



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 Hospitality & Catering



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Week 1 – w/c 31 Aug 2026 (Week A: 2 lessons): Unit 2 coursework launch and broad dish trial 1	Introduce the Paradise Bay assignment, its two customers, the street-food setting, assessment boundaries and the 20-page candidate pack. Analyse the needs of adult walking parties and the operational limits of a multicultural market food truck with no more than three staff and restricted equipment. Complete an initial skills audit and trial a suitable Customer 1 dish or component, recording nutrition, skills, safety, service and improvement evidence.	Assignment brief: The task, scenario and evidence requirements that the candidate must address Scenario: The contextual information that decisions must be applied to Target customer: The named group whose needs should shape the dish and service Street-food provision: Food prepared and served quickly from a stall or vehicle for eating nearby or taking away Skills audit: A structured review of current strengths and areas for development Assessment boundary: A rule defining what support, resources and collaboration are permitted	Year 10 Unit 2 readiness work, customer-needs analysis, nutrition, safe practical routines, dish justification and practice production planning.	Annotated Paradise Bay brief and Customer 1 profile. Initial skills audit and dish mind map. Trial 1 log with recipe, photographs, safety controls, sensory evidence and precise improvement points.	“Every decision begins with the brief. Name the customer need or operational constraint, identify the dish feature that responds to it and explain the effect. Development work prepares you for assessment, but assessed responses must remain your own.”
Week 2 – w/c 7 Sep 2026 (Week B: 3 lessons): Broad dish trial 2 and Customer 2 analysis	Analyse the needs of teenage surfers and trial a suitable Customer 2 dish or component. Compare nutritional suitability, portion size, value, local produce, portability, preparation time, equipment limits and technical challenge. Begin a customer-specific mind map and explain how each proposed dish could operate within the Paradise Bay street-food context.	Feasibility: Whether a proposal can be completed safely with the available time, staff and equipment Portability: How easily food can be carried and eaten away from the serving point Value for money: When price, portion, quality and experience feel worthwhile to the customer Local produce: Food grown, reared, caught or made close to where it is sold Technical challenge: The level of control and skill required to produce a successful outcome Mind map: A visual organiser connecting ideas and evidence around a central topic	Week 1 brief analysis and trial-record routines; Year 10 knowledge of target customers, portion control, food provenance and equipment selection.	Customer 2 needs profile and developed dish mind map. Trial 2 evidence with cost, nutrition, portability, equipment and time judgements. Comparison of the first two trials against consistent criteria.	“Suitable does not mean simply popular. A strong choice meets the customer’s nutritional and practical needs, can be made with the stated resources and fits the way food will be served at the market.”



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Week 3 – w/c 14 Sep 2026 (Week A: 2 lessons): Broad dish trial 3 for Customer 1	Test an alternative Customer 1 option and an appropriate accompaniment. Record organoleptic qualities, nutritional contribution, food-safety controls, service temperature and the practicality of production by a three-person team. Compare Trial 3 with the first Customer 1 option and identify evidence-based strengths, weaknesses and modifications.	Accompaniment: A food or sauce served with a main item to complement flavour, texture, nutrition or presentation Organoleptic qualities: Sensory characteristics judged through appearance, aroma, taste and texture Operational constraint: A practical limit affecting production or service Food-safety control: An action used to prevent or reduce contamination or microbial risk Service temperature: The safe and suitable temperature at which food is presented to the customer Comparative evaluation: A judgement made by weighing evidence from two or more options	Weeks 1–2 customer profiles, safe trial routines and comparative criteria; Year 10 sensory testing and food-safety knowledge.	Trial 3 recipe and attributable photographs. Sensory profile, nutrition and food-safety commentary. Direct comparison with Trial 1 and a justified next modification.	“An accompaniment must earn its place . Explain what it adds to nutrition, sensory balance, presentation or service, then check that the extra time and equipment remain realistic.”
Week 4 – w/c 21 Sep 2026 (Week B: 3 lessons): Broad dish trial 4 for Customer 2	Test an alternative Customer 2 dish and accompaniment. Evaluate energy provision, visual appeal, portability, portion, value, service style and production using limited equipment. Use evidence rather than assumptions to judge suitability for active teenage surfers and identify precise improvements.	Energy requirement: The amount of energy needed to support growth, activity and body functions Visual appeal: How colour, shape, arrangement and finish attract the customer Service style: The method by which food is ordered, presented and received Portion control: Serving a consistent quantity to manage nutrition, cost and customer expectation Resource constraint: A limit involving time, staff, space, ingredients or equipment Customer evidence: Specific information from the scenario used to support a decision	Week 2 Customer 2 analysis and Trial 2; Year 10 knowledge of energy needs, value for money, customer expectations and practical presentation.	Trial 4 log and photographs. Customer 2 sensory, portion, portability and value review. Developed comparison of the two Customer 2 options.	“Do not stereotype teenagers. Use the scenario: they are active surfers using a beach market. Link energy, portability, flavour, value and service to that evidence.”



