


<u>Y7 Cooking and Nutrition</u>	<u>Y8 Cooking and nutrition</u>	<u>Y9 cooking and nutrition</u>	<u>Y10 H&amp;C</u>	<u>Y11H&amp;C</u>
1. Understand basic nutrition and use of the Eat well guide.	1. Apply knowledge of the Eatwell guide and use it to adapt recipes to make them healthier options	1. Use current healthy eating advice to choose a varied balanced diet for their needs and those of others.	1. Using knowledge of healthy eating and trends to support menu planning and catering for customer needs.	1. Be able to compare nutritional needs of specific groups. Ensuring that meals planned meet the dietary demands of all.
2. Understand where basic commodities come from.	2. Understand where commodities/ foods fit into the main groups ( start to develop an understanding of nutrients)	2. Develop understanding of nutrients, sources, functions and the implications of dietary excess and deficiency e.g., malnutrition and maintenance of a healthy weight.	2. Having a more in-depth knowledge of commodities, understanding import/ exporting foods, seasonality, locally produced organic concepts. Also understanding budget considerations and organoleptic properties.	2. To be able to propose foods/ commodities for meal planning and menu planning. Having the knowledge to choose the best foods/meals for the audience, situation and occasions. Considering costs, profit, economy, environment, technology, emerging cooking techniques, customer demographics/lifestyle and expectations, customer service, competition, trend, political factors and media.
3. Know what basic food hygiene and safety means.	3. Understand the principles of cleaning, preventing cross contamination, chilling and cooking food thoroughly. To apply these principles in practical lessons. (4C's)	3. Understand and use good food safety and hygiene practises, have knowledge of the danger zone and implications of food poisoning.	3. Be able to describe the food related causes of ill health. Understanding bacteria, microbes, toxins, allergies and intolerances.  Be able to describe the common types of food poisoning, causes and symptoms.	3. To understand the role and responsibilities of EHO to support Food safety and legislation.  To develop an understanding of environmental health laws and how they affect us as customers.
4. Know how to prepare for a practical lesson.	4. Know how to independently and efficiently prepare for a practical lesson and lead peers to do the same.	4. Demonstrate consistently good practical lessons showing excellent personal hygiene, organisation and time management.	4. To start to understand planning the production of dishes for meal planning and serving. To know that timing and organisation are key. To understand completely safe food storage. To show confidence with both kitchen and personal kitchen and safety.	4-.To start to understand the concept of sequencing, using mis-en -place to prepare for cooking.
5. Select and use appropriate tools and equipment safely.	5. Select a range of suitable equipment during practical lessons. Using knife skills effectively and larger pieces of electrical equipment such as food processor, multi cooker, burger press.	5. Select and use a wide range of kitchen equipment effectively and safely to enhance the skill level and presentation of the final dish.	5. To begin to compare different techniques and uses of kitchen equipment. To ensure that the cooking of commodities eg deep fat frying, sous vide, steaming are used to enhance food presentation, speed of cooking and nutritional content.	5. Ability to choose tools and equipment to use to enhance practice and production in the kitchen. To develop resilience and understand how contingencies can help if plans do not work initially.

6. Demonstrate an increasing range of basic food skills.	6. Develop a skill base to allow choice of dishes and how to adapt and develop them.	6. Develop the confidence and resilience to trial high skill level dishes to enhance performance.	6. To consolidate the basic skills and techniques : weighing and measuring, chopping, shaping, peeling, whisking, rubbing in, slicing, blending etc, To embed the confidence to cook the higher skill and more difficult dishes.	6. To concentrate on presentation techniques and creativity. To work on portion control, serving techniques, garnish and decoration. To show case all strengths and skills.
7. Work tidily and efficiently whilst carrying out practical tasks.	7. Demonstrate a knowledge of good personal hygiene, organisation and time management during all practical lessons.	7. Create and follow an accurate time plan for dishes/ recipes, identifying the risks and control points.	7. To understand kitchen work -flow. Develop time planning to include dove tailing to ensure that all food is ready to serve simultaneously. To include knowledge of food choices, appropriate storage and preparation before cooking.	7. To show the confidence to understand and use contingencies if things do not go to plan the first time. Also to demonstrate all the relevant food hygiene and safety knowledge within planning.
