



		Cycle A LTP for KS3 Design Technology		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Automata project Working with and understanding mechanisms (Spooky Theme)	Automata project Working with and understanding mechanisms (Spooky Theme) Developing equipment and hand tools skills and Hand S knowledge	International Clock Project Working with plastics and designing with computer aided design
	Knowledge & skills development	<ul style="list-style-type: none"> • Research - Students will learn about the types of motion. They will also learn about mechanisms and machines. • Students will learn about the Design Path, from research to Evaluation and experience each element. Research, Analysis, Design, Development, Making and Evaluation • CAD – Students will learn what CAD is and why we use it in design and manufacture. Students will learn the basic commands to etch a simple image into CAD. Students will learn what CAM is and experience it in the form of a laser cutter. Some students may operate it. • Making – Students will learn the skills to shape wood using a coping saw, file and abrasive papers • Health and Safety – Students will learn how to stay safe in the workshop. The use of a coping saw and file will be incorporated into this. 	<ul style="list-style-type: none"> • Research - Students will learn about the types of motion. They will also learn about mechanisms and machines. • Design Path – Students will be taught the importance of coming up with a range of ideas to help get your point across. Students will be encouraged to develop their annotation skills to include; theme, construction and materials. Evaluation – Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will learn the importance of explaining ‘why?’ and encouraged to write full sentences to support this. • Students will develop the basic commands to etch a simple image into CAD, however will learn and be encouraged to add an original element or element into the design. Draw functions will be explored. Students will learn how to operate a CAM machine (Laser cutter) • Making – Students will learn the skills to shape irregular wood using a coping saw, file and abrasive papers. Students will be expected to compare the use of a Tenon saw to a coping saw and why we make the decision to use each one. • Health and Safety – Students will re-emphasise how to stay safe in the workshop. The use of coping saws and files will be a focus. 	<ul style="list-style-type: none"> • Research – students will learn about a country of their choice, incorporating mood boards. Students will learn about plastics, their properties and their effect on the environment • Design Path – Students will learn how to use a wide range of tools and techniques in computer aided design (CAD). Extended draw functions, arrays, edits, vectorising, contouring, layering, use of colour will be learned. They will also use a range of drawing skills too. Evaluation - Students will be expected to explain their thoughts to give solutions and modifications. They will learn to produce a modified idea following construction, testing and peer evaluation. Students will etch and cut into plastics using the laser cutter. Students will be able to individually use the laser cutter • Making – students will learn to independently mark out wood creating their own template and shape it using their choice of tools appropriate to the job. • Health and safety – students will learn to follow the correct health and safety procedures for the tools and equipment they have chosen to use (Under supervision and guidance) Hand S recaps will occur to ensure

				safety.
Spring	Key area of understanding	Draw String Bag Project (Travel and the world). Introduction to textiles and basic skills	Draw String Bag Project (Travel and the world). Introduction to further textiles and development of basic skills	Smart Monster Development of textiles and electronics skills and understanding smart materials
	Knowledge & skills development	<ul style="list-style-type: none"> Students will understand what a logo is and their importance in design, as well as what makes a successful logo. Design Path – Students will be encourage to draw a range of simple ideas or come up with a range of ideas from a range of sources. They will learn that annotation can be concerned with construction, theme, textures, and materials. They will also learn that annotation can be in the form of a sentence rather than one word answers to help explain thoughts. Evaluation – Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Making – Students will learn to hand weave and sew. Students will learn to use a sewing machine, sewing a simple geometric shape (Straight lines) Health and Safety – Students will learn how to stay safe in the workshop with a focus on textiles (Sewing machine, needles and pins) 	<ul style="list-style-type: none"> Students will understand what a logo is and their importance in design, as well as what makes a successful logo. Design Path – Students will be taught how to draw a simple idea or come up with an idea from a range of sources. They will learn what annotation is. Evaluation – Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will be expected to come up with a modified idea Making – Students will learn to hand weave and sew. Students will learn to use a sewing machine, sewing a simple geometric shape (Straight lines) Health and Safety – Students will learn how to stay safe in the workshop with a focus on textiles (Sewing machine, needles and pins) 	<ul style="list-style-type: none"> Research - Students will learn what a target market is and the importance of designing for it. (Principally children but will investigate others) Students will learn to design for a target market (children) Students will learn about a range of textiles, their forms, properties, uses, sources and how designers are influenced and utilise them. Students will learn what smart materials are and their uses and incorporate them into their design. Students will extend their skills in textiles by learning a variety of stitches, and using a variety of associative techniques to produce a complex shape from a template designed by them on a sewing machine.
Summer	Key area of understanding	Basic Cooking and Nutrition Seasonal British Dishes	Basic Cooking and Nutrition Seasonal British Dishes Widening pallet of equipment and utensils.	Foods of the world Broadening of ingredients, techniques and dishes
	Knowledge & skills development	<ul style="list-style-type: none"> Students know or experience what British means. Students will also learn about seasonality and that different ingredients grow and are harvested at different times of the year, but due to developments can be available all year round. The ethics will be investigated Students will learn the basic rules of working in the 	<ul style="list-style-type: none"> Students know or experience what British means. Students will also learn about seasonality and that different ingredients grow and are harvested at different times of the year, but due to developments can be available all year round. The ethics and food miles will be investigated. Students will learn how to research ingredients and know 	<ul style="list-style-type: none"> Students will learn that different ingredients can come from different countries. Students will as a result learn to create a wider range of dishes based on international meals and ingredients, considering ingredient properties and nutrition. Students will learn about the dangers posed