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Week 5 – w/c 28 Sep 2026 (Week A: 2 lessons): Selection trial and provisional dish choices	Compare all broad trials, complete both customer mind maps and identify provisional final dishes and accompaniments. Trial the strongest option or a high-risk component and judge choices against customer need, nutrition, skill, cost, seasonality, equipment, time and organoleptic qualities. Produce a reasoned shortlist rather than choosing dishes through preference alone.	Provisional selection: A likely choice that remains open to refinement and further evidence Selection criteria: The agreed standards used to compare possible dishes fairly Decision matrix: A table used to score options against consistent criteria Seasonality: Using food naturally available at a particular time of year Technical skill: A controlled preparation, cooking or presentation technique Justification: A decision supported by relevant evidence and developed reasoning	Four customer-specific trials, sensory records and customer mind maps from Weeks 1–4.	Completed Customer 1 and Customer 2 mind maps. Trial 5 or high-risk component evidence. Decision matrix and provisional dish justifications linked explicitly to Paradise Bay.	“Use the same criteria for every option. A justified choice identifies the strongest evidence, acknowledges a limitation and explains why the selected dish is still the best fit.”
Week 6 – w/c 5 Oct 2026 (Week B: 3 lessons): Dish perfection 1 – Customer 1	Refine the Customer 1 dish and accompaniment by standardising quantities, method, yield and portion size. Improve flavour, texture, presentation and service temperature and assess how the chosen cooking methods affect nutritional value. Record precise modifications so the dish can be reproduced consistently.	Standard recipe: A tested recipe with fixed quantities, method, yield and expected result Refinement: A precise change made to improve a product or process Nutrient retention: The amount of a nutrient remaining after preparation, cooking and service Cooking-method impact: The effect of heat, water or fat on nutrient content and food quality Yield: The number or amount of portions produced by a recipe Consistency: Producing the same quality, portion and presentation repeatedly	Week 5 provisional selection plus Year 10 nutrition, cooking-method and standard-recipe knowledge.	Dated standard-recipe version and portion specification. Before-and-after sensory and presentation comparison. Written explanation of cooking-method impact and next refinement.	“Standardisation turns an idea into a repeatable product. Fix quantities and method, then change only the feature being refined so you know what caused the improvement.”



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Week 7 – w/c 12 Oct 2026 (Week A: 2 lessons): Dish perfection 2 – Customer 2	Refine the Customer 2 dish and accompaniment, improving technical execution, flavour, appearance and portion consistency. Test takeaway presentation or packaging for portability, food safety and suitability for the street-food market. Compare the outcome with the intended customer and sensory specification.	Technical execution: How accurately and competently a practical skill is carried out Packaging: The container or wrapping used to protect, present and transport food Presentation specification: A clear description of the required final appearance and service Sensory target: The intended appearance, aroma, taste and texture of a dish Takeaway service: Food supplied for eating away from the place of purchase Suitability: How well a choice meets the requirements of the brief	Week 5 provisional Customer 2 selection, previous portability/value analysis and Year 10 presentation skills.	Updated standard recipe and trial photographs. Packaging, portion and service-temperature check. Comparison against the Customer 2 and sensory specifications.	“Packaging is part of the customer experience and food-safety plan. It must protect quality, support portability and remain realistic for a small food truck.”
Week 8 – w/c 19 Oct 2026 (Week B: 3 lessons): Paired-dish rehearsal and final selection	Produce both selected dishes and accompaniments in one coordinated rehearsal. Test mise en place, sequencing, dovetailing, equipment demand, food-safety controls, hot/cold holding, contingencies and final presentation. Use actual evidence to confirm the final dish choices before half term.	Sequencing: Putting tasks into a safe and logical order Dovetailing: Overlapping compatible tasks so time is used efficiently Mise en place: Preparing ingredients, equipment and work areas before production begins Hot holding: Keeping cooked food at a safe temperature before service Cold holding: Keeping chilled food at a safe low temperature before service Contingency: A realistic alternative action if the original plan changes	Standardised versions of both dishes from Weeks 6–7 and Year 10 production-planning practice.	Timed two-dish rehearsal record and equipment audit. Food-safety, holding and bottleneck log. Final selection decision with evidence-based justification.	“Sequencing decides the order; dovetailing uses waiting time productively. Only overlap tasks that can be managed safely without losing control of quality.”



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Week 9 – w/c 2 Nov 2026 (Week A: 2 lessons): Coursework Task 1 controlled hour 1 and weekly refinement	Complete the first controlled hour of Task 1 for one Paradise Bay customer. Recommend the selected dish, assess how its carbohydrate, protein, fat, vitamins and minerals meet the customer's needs, and explain the nutritional impact of its cooking methods. Use the practical lesson to refine the weaker final dish without pre-writing assessed responses.	Macronutrient: A nutrient needed in larger amounts: carbohydrate, protein or fat Micronutrient: A vitamin or mineral needed in smaller amounts Nutritional need: A nutrient or energy requirement linked to a person's age, activity or health Physiological function: The role a nutrient performs within the body Nutritional impact: A change in nutrient amount, availability or energy caused by processing or cooking Controlled hour: Recorded assessment time completed under the specified conditions	Year 10 nutrition and cooking methods; customer and dish evidence from Weeks 1–8.	First controlled Task 1 response for one customer. Specific nutrient-source-function-customer links and cooking-method explanation. Practical refinement record for the weaker dish.	"Build each point as source, nutrient, function and customer link. 'Protein is healthy' is not enough; identify the ingredient, explain growth or repair and connect it to the named customer's activity."
Week 10 – w/c 9 Nov 2026 (Week B: 3 lessons): Coursework Task 1 controlled hour 2 and dish refinement	Complete Task 1 for the second customer, maintaining equal depth across both dishes. Explain how frying, boiling, baking or other chosen methods can affect fat absorption, water-soluble vitamins, protein structure and nutrient retention. Refine the second dish and update its final recipe specification.	Fat absorption: The uptake of cooking fat by food during methods such as frying Water-soluble vitamin: A B-group vitamin or vitamin C that can be lost into cooking liquid Fat-soluble vitamin: Vitamin A, D, E or K, absorbed with fat and generally more stable in water Denaturation: Protein molecules unfolding because of heat, acid or mechanical action Nutrient loss: A reduction in nutrient content during storage, preparation or cooking Precision: Using exact, accurate language and evidence	Week 9 Task 1 structure; Year 10 food science, cooking-method and nutrient knowledge.	Completed two-hour Task 1 allocation, covering both customers and dishes. Check for balanced macro/micronutrient coverage and accurate cooking-method science. Final recipe update from the practical refinement.	"Apply the effect to the actual method and ingredient. Boiling may leach water-soluble vitamins into discarded water; frying can increase fat content; minerals are generally heat-stable. Avoid vague claims that cooking removes all nutrients."



