



**Topic Overview**  
**Faculty/Subject: Innovation/DT**  
**Year Group: KS4**  
**Topic: H&C 1.3**



**What BIG IDEAS will you cover in this topic?**

- 1.3.1 Health and safety in hospitality and catering provision
- 1.3.2 Food Safety

Students will learn the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws:

- Control of Substances Hazardous to Health Regulations (COSHH) 2002
  - Health and Safety at Work Act 1974
  - Manual Handling Operations Regulations 1992
  - Personal Protective Equipment at Work Regulations (PPER) 1992
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
  - Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.
- Students will reflect on practical sessions and look at areas for improving and celebrate successes. In the practical sessions students will look at cross contamination, they are reminded about correct knife skills (bridge and claw method), look at different skilled dishes and learn to up-skill dishes. Throughout all of this the students learn time management.

**What other key concepts, knowledge and skills will you learn in this topic?**

Listen with maintained attention and show understanding of what they hear during class discussions.  
 Experiment with ingredients to help enhance flavours in the dishes.

Learners should know the importance of and be able to complete the following documentation:

- accident forms
- risk assessments.

Students will also learn the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:

- identify any critical control points and ensure that risks are removed or reduced to safe levels
- decide on what actions to take if something goes wrong
- complete a HACCP document
- complete records to show that procedures are working

Successfully complete practical dishes to a good standard – working safely at all times during practical lessons.

- What constitutes high-quality
- Collating correct equipment
- Equipment, uses, and health & safety
- Peer and self-evaluation
- Basic revisiting of cooking skills
- Time management

**What important prior knowledge will you use from your prior learning?**

- Looked at safety and hygiene in the food room
- The 4C's (cleaning, cooking, chilling and cross-contamination)
- Taught correct knife skills (bridge and claw method)
- Looked at different types of cooking methods
- Freezing temperatures and chilling temperatures
- The danger zone
- HACCP
- EHO
- Looked at nutritional requirements
- Allergies and intolerances.
- Pastry making

**Where does this topic fit into the curriculum plan for this subject?**

Students will follow on from having a more in depth look at allergies and intolerances. They have looked at the bridge and claw skill for chopping and looked at cross contamination, all of which are fundamental skills used in each year moving forward. They will look at RIDDOR, HASHAWA, MHOR, PPE

**Assessment:**

**How and when will you be assessed on this topic?**

**What will the success criteria be?**

Listen with maintained attention and show understanding of what they hear during class discussions.

Discuss experiences of healthy eating in everyday life.

Select and use basic equipment correctly.

Experiment with ingredients to help enhance flavours in the dishes.

Work to time limits and improve time management.

Learn food and workplace laws, PPE, RIDDOR, MHOR, HASAWA

Successfully complete higher skilled practical dishes to a good standard – working safely at all times during practical lessons.

Grade	Percentage
Level 1 Pass	20%
Level 1 Merit	30%
Level 1 Distinction	40%
Level 1 Distinction*	50%
Level 2 Pass	60%
Level 2 Merit	70%
Level 2 Distinction	80%
Level 2 Distinction*	90%

**What is the key vocabulary that you will need to know in this topic?**

- As defined in objectives, activities, and outcomes through writing, speaking, listening, and reading.
- Through the activities in this unit, pupils will be able to understand, use, and spell correctly words relating to: RIDDOR, HASHAWA, MHOR, PPE, employers, employees

**What is the structure of learning/lessons in this topic?**

Theory- COSHH, PPE and HASAWA

Theory- MHOR, RIDDOR

Practical- Dishes using higher skills

Theory- Specific bacteria

Practical- Dishes using higher skills

Theory- Risk assessments

Theory- Consolidation questions

Practical- Dishes using higher skills

Theory-Assessment