		<p>food room with regards to safety and hygiene.</p> <ul style="list-style-type: none"> • Students will understand how to use a range of utensils and equipment safely, effectively and know their names • Students will learn that there are different nutrient groups and how they are good for us • Students will evaluate their meals taste and look 	<p>what their properties are and nutritional values.</p> <ul style="list-style-type: none"> • Students will understand how to stay safe and clean when using a range of equipment and utensils and demonstrate a confidence and independence. Students will also recognise and possess the skills to keep themselves, others, equipment and food items clean and hygienic to prevent infection. • Students will evaluate their meals taste, look and nutritional qualities 	<p>by food, infection and intolerances and in the kitchen; cross contamination.</p> <ul style="list-style-type: none"> • Students will know the names of a wider range of kitchen utensils and equipment and demonstrate their use more independently and safely. • Students will understand the storage of different foods and how we need to preserve them and their positions in cupboards, fridges and freezers. • Students will evaluate their meals taste, look, texture and nutritional qualities in greater depth
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.




		Cycle B LTP for KS3 Design Technology		
		Y7&Y8		Y9
		LA	HA	Curriculum offer for the core of learners
Autumn	Key area of understanding	Wooden keepsake box Working with wood to produce a product	Wooden keepsake box Working with wood to produce a product Developing equipment and hand tools skills and Hand S knowledge	International Clock Project Working with plastics and designing with computer aided design
	Knowledge & skills development	<ul style="list-style-type: none"> • Research – Students will learn about woods, their properties and about joining it in different ways. • Design Path – Students will be taught how to draw a simple idea or come up with an idea from a range of sources. They will learn what annotation is. Students will learn that we express our feelings about our work and it is called an evaluation • Making – Students will learn how to mark out using templates, rulers, or a marking gauge (Depending on ability) • Students will learn the skills to shape wood using a hacksaw/Tenon saw, file and abrasive papers (Tenon saw – high ability students) • Health and Safety – Students will learn how to stay safe in the workshop. The use of a junior hacksaw and file will be incorporated into this. 	<ul style="list-style-type: none"> • Research – Students will learn about woods, their properties and about joining it in different ways. • Design Path – Students will be taught the importance of coming up with a range of ideas to help get their points across. Students will be encouraged to develop their annotation skills to include; theme, construction and materials. Students will learn to answer questions about how they worked and their work. They will be encouraged to comment on peers work too. Students will learn the importance of explaining 'why?' and encouraged to write full sentences to support this. • Making – Students will learn how to mark out using templates, rulers, or a marking gauge (Depending on ability). Students will learn the skills to shape wood using a hacksaw, file and abrasive papers. Students will be expected to compare the use of a junior hacksaw/Tenon saw to a coping saw and why we make the decision to use each one. Students will be taught how to safely use the belt sander. • Health and Safety – Students will re-emphasise how to stay safe in the workshop. The use of hacksaws, Tenon saws and a belt sander will be a focus. 	<ul style="list-style-type: none"> • Research – students will learn about a country of their choice, incorporating mood boards. Students will learn about plastics, their properties and their effect on the environment • Design – Students will learn how to use a wide range of tools and techniques in computer aided design (CAD). Extended draw functions, arrays, edits, vectorising, contouring, layering, use of colour will be learned. They will also use a range of drawing skills too. Students will etch and cut into plastics using the laser cutter. Students will be able to individually use the laser cutter. Students will be expected to explain their thoughts to give solutions and modifications. They will learn to produce a modified idea following construction, testing and peer evaluation • Making – students will learn to independently mark out wood creating their own template and shape it using their choice of tools appropriate to the job. • Health and safety – students will learn to follow the correct health and safety procedures for the tools and equipment they have chosen to use (Under supervision and guidance) Hand S recaps will occur to ensure safety.