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Week 11 – w/c 16 Nov 2026 (Week A: 2 lessons): Perfect the pair and review skill evidence	Produce both dishes or their highest-risk components with emphasis on contrasting medium and complex skills. Judge whether accompaniments add nutritional, sensory and visual value and refine final quantities, cost and customer suitability. Update the skill audit using evidence rather than the dish name alone.	Medium skill: A technique requiring several controlled stages and accurate judgement Complex skill: A demanding technique requiring precision, control and independent decision making Skill breadth: The variety of suitable preparation, cooking and presentation techniques shown High-risk component: A part of the dish most likely to affect safety, timing or quality Cost control: Managing quantities, waste and purchasing so the dish remains financially realistic Evidence review: Checking whether records genuinely demonstrate the required standard	Final selections, standard recipes and Task 1 nutrition evidence; Year 10 practical skills and cost knowledge.	Paired refinement outcome and attributable process photographs. Updated medium/complex skill audit. Accompaniment, cost and customer-suitability review.	“Complexity comes from the control required, not from an impressive dish title. Name the technique, explain the decisions involved and show clear evidence of competent execution.”
Week 12 – w/c 23 Nov 2026 (Week B: 3 lessons): Dish 1 presentation and consistency	Repeat the Customer 1 dish to improve portion accuracy, consistency, garnish and plate or takeaway presentation. Set measurable quality points for colour, texture, temperature, flavour and service. Prepare specific evidence and notes for the later discussion of factors affecting dish choice.	Presentation: How food is arranged, portioned and served for the intended customer Garnish: An edible finishing element that improves appearance or flavour Quality point: A specific check for the expected colour, texture, temperature, timing or finish Portion specification: The agreed quantity and composition of one serving Batch production: Preparing more than one portion using a consistent method Repeatability: The ability to reproduce a similar result under the same conditions	Week 11 paired refinement and existing standard recipe; Year 10 presentation and portion-control practice.	Dish 1 consistency checklist across repeated outcomes. Quality-point photographs and teacher observation. Evidence notes for Task 2a factors affecting choice.	“A quality point must be observable or measurable: ‘golden, crisp coating and 75°C core temperature’ is useful; ‘looks good’ is not.”



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Week 13 – w/c 30 Nov 2026 (Week A: 2 lessons): Dish 2 presentation and consistency	Repeat the Customer 2 dish to improve flavour balance, texture, presentation, serving style and consistency. Judge the outcome against the Paradise Bay market context and intended organoleptic specification. Record precise sensory evidence and feasible changes for the next timed rehearsal.	Flavour balance: The controlled relationship between tastes, seasoning, richness and acidity Sensory descriptor: A precise word used to describe appearance, aroma, taste or texture Market context: The location, customers, service style and business conditions in the scenario Acceptability: How well a dish is received by its intended customer Serving style: The format in which a dish is portioned and presented to the customer Specification: A clear description of the required final outcome	Week 7 Customer 2 refinement, Week 11 skills review and sensory-testing experience.	Dish 2 sensory profile and market-context comparison. Presentation/portion consistency evidence. One precise, testable improvement for the timed practice.	“Replace ‘nice’ with evidence. Describe the exact colour, aroma, taste and texture, compare them with the intended result and state the specific change needed.”
Week 14 – w/c 7 Dec 2026 (Week B: 3 lessons): Full two-dish timed practice	Complete both dishes and accompaniments under increasingly realistic assessment conditions. Record actual timings, equipment demand, critical safety points, bottlenecks, corrective actions and contingencies. Refine the order of work, photography sequence and final presentation arrangements from observed evidence.	Timed practice: A rehearsal completed within the intended assessment time Bottleneck: A stage that delays the rest of the production sequence Critical control point: A stage where loss of food-safety control could make food unsafe Corrective action: The safe response taken when a process moves outside its target Workflow: The movement and order of people, food, equipment and tasks Photographic evidence: Clear attributable images showing skills and final outcomes	Standard recipes, quality points and paired-dish experience from Weeks 8 and 11–13.	Full timed-rehearsal observation and actual-time record. Bottleneck, food-safety and corrective-action log. Revised order of work and photography plan.	“Write the final plan from actual evidence, not hopeful estimates. Start long processes early, protect critical food-safety stages and build in realistic contingency time.”