8. Recognise and develop an understanding for cooking methods used in the dishes made.	8. Recognise and develop an understanding for cooking methods and their impact on food and nutrition.	8. Recognise and develop an understanding for cooking methods and their impact on food and nutritional content. Be able to suggest the best cooking methods to be used to enhance nutritional content.	8. Understand and use all cooking methods confidently: Boiling, blanching, poaching, braising, steaming, baking, roasting, grilling, frying, hot holding. Be able to fully explain the impact of the commodity/ foods and if it has an effect on the nutritional content.	8. To apply cooking method knowledge to choose meals that are appropriate/suitable. To optimise the nutritional content of all dishes to support healthy eating guidelines.
9. Understand the suitability of the dish for different groups of people and when it would be eaten.	9. Create a menu and demonstrate their knowledge of choosing appropriate dishes for different courses, meals and occasions. Understand how their dishes fit into a menu.	9. Create a menu and to develop an understanding of who the dish would be suitable for, looking at organoleptic properties. To start to look at justification of dishes for situations and provisions.	9. To have the knowledge embedded to be able to explain factors when proposing dishes for meals and menu planning. Considerations to be considered are seasonality, skills needed, equipment, time, costing and whom the food is for or aimed at.	9. To demonstrate confident and independent menu and meal planning. Factoring in all considerations to produce a successful, high quality meal and menu.
10. Recognise that presentation is very important and develop skills in presenting their dishes made for photographs.	10. Demonstrate presentation skills, including decorating, garnishing and portion control. Beginning to show an understanding of serving with sides/ accompaniments.	10. To develop portion control and restaurant standard presentation skills. Ensuring that photographs take of final dishes are of the highest quality.	10. To become confident in and experience restaurant style presentation techniques. Food styling, portion control, choice of serving plates, garnishing and decorations such as spun sugar are discussed practiced. To develop photography skills to enhance the presentation.	10. To confidently and independently make and present dishes at restaurant quality/ standard. Using photography to preserve images.
			Hospitality topics will also taught:  Job roles, types of service, customer service	Hospitality topics will also taught:  Working conditions, laws and regulations, proposing hospitality services and factors affecting success.

<u>Cooking and nutrition KS3 and Hospitality and Catering KS4 overview</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<b><u>Intent</u></b>	<p>Enable students to develop basic culinary skills as well as a basic understanding of nutrition and healthy eating principles, So that they can build confidence when working in the kitchen to, prepare and make a range of well-balanced food products using basic catering equipment in a safe and hygienic way. To inspire all students to become young, confident chefs with a love for the subject.</p>	<p>To build on skills acquired in year 7 and start the journey into KS4 Hospitality and Catering changing the concepts from home cooking to catering. To start to foster a real passion for the subject and inspire budding young chefs. To give all students some important life skills.</p>	<p>Allows students to develop their skills and knowledge and make progress to an in-depth understanding. This year starts to reinforce the journey into Catering. To start looking at concepts that will support exam study. To foster the independence and confidence required for the exam. To ensure that students are resilient to try things and are not scared of improving work.</p>	<p>To build on their interest and skills introducing topics such as how food can cause ill health, transferable skills such as communication and using IT. Giving them the confidence to apply their knowledge to scenarios. Give them lots of confidence and practice! We will aim to give them confidence and resilience. They will also start cooking high-level dishes and accompaniments.</p>	<p>The first part of the year will focus on organisation and time planning, meal planning, dove tailing (meal and accompaniment to be ready to serve at the same time). Choosing and using equipment safely to support making. Presentation is key, looking at chef hints and tips to improve plating and making sure that meals look amazing. Students encouraged improving until they can improve no more! Working with Local colleges and chefs to enthuse, educate and engage students.</p>
<b><u>Starting point -prior knowledge</u></b>	<p>The expectation is no previous school based experience of cooking. Some students will have cooked or helped at home. Also some may have a very limited experience from KS2 but we start from scratch. Our first practical is a baseline assessment and we tailor the course around their strengths and weaknesses.</p>	<p>Skills and knowledge will progress and build on year 7 work. Students will all have had a consistent programme of study in year 7. More independence and confidence will be expected. NB look at last end document about build on skills Also students are encouraged to adapt recipes</p>	<p>Skills and knowledge will progress and build on year 8 work. Students will all have had a consistent programme of study in year 8. Knowledge will be taught in more detail and students will expected to apply this knowledge to scenarios. Cooking skills will build in level and complexity with students</p>	<p>The students will have embedded a great base of skills and knowledge in y7, 8 and 9 this will be developed to encompass/ convert to life, career skills and knowledge.</p>	<p>Recall/ remind of everything learned over the last 4 years .The culmination of all the learning over 4 years to put it all into practice. Applying to case scenarios and being able to make proposals with justifications.</p>

		to suit themselves and their families.	encouraged to show creative flair and experiment to find their real strengths.		