Spring	Key area of understanding	Electronics and how electricity has changed our lives. Incorporating Programming and control	Electronics and how electricity has changed our lives. Incorporating Programming and control	Smart Monster Development of textiles and electronics skills and understanding smart materials
	Knowledge & skills development	<ul style="list-style-type: none"> • Research – students will learn about the history of electricity and how we use it today. • Students will experience working with a circuit board and components. Students will know about current and voltage. Students will know the different components names and their roles. Students will know components symbols too and why we use them. • Students will know what inputs and outputs are. They will know what sensors and triggers are and how they work with circuits. • Students will understand that computers can be used to control a range of output devices. • Students will learn to program a basic sequence of events (Outputs) virtually and physically. • Students will learn to write flowcharts. • Students will know how to shape and edge finish plastic safely, what tools to use and their names. 	<ul style="list-style-type: none"> • Research – students will learn about the history of electricity and how we use it today. • Students will experience working with a circuit board and components. Students will know about current and voltage. HA students will know about series and parallel circuits and how current flow is affected. Students will know the different components names and their roles. Students will know components symbols too and why we use them. • Students will know what inputs and outputs are. They will know what sensors and triggers are and how they work with circuits. • Students will understand that computers can be used to control a range of output devices. • Students will learn to program a basic sequence of events (Outputs) virtually and physically. HA students will learn to program a more complex sequence of events incorporating inputs. • Students will learn to use flowcharts to program. • Students will know how to shape and edge finish plastic safely, what tools to use and their names. 	<ul style="list-style-type: none"> • Research - Students will learn what a target market is and the importance of designing for it. (Principally children but will investigate others) • Students will learn to design for a target market (children) • Students will learn about a range of textiles, their forms, properties, uses, sources and how designers are influenced and utilise them. • Students will learn what smart materials are and their uses and incorporate them into their design. • Students will extend their skills in textiles by learning a variety of stitches, and using a variety of associative techniques to produce a complex shape from a template designed by them on a sewing machine.
Summer	Key area of understanding	Use of Flour and pizza Design Incorporating basic cooking and nutrition for year 7s	Use of Flour and pizza Design Incorporating developing basic cooking and nutrition for year 8s. Widening pallet of equipment and utensils.	Foods of the world Broadening of ingredients, techniques and dishes
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will know what flour is, where it comes from and its production. They will experience and learn to make a range of dishes based on flour. • Students will learn the basic rules of working in the food room with regards to safety and hygiene. 	<ul style="list-style-type: none"> • Students will know what flour is, where it comes from and its production. They will experience and learn to make a range of dishes based on flour. • Students will understand how to stay safe and clean when using a range of equipment and 	<ul style="list-style-type: none"> • Students will learn that different ingredients can come from different countries. Students will as a result learn to create a wider range of dishes based on international meals and ingredients, considering ingredient