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Week 15 – w/c 14 Dec 2026 (Week A: 2 lessons): Coursework Task 2a and final pre-Christmas refinement	Complete the one-hour controlled discussion of factors affecting the choice of both dishes. Develop specific points about cost, portion control, balanced diet, time of day, customers, equipment, chef skills, time, environmental issues, seasonality and organoleptic qualities. Use the practical lesson to resolve the most important weakness from the timed practice.	Factor: A consideration that influences a choice or outcome Environmental consideration: An issue involving sourcing, transport, energy, packaging or waste Time constraint: A fixed limit on preparation, cooking or service time Cost: The money required for ingredients, labour, equipment or running the provision Balanced diet: A varied diet providing appropriate energy and nutrients Discuss: Explore several relevant factors through developed, applied reasoning	All trial, cost, customer, nutrition, skills and timing evidence from Weeks 1–14.	Completed Task 2a within the one-hour controlled allocation. Balanced coverage of both dishes and the Paradise Bay context. Targeted practical refinement and outcome check.	“Discuss does not mean list. State the factor, apply it to the chosen dish and customer, explain the consequence and, where useful, compare it with the alternative.”
Week 16 – w/c 4 Jan 2027 (Week B: 3 lessons): Coursework Task 2b production plan and targeted refinement	Complete the two-hour controlled production plan for both dishes and accompaniments. Include commodity quantities, equipment, mise en place, sequencing, dovetailing, timings, health and food-safety points, quality points, contingencies, cooking, cooling, storage, hot holding and service. Complete one targeted practical refinement where the plan still reveals a risk.	Commodity list: A complete ingredient list with accurate quantities Equipment list: The tools and appliances required for safe production and service Production plan: A detailed timed plan for preparing, cooking, presenting and serving food Dovetailing: Overlapping compatible tasks to use time efficiently Quality point: A specific check for the intended sensory or temperature outcome Contingency: A realistic alternative action if the planned process changes	Actual timings and bottlenecks from Week 14, Task 2a decisions and Year 10 production-planning knowledge.	Completed pages 13–15 within the two-hour controlled allocation. Operational check of quantities, equipment, timings, temperatures, quality and contingencies. Targeted practical evidence where required.	“The plan must be independently usable. Write exact actions, times and temperatures. Separate safety from quality: oven gloves control injury; a smooth, correctly thickened sauce is a quality point.”



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Week 17 – w/c 11 Jan 2027 (Week A: 2 lessons): Practical-assessment readiness and final focused rehearsal	Finalise recipes, presentation, ingredient orders, equipment needs and the individual order of work. Rehearse only the highest-risk component, garnish, accompaniment or timing sequence rather than changing final dishes. Confirm assessment-group arrangements, photography, candidate records and secure evidence procedures.	Final specification: The confirmed quantities, method, portion, sensory and presentation outcome Order of work: The candidate's detailed timed sequence for completing the two dishes Resource audit: A final check of ingredients, equipment, space and support arrangements Exam readiness: Being fully prepared to work independently under assessment conditions High-risk component: The stage most likely to affect safety, timing or product quality Evidence security: Protecting assessment records from loss, alteration or unauthorised access	Final recipes, Task 2b plan, actual timings and accumulated trial evidence from Weeks 1–16.	Final recipe, order-of-work and resource checklist. Focused rehearsal outcome and final corrective action. Candidate/group, ingredient, equipment and photography readiness sign-off.	"This is not the week to introduce a new dish. Use the final rehearsal to remove one named risk and confirm that the plan, ingredients, equipment and evidence arrangements are ready."
Week 18 – w/c 18 Jan 2027 (Week B: 3 lessons): Unit 2 practical assessment – Group 1	Selected students complete the 3½-hour off-timetable assessment to prepare, cook and present two dishes and accompaniments. Work independently, follow the production plan, control food safety and quality, and demonstrate a range of medium and complex preparation and cooking skills. Group 2 completes secure final preparation and Unit 1 retrieval without changing assessed written evidence.	Practical assessment: The controlled 3½-hour session used to assess final production Independence: Working safely and making permitted decisions without unauthorised assistance Equal conditions: Consistent time, facilities and assessment arrangements for all candidates Observation record: The assessor's evidence of skills, safety, organisation and presentation Secure evidence: Assessment material stored so it cannot be changed or confused Authentication: Confirmation that the submitted evidence is the candidate's own work	Completed Tasks 1–2, final recipes, production plan, rehearsal and practical skill development.	Group 1 assessor observation and candidate records. Two completed dishes and accompaniments, skills evidence and final photographs. Check of independence, safety, timing, portion and presentation.	"Assessors may protect safety and apply the stated controls, but they cannot coach the outcome. Follow the plan, make safe corrective decisions and secure photographs before the food is moved or tasted."