<b><u>Sequencing and progression</u></b> <b><u>Where does it lead?</u></b>	<p>The beginning of the journey placing seeds of knowledge and skills to foster an enjoyment of cooking.</p> <p>A range of mainly savoury and healthy dishes will be made.</p> <p>Students will gain the confidence to use a basic skill set to make some simple dishes with support and independently.</p>	<p>All skills and knowledge acquired in year 7 will be repeated and added onto/developed. Work will be continued to build a skill base ready for starting the journey of KS4 where we look at low, medium and high skill dishes and match them to grading.</p> <p>Students will gain experience of using equipment such as a food processor, burger press, and temperature probe to start their cooking journey.</p>	<p>Year 9 is a year to really emphasise all aspects of cooking and nutrition and leading into transferable skills and cooking for life. – Appropriate terminology will be used and lots of high level examples from previous years – encouraging students to strive for level work.</p> <p>First wave teaching is key!</p>	<p>Year 10 the focus is on high level cooking skills and modules of work around the Hospitality industry. Looking at applying knowledge – topics will be over learned and recalled to lead to confidence. Practical skills will be the key for this year encouraging all students to be the best they can be. Utilising all available resources to support their journey to the highest level. Chefs, colleges, Alumni, Royal Marines will be part of their learning.</p>	<p>Year 11 is all about review, consolidation, and ‘stickiness’. Revisiting everything learned and tested over the 4 previous years. The aim is to ensure that all relevant topics are covered before year 11 and time is then spent on recall and application techniques .Leading to students who know their strengths and have worked on any barriers, ensuring that they are ready and confident in all areas.</p>
<b><u>Outcomes skills</u></b>	<p>Students will make and present high quality basic food products and will learn how to use the school kitchen environment safely and effectively.</p> <p>Key skills will build over the year. With some chance of repetition to consolidate</p> <p>Dishes made will include:</p> <ul style="list-style-type: none"> <li>• dippy divers,</li> <li>• pasta salad,</li> <li>• ragu sauce,</li> <li>• flapjack</li> <li>• chicken nuggets</li> <li>• chow mein</li> <li>• American pancakes,</li> </ul>	<p>Students will continue to make high quality food products with more emphasis this year on timing,( simple time plans will be introduced) team work and presentation.</p> <p>Also applying knowledge and adapting dishes to make them suit specific groups of people.</p> <p>Dishes made will include:</p> <ul style="list-style-type: none"> <li>• pasta bake</li> <li>• meatballs,</li> <li>• Millie’s cookies,</li> <li>• Mexican dishes such as enchiladas,</li> </ul>	<p>A range of medium to high skilled dishes will be made to prepare for the exam. They will be marked/ reviewed and students will understand the challenges of producing a dish that will receive high marks.</p> <p>Dishes have been chosen to stimulate discussion about the course of the meal, serving style, portion control and nutritional content. They also allow the students to challenge themselves and start climbing the skills ladder:</p>	<p>All dishes demonstrated and suggested are high medium to high skills and the focus is on getting as close to distinction level practicals as possible for all students (3 skills in preparation and 3 skills in cooking also with high level presentation skills.)</p> <ul style="list-style-type: none"> <li>• Cheesy garlic bread</li> <li>• Bread/ pizza</li> <li>• Chicken korma and naan / chapatti</li> <li>• Brioche / dessert</li> <li>• Mini Bakewell and custard</li> </ul>	<p>To ensure that all students skilled and confident.</p> <p>High skill dishes are chosen and practised.</p> <p>Outcome expectations are high!</p> <p>Using a recipe book developed at school to focus their choices and give them the confidence to choose the best outcomes for them.</p> <p>Used as a toolkit for them, teaching to the top level.</p>