		<ul style="list-style-type: none"> • Students will understand how to use a range of utensils and equipment safely, effectively and know their names • Students will learn that there are different nutrient groups and how they are good for us • Students will evaluate their meals taste and look 	<p>utensils and demonstrate a confidence and independence. Students will also recognise and possess the skills to keep themselves, others, equipment and food items clean and hygienic to prevent infection.</p> <ul style="list-style-type: none"> • Students will evaluate their meals taste, look and nutritional qualities 	<p>properties and nutrition.</p> <ul style="list-style-type: none"> • Students will learn about the dangers posed by food, infection and intolerances and in the kitchen; cross contamination. • Students will know the names of a wider range of kitchen utensils and equipment and demonstrate their use more independently and safely. • Students will understand the storage of different foods and how we need to preserve them and their positions in cupboards, fridges and freezers. • Students will evaluate their meals taste, look, texture and nutritional qualities in greater depth
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MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		BTEC Level 1 trajectory LTP for : Hospitality		
		Y10	Y11	Y11 (Outgoing BTEC)
Autumn 1	Key area of understanding	Preparing and cooking Food Cooking and Health and Safety in the kitchen	Contributing to Running a Hospitality and Tourism Event Students will learn about planning and running an event	Using Kitchen Equipment Students develop skills and techniques with a wide range of utensils and equipment Basic Food Preparation skills Students develop a range of skills preparing and cooking a wider range of ingredients.
	Knowledge & skills development	<ul style="list-style-type: none"> Students will further learn and develop the knowledge and skills to follow recipes and safely use a range of tools and equipment to prepare and cook food Students should learn to consider ingredients, planning, timings, and storage of ingredients, quality and presentation of dishes. Students will learn to use seasoning and tasting to ensure food is cooked properly. Students will develop their knowledge of maintaining good personal hygiene in the hospitality industry. Students will learn the importance of reporting accidents and near accidents and hazards to the relevant person. Students will follow this guidance. Students will learn about and follow the relevant sections of food hygiene regulations and safe and hygienic practices when preparing food. 	<ul style="list-style-type: none"> Students will learn about event planning and organisation. Students will learn the types of hospitality and tourism events Students will learn about the requirements of hospitality and tourism customers Students will be able to contribute to the organisation and planning of an event. Students will learn the skills to aid planning a hospitality and tourism event incorporating individual roles and responsibilities. Students will develop their preparation and cooking skills, H&S awareness. Dishes created will be appropriate for an event 	<ul style="list-style-type: none"> Basic cooking (Development of health and safety knowledge and preparation techniques) E3 Utilising Kitchen Equipment (Development of health and safety knowledge and techniques) E3/L1 reinforcing Health and Safety at work rules/directives. Basic food (Developments of skills with equipment, using an array of techniques and ingredients. Development of evaluation skills incorporating target setting) E3 Basic Food Preparation and Cooking (Developments of skills with equipment, using an array of techniques and ingredients. Development of evaluation skills. incorporating target setting) L1 Students in Y11 encouraged to take a lead following recipes and using equipment independently and also developing own recipes utilising previous knowledge and skills. The reinforcement of H and S is critical and skills maintained and developed.
Autumn 2	Key area of understanding	Being Organised Students will investigate their own organisational skills and develop them. With a focus on Hospitality and planning a dish	Developing a personal Progress Plan Students will learn to develop their own personal progress plan to aid their journey beyond St Hugh's. Links will be made to hospitality and putting on an event as a team.	Healthy Eating Students will learn to design, planning, creation and serving of a healthy and nutritious meal