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Week 19 – w/c 25 Jan 2027 (Week A: 2 lessons): Unit 2 practical assessment – Group 2	Remaining students complete the equivalent 3½-hour off-timetable practical assessment. Group 1 organises permitted photographs and notes for later evaluation while preserving the integrity of assessed evidence. Name, order, secure and administer all candidate evidence immediately after each session.	Candidate record: Documentation linking assessment evidence to the correct learner Attributable evidence: Evidence clearly labelled so its candidate, dish and purpose are known Secure storage: Controlled handling that prevents loss, alteration or unauthorised access Permitted preparation: Work allowed under the current assessment controls Administration: The organised recording and handling of assessment arrangements and evidence Equivalence: Providing comparable conditions across assessment groups	The same final preparation and controls used for Group 1; Group 1 also draws on completed practical evidence.	Group 2 observation, final products and photographic evidence. Candidate-record and secure-storage audit for both groups. Permitted organisation of evaluation evidence for Group 1.	“Both groups require equivalent conditions. Label and secure evidence immediately; the assessed practical cannot be recreated later, and photographs must remain clearly attributable.”
Week 20 – w/c 1 Feb 2027 (Week B: 3 lessons): Coursework Task 4a – assess the presented dishes	Begin the 1¾-hour controlled assessment of the production of both presented dishes. Review planning, preparation, cooking, presentation, dish suitability, organoleptic qualities, food safety, hygiene, food waste and realistic improvements. Insert clear final-dish and skills photographs and explain what each item of evidence demonstrates.	Assess: Make a supported judgement by considering strengths, limitations and evidence Production review: An evaluation of planning, preparation, cooking and presentation Organoleptic evidence: Specific sensory evidence about appearance, aroma, taste and texture Photographic annotation: A concise explanation showing what a photograph proves Food waste: Food or ingredients discarded rather than safely used, stored or served Evidence-based: Supported by observations, measurements, photographs or sensory results	Completed practical assessment, order of work, final specifications, photographs and assessor evidence.	Controlled Task 4a writing and photograph insertion. Customer-specific review of both dishes. Evidence check for production, sensory qualities, safety, presentation and waste.	“Assess rather than retell. Identify the result, quote or describe specific evidence, judge its success against the brief and explain a precise improvement where needed.”



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Week 21 – w/c 8 Feb 2027 (Week A: 2 lessons): Complete Task 4a and quality-check pages 18–19	Complete the two customer-specific dish evaluations within the remaining controlled time. Ensure each judgement uses precise evidence from the practical assessment and compares the final outcome with the brief, customer and intended sensory qualities. Link realistic improvements to ingredients, method, timing, safety, portion or presentation.	Customer-specific: Applied directly to the needs and expectations of the named customer Strength: An aspect that met or exceeded the intended outcome Limitation: An aspect that reduced success or confidence in the outcome Comparative judgement: A conclusion reached by comparing evidence with a target or alternative Sensory evidence: Precise observations about colour, aroma, flavour, texture and appearance Improvement: A specific change with a clear expected effect	Week 20 first Task 4a writing, final dishes, photographs and intended specifications.	Completed pages 18–19 within the Task 4a allocation. Quality check for both customers, all required review areas and specific evidence. Improvement statements checked for action and expected outcome.	“An improvement needs two parts : the exact change and the effect it should produce. ‘Use a thicker sauce to prevent seepage and keep the coating crisp’ is stronger than ‘improve the sauce’.”
Week 22 – w/c 22 Feb 2027 (Week B: 3 lessons): Coursework Task 4b – review own performance	Complete the 1¼-hour controlled review of personal performance. Evaluate decision making, organisation, planning, customer suitability, independence and time management using evidence from the assessment. Identify strengths, weaknesses and realistic actions that would improve future performance.	Performance review: A structured evaluation of how effectively the candidate worked Decision making: Selecting an action after considering evidence, risks and consequences Organisation: Managing resources and tasks so work proceeds efficiently Time management: Using the available time effectively and meeting key deadlines Self-evaluation: Judging one’s own work through evidence rather than opinion alone Action point: A specific step to improve future performance	Completed practical assessment and Task 4a dish evaluation; actual timings, modifications and assessor evidence.	Completed page 20 within the Task 4b controlled allocation. Evidence-based strengths, weaknesses and actions. Check that own performance is distinguished from the quality of the dishes.	“Task 4b judges how you worked. Use evidence about planning, decisions, organisation and time management; do not repeat the sensory evaluation of the dishes.”



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Week 23 – w/c 1 Mar 2027 (Week A: 2 lessons): Coursework layout completion	Assemble the complete 20-page candidate pack in the required sequence. Check candidate details, the brief, two mind maps, chosen dishes, Task 1 nutrition and cooking methods, Task 2 factors and plan, commodity/equipment lists, photographs, Task 4a reviews and Task 4b performance review. Identify genuine omissions without inventing evidence after the assessed activity.	Candidate pack: The complete ordered set of a learner's Unit 2 evidence Page sequence: The required order in which evidence is presented Assessment coverage: Evidence addressing every required part of the assignment Evidence trail: A clear link from planning and practical work to final judgement Completeness: Having every required section and item of evidence present Cross-reference: A clear link directing the reader to related evidence elsewhere	All preparatory and controlled coursework sections completed across Weeks 1–22.	Page-by-page completion audit for pages 1–20. Candidate-detail, photograph and section-order check. Recorded list of any permitted final actions.	"Complete means every required item is present, correctly ordered and attributable. Layout can clarify evidence, but it cannot replace missing assessed work."
Week 24 – w/c 8 Mar 2027 (Week B: 3 lessons): Evidence quality and assessment coverage	Quality-assure the candidate pack within permitted controls. Check that explanations remain specific to the Paradise Bay customers and final dishes and use accurate nutrition, technical, organoleptic, food-safety and production-planning vocabulary. Strengthen clarity and precision without introducing unsupported claims or collaborative writing.	Specificity: Using exact details rather than broad or generic statements Technical vocabulary: Subject terminology used accurately to communicate specialist knowledge Applied evidence: Knowledge connected directly to the named dish, customer or scenario Context: The circumstances that give a decision or explanation meaning Precision: Accuracy and exactness in wording, data and reference Quality assurance: Systematic checking that evidence meets required standards	Complete candidate pack and the assessment requirements mapped during Week 23.	Evidence-quality checklist by task and customer. Technical-language and context audit. Teacher check that any amendment remains within current controls.	"Improve the quality of what is already evidenced: make the customer link explicit, use the correct technical term and remove vague repetition. Do not add a result or skill that was not demonstrated."