		<ul style="list-style-type: none"> <li>Burgers with sweet potato fries and coleslaw</li> <li>tacos,</li> <li>quesadillas,</li> <li>hot pot style dishes etc. a real emphasis on making main meals to feed a family.</li> </ul> <div data-bbox="712 464 1025 676" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p><b>Basic Skills</b>  <b>BASIC DESSERTS</b> – e.g. basic crumbles, simple cheesecakes  <b>SANDWICHES</b>  <b>PIZZA</b> – with ready-made bases  <b>JACKET POTATOES, SIMPLE SALADS</b> – e.g. couscous salad, green salad, mixed salad etc.  <b>FLAPIJACKS</b>  <b>ASSEMBLING PRODUCTS</b> – using prepared sauces, bought meringue nests etc.</p> </div>	<ul style="list-style-type: none"> <li>Risotto,</li> <li>soup and bread, decorated buns,</li> <li>Sauces -sweet and sour chicken,</li> <li>mac and cheese,</li> <li>lasagne,</li> <li>pastry- jam tarts/ mini Bakewell’s,</li> <li>spring rolls,</li> <li>sausage rolls,</li> <li>mini Victoria sandwich cakes,</li> <li>chicken korma and sides,</li> <li>cheesecake with high skill decorations,</li> <li>chicken pocket meal with sides and sauce.</li> </ul> <div data-bbox="1048 999 1339 1214" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p><b>Medium Skills</b>  <b>PUFF OR FILO PASTRY</b> – Items that need shaping but use ready made pastry e.g. Samosas  <b>VEGETABLE &amp; FRUIT DISHES REQUIRING EVEN SIZES</b> – e.g. fruit salad, stir fries, soups (competent knife skills)  <b>CHEESE CAKES &amp; SIMILAR DESSERTS</b> e.g. mousses with piped cream decoration  <b>SIMPLE SAUCES</b> – e.g. red wine sauce, chilli, Bolognese  <b>BLENDED OR ALL-IN-ONE SAUCES</b> – e.g. cheese sauce, custard, blancmange  <b>SIMPLER CAKES</b> – e.g. rock cakes, fairy cakes, butterfly buns, muffins, biscuits, cookies and scones  <b>BASIC BREAD DOUGH</b> – e.g. rolls and pizzas  <b>SIMPLER MEAT &amp; FISH COOKERY</b> (using high risk foods) – e.g. Bolognese, chilli, curry, meatballs, chicken chasseur (NOT using packet or jar sauces)  <b>BAITERS</b> – e.g. pakoras, bhajis, pancakes, fritters, drop scones  <b>VEGETABLE CUTS</b> – brunoise, marcedoine, julienne</p> </div>	<ul style="list-style-type: none"> <li>Danish pastries</li> <li>Profiteroles/ eclairs</li> <li>Swiss roll / fruity stack</li> <li>Meringue kisses</li> <li>Chocolate mousse &amp; short bread/Viennese biscuit</li> <li>Stuffed pasta/ stuffed tortellini</li> <li>Potato sides- duchesse/dauphi noise</li> <li>Victoria sandwich cake</li> <li>Deboning/ filleting chicken – chicken Kiev/ ballotine</li> </ul> <p>A Netherwood recipe book has been created to support the students with the best recipe choices.</p>	<div data-bbox="1682 118 2027 411"> <p><b>Chocolate Profiteroles</b></p> <p><b>Medium skill dish</b></p> <p><i>A classic French dessert, a light fluffy pastry case usually with a cream filling.</i></p>  <p><b>Ingredients</b></p> <ul style="list-style-type: none"> <li>150g butter</li> <li>150ml water</li> <li>75g Plain Flour-sifted</li> <li>2 egg yolks with a pinch of salt &amp; sugar</li> <li>Whipping cream</li> <li>chocolate</li> </ul> <p><b>Skills used in this dish:</b></p> <ul style="list-style-type: none"> <li>Combining ingredients</li> <li>Use of oven &amp; hob</li> <li>Presentation</li> </ul> <p><b>Optional toppings:</b></p> <ul style="list-style-type: none"> <li>Add orange zest to the cream</li> <li>The chocolate or cream sure to melt the profiteroles</li> <li>The cream can be flavoured e.g. vanilla – sweetened</li> <li>Can be served</li> </ul> <p><b>List of equipment needed:</b></p> <ul style="list-style-type: none"> <li>Blending bowl</li> <li>Weighing scales</li> <li>Saucepan</li> <li>Measuring jug</li> <li>Baking tray - greased</li> <li>Piping bag</li> </ul> <p><b>How can I improve the skill level?</b></p> <ul style="list-style-type: none"> <li>Serve with cream/patisserie filling</li> <li>Use piping bag to shape</li> <li>Use high-class decorations on product e.g. spun sugar</li> </ul> <p><b>Continuance Plans</b></p> <p>The students to see think or too thin – have extra ingredients to reheat and make again.