	Knowledge & skills development	<ul style="list-style-type: none"> Students will review how they organise their selves day to day. Students will review how they organise the school day. Review how they organise cooking using methods and ingredient lists as part or recipes. Students will learn and utilise time-management and organisational techniques: Students will learn to utilise planners to organise time: All these skills and techniques will be worked on as part of the organisation and running of a hospitality dish presentation. 	<ul style="list-style-type: none"> Students will think about own skills/behaviours and complete a skills audit. Students will consider interests or the things they might like to do and know why they have to consider it when thinking about career choices or plans for the future. Students will learn to consider what they would like to do after finishing school, or what job/career they would eventually like. Students will be able to produce their own CV and know what one is, and know what a progression goal is. Student will be able to identify the skills needed for the next stage to achieve that goal (Most likely for college). Students will be able to match own skills/behaviours to that next step and complete an audit (College) and ask others/peers their opinions. 	<ul style="list-style-type: none"> Students will learn to develop their knowledge of nutrition and the effects on our bodies Students will learn what the body uses food for (Specific focus built upon work in previous years – Each nutrient group broken down and the benefits explained for different age groups and genders. Students will learn the benefits of a healthy diet. Specifically investigated Students will learn about healthy ingredients and how to cook them, Starter and mains
	Key area of understanding	Serving Food and Drink Students will learn about serving food and drink Cooking and Health and Safety in the kitchen	Contributing to Running a Hospitality and Tourism Event (Event) Students will develop their skills and put them into practice Investigate careers in the hospitality industry	Serving food and drink Students will demonstrate and be able to serve food and drink to customers/invited guests
Spring 1	Knowledge & skills development	<ul style="list-style-type: none"> Students will learn to provide food and drink services to customers safely and hygienically, considering service areas, storage and preparation as well as own cleanliness and hygiene Students will learn to communicate and prioritise activities when taking orders and serving food and drink to customers Students will learn the skills to meet and greet customers Students will be able to identify the different types of hospitality settings and service styles Students will understand the importance of personal cleanliness and hygiene Students will understand the hospitality industry and how it supports customers. Students will develop their preparation and 	<ul style="list-style-type: none"> Students will learn and develop the skills to work with others to run an event Students will develop the skills in setting up and running a hospitality and tourism event Students will be able to individually review an event and roles within it, and owns performance Students will investigate careers in the hospitality industry Students will develop their preparation and cooking skills, H&S awareness. Dishes created will be appropriate for an event 	<ul style="list-style-type: none"> Students will be able to list the stages in serving customers food and drink Demonstrate the skills to serve food and drink to customers politely, safely and hygienically Students will be able to state how to work well as part of a food and drink service team. Students will then be able to work with others to serve food and drink. Students will be able to assist in the preparation/assembly of food and drink Students will be able to assist in the safe and hygienic preparation, maintenance and cleaning of service areas.

Spring 2	Key area of understanding	cooking skills, H&S awareness. Dishes created will be appropriate for an event	Developing a personal Progress Plan Students will develop the skill to produce a Progression Plan Students will link this to work they will be doing on planning an event Students will investigate career pathways in hospitality	Healthy eating Further develop healthy food knowledge and healthy cooking skills
	Knowledge & skills development		<ul style="list-style-type: none"> • Students will be able to produce a progression plans • Students will be able to breakdown stages to progression goal. Come up with steps using SMART (specific, measureable, achievable, realistic, time-bound) targets. • Students will create a progression plan which will include: short-term and long-term progression goals. • Students will identify key activities needed to move towards the progression goal • Students will identify key actions to improve skills and behaviours • Students will learn the key milestones to achieve goal, e.g. interview dates, application deadlines, realistic timelines to meet goal. • Students will investigate careers in the hospitality industry 	<ul style="list-style-type: none"> • The design, planning, creation and serving of a healthy and nutritious meal • Develop the skills to plan for Nutritious meals • Develop the knowledge of a healthy balanced diet • Develop the skills to consider food labels for nutritional information – Build on prior experiences of looking at packaging but breaking down nutritional values and link them to health benefits or detriments. • Describe the importance of regular fluid/water intake in relation to a balanced diet • Develop the skills to design a menu
Summer 1	Key area of understanding	Serving Food and Drink Students will learn to develop the skills to provide food and drink service to customers safely and hygienically Understand the Hospitality industry	Final Service Presentation and Meal Students will plan, prepare, cook and serve a healthy meal. Starter, Main and desert	Final Service Presentation and Meal Students will plan, prepare, cook and serve a healthy meal. Starter, Main and desert

	<p>Knowledge & skills development</p>	<ul style="list-style-type: none"> • Students will develop the skills and demonstrate to provide food and drink services to customers safely and hygienically, considering service areas, storage and preparation as well as own cleanliness and hygiene • Students will develop their skills to communicate and prioritise activities when taking orders and serving food and drink to customers • Students will develop and demonstrate the skills to meet and greet customers • Students will be able to identify the different types of hospitality settings and service styles • Students will demonstrate the importance of personal cleanliness and hygiene 	<ul style="list-style-type: none"> • Students will plan an event to demonstrate their knowledge and skills. • Students will utilise a range of skills to prepare and cook their meal hygienically and safely. Starter, Main and desert. • Students will develop their meal with regards to taste, texture, look and nutritional values. • Students will serve their meal to others demonstrating their skills. • Students will gain confidence demonstrating their skills under pressure and in front of others. 	<ul style="list-style-type: none"> • Students will plan an event to demonstrate their knowledge and skills. • Students will utilise a range of skills to prepare and cook their meal hygienically and safely. Starter, Main and desert. • Students will develop their meal with regards to taste, texture, look and nutritional values. • Students will serve their meal to others demonstrating their skills. • Students will gain confidence demonstrating their skills under pressure and in front of others.

