as handwashing.</p> <p>Organise an even and discuss the food to be served, room preparation, table layout, food service, clear down of room and equipment. Afterwards they will review the session as a whole-group discussion and using tutor feedback. Some sessions could be booked as set functions/events, for example a buffet lunch party for a 10-customer local walking group.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>BTEC- L1 in Hospitality and Tourism <i>Unit HT6: Serving Food and Drink</i></p> <p>In groups, learners prepare the dining area for counter service and then serve in line with the dining area requirements, communicating appropriately with customers.</p> <p>Learners take part in a role play where they take it in turns to prepare for and serve food (plated) and drinks to other learners as part of a team.</p> <p>Learners record how they worked and what went well in their practical sessions, identifying areas for improvement and how they will achieve these improvements.</p> <p>Final Assessment Week</p> <p>RE- Differences in religious beliefs during December across the world- some link to easter.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>BTEC- L1 in Hospitality and Tourism <i>Unit HT7: Exploring Local Visitor Attractions</i></p> <p>Learners should use different sources of information in their research. Tutors could arrange a visit to the local tourist information centre to collect leaflets and brochures on visitor attractions.</p> <p>Learners may wish to record a short video clip or produce a PowerPoint presentation, including pictures of the attraction, to provide information on how visitors are drawn to and have their needs met in relation to the local attractions' key features.</p> <p>*Opportunities for offsite visits linking to hospitality and tourism</p> <p>Incentive and reward trips to be planned on preferences.</p>	<p>Project work</p> <p>Incentive and reward trips to be planned on preferences.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS4 YEAR 2	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class.</p> <p>BTEC- L1 in Hospitality and Tourism Unit HT7: Exploring Local Visitor Attractions</p> <p>Discussion on the many different types of visitor attractions in the local area. Learners start looking at where to find further information such as websites, brochures, leaflets and TV adverts, as well as own and others' experiences.</p> <p>Explore with learners why they would visit specific attractions in the local area. Consider the variety of products and services offered and how they link to the different types of visitor attractions.</p> <p>Visit a local attraction to investigate the different products and services available.</p>	<p>BTEC- L1 in Hospitality and Tourism Unit HT7: Exploring Local Visitor Attractions</p> <p>Students are given case studies of specific visitor types to identify what they would need when going out to local visitor attractions.</p> <p>Learners discuss what attracts visitors to a specific local visitor attraction. Learners should be encouraged to discuss places that they have visited and places they would like to visit.</p> <p>Christmas Project</p>	<p>BTEC- L1 in Hospitality and Tourism <i>Unit HT8: Exploring Travel and Tourism in the UK</i></p> <p>Learners discuss the different types of UK tourist destination and the factors that make a UK tourist destination significant.</p> <p>The class visit a UK destination that is not within their local area. This could be a city, a seaside resort or an AONB.</p> <p>Tutors use a series of practical quizzes and interactive whiteboard activities to reinforce learners' knowledge of the location and type of significant tourist destinations in the UK.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>BTEC- L1 in Hospitality and Tourism <i>Unit HT8: Exploring Travel and Tourism in the UK</i></p> <p>A speaker from a travel agent comes in to talk about the type of customer brief they get, how they research UK destinations and how they make recommendations for different needs and requirements.</p> <p>Learners use case studies of different types of visitor and their particular requirements. In small groups, learners use their knowledge of UK tourist destinations to make recommendations and suggestions.</p> <p>In pairs, learners come up with a profile of a specific visitor type and their needs and requirements.</p> <p>Learners present their route to a chosen UK tourist destination to their peers.</p> <p>Easter project</p>	<p>BTEC- L1 in Hospitality and Tourism <i>Unit HT12: Promoting Hospitality and Tourism Events</i></p> <p>Learners investigate the different types of promotional material used by hospitality and tourism businesses and which are most effective.</p> <p>Learners visit a local travel agent or restaurant/hotel to investigate the events currently being promoted and the promotional techniques used. Where possible, learners should collect materials for research.</p> <p>Learners look at a range of promotional materials, e.g. television/radio advertising, brochures, posters, newspapers. In small groups, they discuss which they find the most attractive and why.</p> <p>learners produce a poster to promote a school event.</p> <p>*Opportunities for offsite visits linking to hospitality and tourism Incentive and reward trips to be planned on preferences.</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules & expectations in class</p> <p>BTEC- L1 in Hospitality and Tourism <i>Unit HT12: Promoting Hospitality and Tourism Events</i></p> <p>Learners look at the role played by colour and images in making promotional materials effective. Tutors discuss with learners how their use of colour and images made the promotional materials they created in the previous session effective, or how they could have been enhanced.</p> <p>Learners produce a range of examples of promotional materials for different events.</p> <p>Learners continue to produce promotional materials for a given event, each time with a different target market.</p> <p>*Opportunities for offsite visits linking to hospitality and tourism Incentive and reward trips to be planned on preferences.s</p>