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Week 25 – w/c 15 Mar 2027 (Week A: 2 lessons): Coursework compliance and authentication checks	Confirm that the centre time record totals approximately 12 controlled hours across Tasks 1–4. Check that photographs are clear and attributable, the production plan is complete, every assessed section is present and candidate authentication is ready. Maintain an accurate audit trail for marking, internal standardisation and moderation.	Controlled time: Recorded assessment time completed under specified conditions Time log: The centre record of time used for each controlled task Authentication: Confirmation that the work submitted is the candidate's own Attribution: Clear identification of who produced an item of evidence Compliance: Following the required assessment rules and evidence procedures Audit trail: Records showing how assessment evidence was produced, timed and handled	Completed and quality-assured candidate pack; understanding of assessment boundaries from Week 1.	Approximately 12-hour cumulative time-log check. Photograph, production-plan, task and authentication audit. Final compliance sign-off or permitted-action record.	"Compliance protects the validity of the qualification. A clear time log, authentication and attributable evidence show that the work was completed under the correct conditions."
Week 26 – w/c 22 Mar 2027 (Week B: 3 lessons): Final secure completion and internal submission	Complete only amendments permitted by the current controls and lock the final candidate pack. Submit securely by Thursday 25 March and end learner access to the assessed work. Begin teacher marking, annotation and internal standardisation only after final submission and authentication.	Secure submission: Final hand-in after which learner access and alteration end Finalisation: Completing the last permitted checks before submission Annotation: Assessor notes identifying and explaining evidence against criteria Internal standardisation: Centre checking that marking is consistent across candidates and assessors Moderation: External or internal review of assessment decisions and evidence Access control: Restricting who can view or change secure assessment material	Completed compliance, authentication and quality-assurance checks from Weeks 23–25.	Authenticated and locked pages 1–20. Secure internal submission by Thursday 25 March. Centre record transferred for marking and standardisation.	"Once submitted, the work is final and learner access ends. Marking and standardisation are separate assessor processes; they do not create a further candidate editing opportunity."