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.


		BTEC Entry level trajectory LTP for : Hospitality	
		Y10	Y11
Autumn 1	Key area of understanding	<p>Design a Product Students will develop their design skills to create a meal</p>	<p>Making and an event a success Students will learn and develop the skills for planning an event (With a focus on the hospitality industry and a hospitality event)</p>
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will learn about target markets/clients and understand the importance of customer preferences • Students will develop their knowledge of nutrients and relate it to different group's health needs. • Students will learn the importance of considering their audience/target market and think about their health needs (Adults and children) • Students will learn a range of healthy ingredients which they could incorporate in meals and the health benefits of differing cooking techniques • Students will begin to consider the importance of food layout, presentation, placement, and how it is served. • Students will develop the different ways to share ideas and recognise the most appropriate and develop the skills to present annotated design ideas and utilise a range of communication techniques – visually and auditory. 	<ul style="list-style-type: none"> • Students will learn the different types of event, especially in hospitality • Students will learn about the planning considerations, the financial costs, the skills, organising equipment, and creating publicity to prepare for the event • Students will learn the importance of in advance of the event. • Students will be able to create a checklist of tasks and assigning roles. • Students will understand the different roles and responsibilities to assist at an event. • Students will develop their preparation and cooking skills, H&S awareness. Dishes created will be appropriate for an event
Autumn 2	Key area of understanding	<p>Skills for Learning Students will learn about their skills and the ones they need to develop Developing cooking skills, and health and safety and nutrient knowledge</p>	<p>Problem solving through thinking creatively Students will learn to solve the problem or problems connected with putting on an event</p>
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will learn to recognise the skills they possess themselves and to recognise the skills they need to develop, especially those related to hospitality. • When choosing dishes to be made, students will be able to recognise the skills needed to produce them. • Students will learn to organise themselves and learn time management techniques. • Students will be able to consider the preparation and cooking of a range of dishes and the skills needed • Students will learn to identify, consider and develop key learning skills' such as time management, being organised, note taking, setting goals. • Students will have to consider the support they may require in completion of skills, including resources 	<ul style="list-style-type: none"> • Students will be able to recognise the skills to aid problem solving • Students will learn the differing techniques to investigate a problem initially by finding out about a problem: trying out, testing, using, asking others, watching others, tasting, making, etc. • Students will use the five 'Ws', including why, where, when, who, what does the thing affect? • Students will learn to empathise and discuss with others to understand problems • Students will learn to recognise the types of problem, barrier or challenge: slow, expensive, unappealing, difficult to use, complicated, boring, wrong size, etc. • Students will learn and develop problem-solving techniques, such as: knowing what people want and need, looking at opportunities for improvement