</p> <p>When taking out the shell is still soft – return to oven for a couple of</p> </div> <div data-bbox="1682 464 2027 762"> <p><b>Higher Level Skills</b></p> <p><b>PASTRY MAKING</b> – short crust, pate sucre, choux. Rough puff could be included.</p> <p><b>ROUX BASED SAUCES</b> – e.g. béchamel, velouté</p> <p><b>MERINGUES AND PAVLOVAS (BAKED)</b> NB. Using ready-made meringues is not a high level skill.</p> <p><b>COMPLEX MEAT AND FISH COOKERY</b> (Using high risk foods) e.g. Chicken Kiev, boning out chicken, fish cakes, filleting fish.</p> <p><b>Decorated Cakes, gateaux, roulades and Swiss rolls, Genoese, whisked and decorated fruit flan</b></p> <p><b>RICH YEAST DOUGH</b> – e.g. Chelsea buns and iced buns, Danish pastries and Croissants</p> <p><b>Cheesecake, Mousse and Soufflés using gelatine</b></p> <p><b>COMPLEX DECORATIONS</b> – spun sugar, coulis, feather icing, piping, shapes made with melted chocolate</p> <p><b>FRESH PASTA</b></p> <p><b>FRESH CUSTARD SAUCE</b></p> </div>
<p><b>implementation Pedagogy</b></p>	<p>Students will be hands on right from the start, a love and confidence for cooking is imperative and our main focus of year 7. Teaching will mainly be through demonstrations,</p>	<p>Teaching will mainly be through demonstrations and mirroring skills. Emphasis on applying knowledge and making healthy food choices. Recognise and develop an understanding</p>	<p>Students will be prepared to work independently Demonstrations will still be key with base recipes , students will be given more flexibility about</p>	<p>Double lessons allow difficult /high skilled dishes to be demonstrated in lessons and then students to immediately copy on their own food – this allows the highest</p>	<p>Independence is the key with tailored activities for groups of students to support each other to get the best answers for exams and choose the best dishes to make.</p>

	recall, and copying/mimicking skills. With lots of eating and fun!	for cooking methods and their impact on food and nutrition. Students will take more of a lead in lessons – particularly in demonstration lessons. Working in teacher led support pairs to fast track their confidence and skill levels.	ingredients used and serving suggestions with sides/ accompaniment ( this is limited because of single lessons) Lessons will be varied now students have the basic skill set and knowledge. There will independent and team/ group activities and very much a focus on no fear, trying and improving, Resilience is the highlight.	achievement from every student. Students are encouraged to take the lead in areas of specialism / special interest. The teacher becomes more of a facilitator.	Work will be chunked giving students the best chance of achieving the highest marks.
<b><u>Key vocab</u></b>	Hygiene Safety Hob Preparation Melting method Demonstration Timing Chef Sous chef Nutrition Eatwell guide Equipment Ingredients method	Menu planning Special diets Healthy Commodities Cooking techniques Preparation techniques Menu Occasions Portion control Accompaniments/ sides Presentation Garnish portion	Sources of nutrients Function Malnutrition Food poisoning Resilience Risks Control points Organoleptic Time plan Contingency Justification Hospitality Allergy techniques	Establishment Contract caterer Standards Sustainable Employer Employee Personal attributes Exam language explain, analyse. Profit Economy Customer service Service provision Demographics Trends Work flow Stock control Quality assurance Risk and control measures	Cross contamination Pathogenic Food intolerance Legislation Provision Function of nutrients Scenario Unsatisfactory nutritional intake Impact of cooking methods Proposals Justification Carbon footprint Food provenance Contingency Production plan Dove tailing Commodities Compare
<b><u>Assessment</u></b>	All testing will be on practical skills. Key practical lessons (start, mid and end) are assessed	Key practical lessons (start, mid and end) are assessed on key skills such as using knives safely, understanding	Assessment now begins to be tailored to exam criteria. Cooking theory	Challenging questions are used as standard – using appropriate levelled questions with mark	All practical work is assessed against high standards and improvements suggested.