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Week 27 – w/c 12 Apr 2027 (Week A: 2 lessons): Own-choice practical and Unit 1 providers revision	Complete one student-choice practical maintaining independence, presentation and food-safety routines without creating new Unit 2 evidence. Retrieve and apply provider, provision, commercial/non-commercial, residential/non-residential, service, standard and rating knowledge. Use customer and business scenarios to rebuild precise examination responses.	Provider: A business or organisation offering hospitality and catering services Provision: The service offered by a provider Commercial: Operating primarily to make a profit Non-commercial: Providing a service for a defined group rather than mainly for profit Standard: The expected level of quality, service, cleanliness or facilities Rating: A judgement or score communicating quality or standard	Year 10 Unit 1 provider and standards teaching plus applied understanding developed through Paradise Bay.	Teacher observation of independent own-choice practical work. Provider/provision classification and applied short-answer questions. Standards-and-ratings comparison with immediate feedback.	“Classify a provider by its purpose and service, not by its name alone. Hotel stars assess accommodation and service; food awards assess cooking and dining quality.”
Week 28 – w/c 19 Apr 2027 (Week B: 3 lessons): Own-choice practical and staffing revision	Complete one student-choice practical while using the remaining lessons to revise staffing. Distinguish job roles, responsibilities, attributes, qualifications and experience and apply contracts, pay, benefits and working conditions to scenarios. Explain how recruitment, communication, motivation and retention affect business success.	Attribute: A personal quality that helps someone perform a role effectively Qualification: Certified evidence of learning or training Experience: Knowledge and skill gained through work or similar activity Contract: An agreement setting out role, hours, pay and conditions Remuneration: The pay, benefits and rewards received for work Working conditions: The hours, environment, pressures and expectations attached to employment	Year 10 job roles, attributes, contracts and pay; teamwork and timing demonstrated during Unit 2 practical work.	Teacher observation of own-choice practical independence. Role/person-specification and contract scenarios. Structured and extended responses linking staffing to success.	“Attributes, qualifications and experience are not synonyms. A contract describes the working arrangement, not the job role. Match each term to the scenario and explain the business consequence.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Week 29 – w/c 26 Apr 2027 (Week A: 2 lessons): Own-choice practical and business-success revision	Complete one higher-skill or presentation-focused practical. Revise labour, material and overhead costs, gross and net profit, economy, environmental impact, technology, demographics, competition, trends, media and political factors. Apply calculations and case-study evidence to recommend actions that protect quality and profitability.	Labour cost: The cost of paying staff for their time and skills Material cost: The cost of ingredients, packaging and consumable items Overhead: A regular running cost such as rent, energy, insurance or maintenance Gross profit: Sales income minus the cost of materials used Net profit: Gross profit after all remaining business costs have been deducted External factor: An influence outside the business, such as the economy, law, media or trends	Year 10 business-success teaching and Unit 2 cost, portion, waste and resource decisions.	Own-choice practical skill/presentation observation. Cost classification and gross/net profit calculations. Applied case-study recommendation using an external factor.	“Name the factor, explain how it changes cost, demand, reputation or operations, then connect that change to profit or success. VAT and sales income are not the same as profit.”
Week 30 – w/c 3 May 2027 (Week B: 3 lessons): Own-choice practical and operations revision	Complete one own-choice practical with a deliberate workflow or time-management focus. Revise front/back of house, workflow, equipment, stock control, FIFO, documentation, staff allocation, dress code, safety, security and customer service. Analyse operational scenarios and recommend changes that improve efficiency, safety and experience.	Workflow: The order and movement of people, food, equipment and information through a provision Stock control: The system used to monitor ingredients, materials and equipment FIFO: First in, first out: older stock is used before newer stock Documentation: Accurate written or digital records supporting operations and compliance Staff allocation: Assigning the correct people and responsibilities to tasks or service areas Security: Measures protecting people, property, information and money	Year 10 operations, equipment and documentation knowledge; detailed Unit 2 production planning and workflow experience.	Own-choice practical workflow reflection. Front/back-of-house and stock/documentation scenario. Extended recommendation linking an operational change to safety and customer service.	“Workflow is movement through the provision; sequencing is task order. Stock control is a complete system of ordering, checking, rotating and recording, not simply counting items.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Week 31 – w/c 10 May 2027 (Week A: 2 lessons): Own-choice practical and customer-needs revision	Complete one own-choice practical linked to a stated customer or service context. Revise customer needs, expectations, demographics, equality, rights, accessibility and provision for dietary, cultural, financial and physical requirements. Make justified adaptations without stereotyping or reducing safety, dignity or value.	Customer need: A requirement necessary for safe and suitable use of the service Expectation: What a customer believes the provision should deliver Demographic: Information describing customer groups, such as age, income or location Equality: Fair treatment and protection from discrimination Accessibility: Removing practical barriers so customers can use the provision Customer right: An entitlement to fair, safe and accurate service	Year 10 customer-needs teaching and extensive Customer 1/Customer 2 application throughout Unit 2.	Customer-linked practical plan and teacher observation. Case-study adaptation and comparison questions. Justified response using precise scenario evidence.	“Demographics describe a group but do not define every individual. Start with the stated need, then adapt food, information, equipment, service or facilities with a clear reason.”
Week 32 – w/c 17 May 2027 (Week B: 3 lessons): Own-choice practical and health-and-safety revision	Complete one own-choice practical while maintaining independent risk control. Revise legislation, employer and employee responsibilities, risk assessment, control measures, COSHH, RIDDOR, manual handling and accident reporting. Apply the hazard-risk-control sequence to front- and back-of-house scenarios and timed examination questions.	Hazard: Something with the potential to cause harm Risk: The likelihood and severity of harm caused by a hazard Control measure: An action that removes a hazard or reduces risk COSHH: Rules for controlling substances hazardous to health RIDDOR: Rules requiring specified serious incidents to be reported by the responsible person Manual handling: Lifting, carrying, pushing, pulling or otherwise moving a load	Year 10 law, risk-assessment and accident-record teaching plus practical risk control throughout Unit 2.	Own-choice practical risk-control observation. Completed risk assessment and legislation sorting task. Timed applied questions with immediate reteach.	“A hazard can cause harm; risk is the likelihood and severity. RIDDOR does not mean every accident is externally reported. Record facts accurately and choose realistic controls, not ‘be careful’.”

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Week 33 – w/c 24 May 2027 (Week A: 2 lessons): Own-choice practical and food-safety revision	Complete one own-choice practical or enrichment dish while applying visible food-safety controls. Revise bacteria, microbes, chemicals, metals, poisonous plants, allergens, intolerances, symptoms, prevention, HACCP and the Environmental Health Officer. Connect causes, controls, monitoring, corrective actions and evidence in applied Unit 1 responses.	Pathogen: A microorganism capable of causing disease HACCP: A preventive system for identifying and controlling food-safety hazards Critical control point: A stage where control is essential to prevent unsafe food Allergen: An ingredient capable of triggering an immune reaction Intolerance: A non-immune difficulty digesting or reacting to a food Environmental Health Officer: A professional who inspects and enforces food-safety and environmental-health requirements	Year 10 food safety, HACCP, allergen and EHO content plus live controls demonstrated during the practical assessment.	Own-choice practical food-safety observation. Cause-symptom-control classification and HACCP record. Applied EHO/food-induced-ill-health examination response.	“HACCP is preventive: identify the hazard , locate the critical point, state the check and record the corrective action. Allergy involves the immune system; intolerance usually does not.”
Week 34 – w/c 7 Jun 2027 (Week B: 3 lessons): Final Unit 1 mock, feedback and targeted reteach	Complete one light own-choice practical where appropriate without reducing revision time. Sit a full 1 hour 20 minute Unit 1 mock or timed past paper under examination conditions. Use immediate feedback to diagnose knowledge, application, calculation and extended-response gaps and complete targeted corrections.	Mock examination: A full timed paper used to diagnose readiness for the external assessment Command word: The instruction showing the type and depth of response required Mark allocation: The number of marks available and a guide to required development Scenario: The contextual information that an answer must apply to Feedback: Information used to correct and improve future performance Reteach: Revisiting knowledge or a method after a diagnostic gap is identified	Complete Unit 1 course content and revision from Weeks 27–33, plus previous Year 10 mock routines.	Full 1 hour 20 minute Unit 1 mock/timed paper. Immediate whole-class feedback, corrections and targeted reteach. Final personal revision target linked to item-level evidence.	“Read the command word, marks and scenario before writing. Feedback should identify the cause of lost marks—knowledge, application, calculation or development—then produce a complete corrected response.”