Spring 1	Key area of understanding	<p>Team Challenge (Serving Food and Drink)</p> <p>Students will learn and develop the skills to communicate effectively with others to achieve a task (Serving food and Drink)</p> <p>Cooking skills will be further developed</p>	<p>Making and an event a success</p> <p>Serving Food and Drink</p> <p>Students will learn the skills to contribute to the success of an event</p> <p>Careers in hospitality</p>
	Knowledge & skills development	<ul style="list-style-type: none"> • Student will know when to speak up and when to listen • Students will learn to take other people’s ideas into consideration • Students will learn to use an appropriate tone of voice when communicating with others and will learn to use positive body language and noticing the body language of others. • Students will learn to agree roles and responsibilities when working with others in a team such as being sure that all team members are clear about the task that has to be achieved and agreeing what is needed in a team to achieve a task. • Students will learn and develop the skills to get to know others when part of a group such as introducing themselves to a group, taking time to talk to their group members, identifying what group members might be good at and any areas for development, and matching tasks to those who are best suited to contribute to different parts of a team challenge • Students will learn to be patient with others and show respect for each other, helping those who are having difficulty such as with physical help, offering verbal encouragement, being polite to others, and staying calm. • Students will develop their preparation and cooking skills, and H&S awareness and knowledge. Dishes and food created will be served to customers as part of the whole team effort 	<ul style="list-style-type: none"> • Students will learn and demonstrate self-management skills such as: being appropriately dressed and presented for the event, being organised, good timekeeping, punctuality and fulfilling own duties. • Students will be able to provide contributions to an event such as: following instructions, personal confidence, proactive support, positive behaviour and respecting others and helping to set up the event facility. • Providing support for different roles and responsibilities at the event such as: communicating issues to the organiser, covering for others, anticipating issues, and assisting customers. • Students will investigate the careers within the hospitality industry • Students will develop their preparation and cooking skills for both food and drinks, and H&S awareness. Dishes created will be appropriate for an event
Spring 2	Key area of understanding	<p>Development and creation of a designed Product</p> <p>Students will develop their design skills to create a finalised product</p>	<p>Problem solving through thinking creatively</p> <p>Students will demonstrate their problem solving skills when putting on an event</p> <p>Students will investigate career pathways in hospitality</p>
	Knowledge & skills development	<ul style="list-style-type: none"> • Students will understand the importance of food layout, presentation, placement, and how it is served. • Students will further develop the different ways to share ideas and recognise the most appropriate and develop the skills to present annotated design ideas and utilise a range of communication 	<ul style="list-style-type: none"> • Students will develop the skills for generating ideas, such as: having an open mind, brainstorming/mind mapping, working in groups to bounce around ideas, thinking ‘out of the box’, creative exercises – scribbling, word scrambling, drawing, using pictures, using mind maps/pictures to lead thinking, ‘Thinking without Words’, putting unrelated things together, and working backwards.

		<p>techniques – visually and auditory.</p> <ul style="list-style-type: none"> Students will develop the skills to present their ideas to others 	<ul style="list-style-type: none"> Students will learn how others have solved similar problems. Students will develop the skills for testing ideas, such as: producing a list of possible ideas and solutions, comparing ideas with what is already out there. Students will develop the skills and knowledge to solve a problem which may include selecting one idea or solution to try, deciding on timelines, getting feedback, showing, sharing and talking through ideas. Students will learn to review the effectiveness of their solution. Students will investigate careers in the hospitality industry
Summer 1	Key area of understanding	<p>Team Challenge (Serving Food and Drink)</p> <p>Students will learn and develop the skills to serve food and drink to others</p> <p>Understanding the hospitality industry</p>	<p>Final Service Presentation and Meal</p> <p>Students will plan, prepare, cook and serve a healthy meal.</p> <p>Starter, Main and desert</p>
	Knowledge & skills development	<ul style="list-style-type: none"> Students will learn to manage their time effectively when carrying their allocated role; planning their time so that they work effectively, utilising a time plan and sticking to it Students will learn and develop their skills in being helpful and friendly, working as a team to serve food and drink Students will learn to take responsibility, listen to instructions, follow instructions, and providing advice and instructions. Students will develop the skills to Be confident when completing a work activity such as: keeping focused when presented with a task, showing determination to complete a task, having ‘broad shoulders’ and not taking things personally, showing enthusiasm when trying overcoming task difficulties and engaging others in the task to achieve the objective, despite any difficulties. Students will understand what the hospitality industry is and what it is made up of 	<ul style="list-style-type: none"> Students will plan an event to demonstrate their knowledge and skills. Students will utilise a range of skills to prepare and cook their meal hygienically and safely. Starter, Main and desert. Students will develop their meal with regards to taste, texture, look and nutritional values. Students will serve their meal to others demonstrating their skills. Students will gain confidence demonstrating their skills under pressure and in front of others.