	<p>on key skills such as using knives safely, preparing for a practical lesson, organisation, using the equipment.</p> <p>Students are given feedback and how to improve with opportunities to repeat.</p>	<p>4C's , lesson, organisation, using the correct equipment effectively to save time and improve results.</p> <p>Some simple exam style assessment will be introduced for practical work looking at skills in preparation and in cooking.</p>	<p>is taught, recalled and tested using questions. PEE and Custard are introduced to support answering longer and more complex questions. Starter activities and knowledge organisers</p>	<p>scheme answers – peer and self-marking used to support improvement. Homework's and independent study will support consolidation. Gaps in understanding are identified and intervention/ support is put in place. All practical work is assessed against high standards and improvements suggested.</p>	<p>– Peer and self-marking used to support improvement. Homework's and independent study will support consolidation. Gaps in understanding are identified and intervention/ support is put in place with tailored questions and bespoke support in lessons and using intervention if required.</p>
<p><b><u>Understand And appreciate</u></b></p>	<p>To foster the importance and joy of being able to cook for themselves and for others. To appreciate the acquisition of a life skill. Appreciate that all people have different likes/ dislikes and opinions about choosing food. Also introduce that healthy eating has a positive impact on happiness and health.</p>	<p>To start to understand the importance of good nutrition and healthy eating. Fast food and its place in society. Menu planning, dishes and different courses. To start to understand social eating.</p>	<p>Students will be taught to understand the basics of the Hospitality and Catering exam and the difference between the 2 areas of study. Emphasis on how this is different than home cooking. Cooking and skills are the focus. Focus on presentation, styling and photography to show case their work.</p>	<p>This year is about the student finding their strengths to help them choose the best high skilled dishes to make. They do not have to be fantastic at everything! They need to develop a good knowledge of all objectives. Then work to get the highest mark they are capable of.</p>	<p>To understand and appreciate how fantastic the subject is! How it can lead to a career (in the biggest growing industry worldwide) or just a fulfilling and successful life after school where they can cook for themselves and their families. To understand all the transferable skills they are learning and how they can be used after Netherwood.</p>
<p><b><u>Experience and challenge</u></b></p>	<p>Lots of tasting to foster passion and inspiration. Support to ensure that all students take something home to be proud of! Instagram will be used to share fabulous photos of food served with friends and families. They will work in pairs as chef and sous chef to start appreciating team work.</p>	<p>Students will be introduced to Future chef and encouraged to take part in heats for the competition. Students will have a tour of the school canteen and kitchen to begin to understand how catering works. We will start to look at restaurant presentation / food styling .Students are</p>	<p>Students will be invited on a food based trip abroad to deepen their passion and knowledge we are currently looking at Italy as a possibility. We are currently looking at Italy as a possibility. Future chef and the Rotary chef competition are used to challenge the high skilled and</p>	<p>Students will be invited on a food based trip abroad to deepen their passion and knowledge we are currently looking at Italy as a possibility. Future chef and the Rotary chef competition are used to challenge the high skilled and encourage flair and talent. The Royal Navy will come in and work with</p>	<p>To work with Aspens our contract caterer to enhance their knowledge of the subject. To work alongside all the local colleges to be aware of follow on courses taster experiences. Student support sessions with hot chocolate and biscuits to allow all KS4 students complete work to their highest standard. Enrichment and personal development are key.</p>

	<p>A link with a local farmer has been fostered there is hope that Y7 will benefit from their experience and knowledge.</p>	<p>encouraged in healthy competition when presenting – awards given for the best chef and sous chef.</p>	<p>encourage flair and talent. These bring in chef support for the students taking part. Local Colleges will be visited for next step possibilities and support. The Royal marines will work with the students on healthy eating and menu planning</p>	<p>the students on a 'ready steady cook' activity to introduce Hospitality and Catering next steps and confidence in cooking without a set recipe. Trips/ visits to local hotels from 1* to 5* to enhance their learning and understanding – make it real.</p>	
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