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Week 35 – w/c 14 Jun 2027 (Week A: 2 lessons): Unit 1 external examination and contingency	Complete the Unit 1 external examination on Monday 14 June under the final examinations-office arrangements. Apply command-word, scenario, timing and checking routines across the 1 hour 20 minute paper. Use any remaining scheduled lesson only for a brief debrief, practical enrichment or examination contingency.	External examination: A formally supervised assessment marked outside the centre Examination conditions: The rules and arrangements governing a formal paper Time allocation: The planned amount of time given to each section or response Retrieval cue: A prompt that helps recall relevant knowledge Checking: Reviewing answers for completion, accuracy and scenario application Contingency: An alternative arrangement used if the normal timetable changes	Final mock feedback, complete Unit 1 knowledge and established examination routines.	Completed Unit 1 external examination. Examinations-office records and attendance procedures. Optional post-exam reflection only where timetable permits.	“Plan the 1 hour 20 minutes before you begin. Match answer depth to marks, apply every developed point to the scenario and leave time to check that all sections are complete.”
Week 36 – w/c 21 Jun 2027 (Week B: 3 lessons): Study-leave contingency and progression	Provide purposeful enrichment for students still attending after the examination. Apply independent-living cookery, budgeting, portioning and food-safety knowledge to a realistic personal context. Explore hospitality and catering careers, employability and progression to Level 3 Food Science and Nutrition.	Budget: A planned limit for spending and allocation of money Unit cost: The cost of one portion or individual item Employability: The knowledge, skills and behaviours needed to obtain and sustain work Progression: Movement to the next stage of education, training or employment Transferable skill: A skill useful across different subjects, jobs and contexts Level 3: A qualification level normally studied after Level 2	Two-year practical, planning, nutrition, safety, customer-service and business curriculum.	Independent-living meal plan, costing or practical outcome where appropriate. Careers/progression research and skills self-audit. Teacher observation for students present; no new assessed Unit 2 evidence.	“Translate course learning into adult life and employment: plan within a budget, work safely, explain decisions and identify where the same skill is useful in further study or work.”



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Week 37 – w/c 28 Jun 2027 (Week A: 2 lessons): Optional practical enrichment and employability pathways	Complete optional practical enrichment for students still attending, focusing on independence, presentation or a chosen skills gap. Investigate hospitality, catering and wider food-industry pathways and connect course evidence to employability. Organise examples of practical, planning, communication and problem-solving development for transition.	Employability: The qualities and evidence that support success in work Pathway: A route through education, training or employment Portfolio: An organised collection of evidence showing skills and achievement Independence: Completing tasks safely and making appropriate decisions without unnecessary support Problem solving: Identifying a difficulty, selecting an action and reviewing the result Professionalism: Reliable, safe and appropriate behaviour expected in a workplace	Week 36 progression work and accumulated evidence from the full qualification.	Optional enrichment-practical observation. Pathway research and transferable-skills evidence map. Formative transition target only.	“Use evidence, not labels. Instead of saying ‘I am organised’, identify the production plan, timed assessment or practical routine that demonstrates organisation.”
Week 38 – w/c 5 Jul 2027 (Week B: 3 lessons): Post-exam practical enrichment and transition	Offer optional practical or collaborative enrichment where staffing and attendance allow. Maintain professional food-room routines, safe independent working and reflective improvement. Complete transition activities without producing any further assessed Hospitality and Catering work.	Enrichment: Learning that extends experience beyond the assessed course Transition: Preparation for movement to a new course, workplace or stage Collaboration: Working with others through clear roles and communication Professional standard: The level of safety, reliability and quality expected in work Reflection: Reviewing evidence to identify strengths and next steps Formative assessment: Feedback used to improve learning rather than generate a final qualification mark	Full course practical and employability development plus Week 37 progression evidence.	Teacher observation of safe, professional participation where students are present. Reflective transition activity or enrichment review. No assessed Unit 1 or Unit 2 evidence.	“The qualification assessment is complete. Enrichment should consolidate safe independence, teamwork and confidence, but it must not be presented as new assessed evidence.”



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Week 39 – w/c 12 Jul 2027 (Week A: 2 lessons): Course close, achievement and progression	Celebrate practical and academic development across the qualification and complete department routines for students still on timetable. Compare final confidence and evidence with the starting skills profile and identify clear next-step destinations. Confirm how nutrition, planning, safety, customer awareness, business knowledge and practical independence transfer beyond the course.	Achievement: A demonstrated outcome or standard reached through learning and effort Progression: Movement to further education, training or employment Reflection: A structured review of evidence, strengths and areas for development Destination: The next course, apprenticeship, employment or training route Professional standard: The expected level of safety, reliability, organisation and quality Transferable learning: Knowledge and skills that can be applied in a different context	All Unit 1 and Unit 2 learning, final assessment evidence and post-exam progression work.	Final skills/confidence audit and evidence-based reflection. Progression or destination record where appropriate. Completion of department return, clean-down and course-close routines.	“Compare the starting point with evidence now: independent practical work, controlled coursework, examination technique and professional routines. Use that evidence to set a realistic next step.”