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

		BTEC level 2 trajectory LTP for : Hospitality	
		Y12	Y13
Autumn 1	Key area of understanding	Introduction to the Hospitality Industry Students will learn about the hospitality industry	Considering a Brief and target markets/clients Students will learn to consider a brief and plan to respond to it
	Knowledge & skills development	<ul style="list-style-type: none"> Understand the types of hospitality in detail and consider career opportunities in each. Catering and non-catering services Understand styles of service (Catering) Understand Hospitality standards and ratings Understand the types of suppliers to the hospitality industry Understand roles available and hierarchy within hospitality. Again the career opportunities will be considered too. Job patterns and contracts Factors affecting hospitality industry 	<ul style="list-style-type: none"> Students will learn to investigate a brief and to considering the following: <ul style="list-style-type: none"> specific client groups to match that brief Nutrition Functions on the body Nutritional needs for different groups Unsatisfactory Nutritional Intake Cooking Methods Factors to consider when proposing Dishes Explain how dishes on a menu address environmental issues Students will be able to explain how menu dishes meet customer needs Environmental issues Locally sourcing, food miles, impact Costings Tastes – Differing social/ethnic groups etc.
	Key area of understanding	Cooking and Health and Safety (Cooking) Students will develop their cooking skills and knowledge of dishes and ingredients	
	Knowledge & skills development	<ul style="list-style-type: none"> Develop skills and confidence to independently work safely on a range of dishes sourced by themselves. Students will use a wide range of large and small items of kitchen equipment. 	
Spring 1	Key area of understanding	Nutrition and Cooking Students will further develop their knowledge of nutrients and their effects on the body	Responding to Brief and client base Students will independently develop and demonstrate their skills to plan and prepare a meal based on a brief and client base
	Knowledge & skills development	<ul style="list-style-type: none"> Students will learn about all the differing nutrient groups Students will learn about their effects on the functions on the body Students will learn about the nutritional needs for different groups Students will learn about unsatisfactory nutritional intake on the body, considering differing age groups. Students will learn how cooking methods affect nutritional impact on 	<ul style="list-style-type: none"> Students will consider a brief with regards to the environment, cost, local issues and client bases requirements (Tastes and nutritional) Students will develop the knowledge and skills in sourcing and ordering food Students will develop their knowledge and skills in the presentation of dishes Students will be able to plan dishes Students will be able to prepare and cook dishes hygienically and safely

		<p>the body.</p> <ul style="list-style-type: none"> • Students will consider the factors when proposing dishes • Students will explain how dishes on a menu address environmental issues • Students will be able to explain how menu dishes meet customer needs 	<ul style="list-style-type: none"> • Students will be able to serve dishes professionally and hygienically
Spring 2	Key area of understanding	<p>Cooking and Health and Safety (Nutrition)</p> <p>Students will develop their cooking skills and consider nutritional qualities of ingredients and dishes</p>	Prepare and revise for exam
	Knowledge & skills development	<ul style="list-style-type: none"> • Develop skills and confidence to independently work safely on a range of dishes sourced by themselves. • Students will use a wide range of ingredients considering nutritional needs of a wide range of clients. Practical cooking links to Nutritional theory work. 	<p>Students will revise the following:</p> <ul style="list-style-type: none"> • Understanding the types of hospitality in detail and consider career opportunities in each. Catering and non-catering services • Understanding styles of service (Catering) • Understanding Hospitality standards and ratings • Understanding the types of suppliers to the hospitality industry • Understanding roles available and hierarchy within hospitality. Again the career opportunities will be considered too. • Understanding job patterns and contracts • Understanding the factors affecting hospitality industry
Summer 1	Key area of understanding	<p>Planning Dishes and being organised</p> <p>Students will learn to plan to create and serve dishes</p>	<p>Prepare and revise for exam</p> <p>Continue into summer</p>

<p>Knowledge & skills development</p> <ul style="list-style-type: none"> • Students will learn about Sequencing and how to do it • Students will develop their knowledge of timing • Students will learn about mise en place and how to plan it • Students will develop their knowledge of cooking • Students will develop their understanding of cooling and its importance • Students will learn about hot holding, its importance, and how plan for it when cooking and storing food prior to serving. • Students will know what completion is and its importance • Students should develop their knowledge and skills of serving • Students will be able to write a time plan – Mise en place, Main Production, writing a time plan 	<p>Students will revise the following:</p> <ul style="list-style-type: none"> • Understanding the differing nutrient groups • Understanding their effects on the functions on the body • Understanding the nutritional needs for different groups • Understanding the unsatisfactory nutritional intake on the body, considering differing age groups. • Understanding how cooking methods affect nutritional impact on the body. • Understanding the factors when proposing dishes • Understanding how dishes on a menu address environmental issues
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