St Dominic's School
Curriculum Plan

What will pupils learn and when?

Subject	BTEC Hospitality	Year Group	6th Form

Subject Intent

In Hospitality, students will work towards a BTEC Award (Year 1) or BTEC certificate (Year 2). This comprises of completing the units required. The content of units offers a broad introduction to the skills and knowledge within hospitality allowing the delivery to be practical and engaging for the learners

In addition to the sector-specific content available in this qualification, the students develop the transferrable skills needed to progress onto further courses or employment.

Lessons are designed to develop practical skills as well as communication and team work skills. There will be plenty of opportunity to host events and support each other in their individual assessments. Deadlines are given so students get used to the requirement of working to a timeline and must plan their workload accordingly.

There will be ample opportunity during this programme of study to develop skills in independence both in the classroom and out in the local area.

Topics covered:

Units covered in Year 1:

- Developing a Personal Progression Plan
- Serving Food and Drink

Units covered in Year 2:

- Customer Service Skills
- Preparing and Cooking Food
- Being Organised

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Term	Topic	Subject Content	Vocabulary	Sequencing
Autumn 1 *'I Am Me'*	**Unit HT6** **Serving Food and Drink** **Unit HT5** **Preparing and Cooking Food**	**<u>Half termly objective:</u>** To set up and run a school café and welcome different people to attend various events hosted by the students. **<u>Knowledge:</u>** • How do you use safe and hygienic practices to prepare and serve food and drink? • What are the different hospitality settings and service styles? • Why is it important to understand and manage hygiene in a food service environment? • How do you take orders effectively? • What activities need prioritising when running service in a café environment? • What do you do when a customer complains? **<u>Enrichment:</u>** Trips to different hospitality settings **<u>Cross Curricular links:</u>** Careers, Science, Food Tech, Literacy, Numeracy and IT	**Tier 2** Hygiene Community Prioritise Service Customer Requirement Preparation Responsibility Presentation **Tier 3** Complaint Hospitality Customer Service Legislation	**Building On** Students will be progressing on from knowledge and skills developed in Food Technology lessons, including how to follow personal hygiene practices and basic use of kitchen utensils and equipment. **Building Towards** Students will develop skills in customer service and work towards serving unfamiliar customers. They will also experience working in a café environment, understanding the requirements and pressures this comes with.

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Autumn 2 'I Matter'	**Unit A2** **Developing a Personal Development Pan** **Unit HT6** **Serving Food and Drink** **Unit HT5** **Preparing and Cooking Food**	**Half termly objective:** To identify what personal skills and qualities students have and to start to plan their aspirations for the future. **Knowledge:** • What is the benefit of developing a personal development plan? • How do I identify the skills and behaviours needed to meet personal goals? • Why is reviewing and reflection important and how will this help me progress? • How do you use safe and hygienic practices to prepare and serve food and drink? • How do you manage complaints in a professional manner? • How do you run an event in an efficient way? **Enrichment:** Trips to different hospitality settings, trips to careers fairs and chances to meet employers. **Cross Curricular links:** Careers, Literacy, Numeracy and IT	**Tier 2** Development Goals Benefit Target Review Hygiene Customer service **Tier 3** Audit Complaint Requirement Reflection Prioritise	**Building On** Students will be progressing on from knowledge and skills developed in careers lessons when learning about different jobs and the roles within them. **Building Towards** Students will develop skills in understanding their own personal skills and qualities and utilise these to create their own development plan in order to support their career aspirations.

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