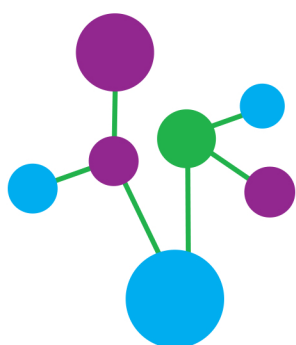


NAME: _____

**TERM
1&2**

YEAR 11
FOUNDATION



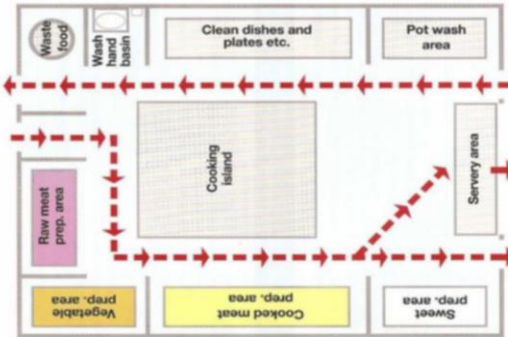
PLYMPTON ACADEMY
HANDBOOK

TERM 1&2

Knowledge Organiser

LO2 Understand how hospitality and catering provision operates.

Workflow in the kitchen should follow a logical process by using different areas so that the clean stages in food production never come into contact with the "dirty" stages.



You need to consider the following key areas in terms of layout...

1. Delivery
2. Storage
3. Food preparation
4. Cooking
5. Holding
6. Food service area
7. Wash up
8. Waste disposal

DRESS CODE

A chef's uniform is more than a fashion statement. Each component plays a specific role in protecting from potential dangers common in most kitchens

Chef's uniform

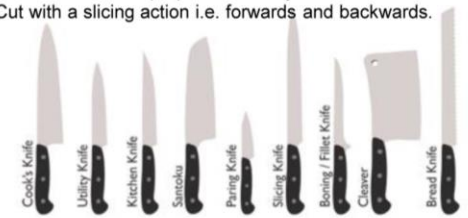
- Chef's jacket
- Chef's pants
- Hat
- Neckerchief
- Apron
- Hand towel
- Slip-resistant shoes

- Some establishments have staff wear the same uniform; this makes them easily identifiable for staff and customers. The uniform may change depending on which area of the establishment they work in.
- Protective clothing as part of a uniform must be paid for by the employer.



KNIVES

1. Store knives safely so you don't cut yourself accidentally
2. Clean knives after each use. gently scrub the knife, then wash it off with hot water. Dry with a clean cloth
3. Make sure knives are sharp.
4. Use knives for the purpose that they were intended.
5. Cut with a slicing action i.e. forwards and backwards.



Types of Customer

Leisure	Local residents	Business / corporate
Customers who visit the establishments in their leisure time e.g. a meal with friends, a family day out, tourists,	Customers who live in the local area who visit the establishment often e.g. regular Sunday lunch, or get together	e.g. business lunches. Use business facilities in establishment for meetings or presentations. Courses and conferences

Leisure customers' requirements	Local customers' requirements	Business customers' requirements
<ul style="list-style-type: none"> • Value for money • Good facilities • Families want child menus, play area, child friendly • Tourists want local food, easy to communicate • Older people may want more formal service • Good customer service • Varied choice of menu • Dietary needs eg allergies, intolerances, vegetarian catered for without having to ask for special foods • Facilities for physically impaired customers 	<ul style="list-style-type: none"> • Value for money • good standard of customer service so they return • Catering for local needs (culture, religion) • Consistent dishes served • Loyalty schemes • Recognised by staff- feel welcome • Menu specials • Theme nights • OAP discount day • Child friendly • Entertainment • Mailing list or email for special offers 	<ul style="list-style-type: none"> • Dedicated corporate (business) contact at establishment • Discounted rates • Meeting rooms • Water, juice on tables • Presentation equipment, Tea and coffee for breaks • Lunch or other meals- buffet or restaurant • Accommodation if attendees are from a long distance • Quick service for lunch meetings

STOCK CONTROL

2 types of foods when it comes to stock control:

Perishable food and products that do not stay fresh for very long

- Fresh fruit, vegetables
- Dairy products
- Meat and fish
- Only buy enough to last a few days because they will not last

Staple foods and supplies that are canned, bottled, dried or frozen. These have a longer shelf life and so do not need to be purchased as frequently. Larger amounts can be bought to get cheaper prices and can be stored.

- Condiments,
- Canned vegetables
- Frozen foods including meat, fish and deserts
- Sauces
- Flour, sugar, fat, oil

DOCUMENTATION

Why must they be completed?

1. Maintaining organisational procedures
2. Safety of staff and customers
3. Legal requirements
4. Complying with food safety legislation
5. Complying with accounting and taxation practices

Stock control

Monitor stock levels for re ordering
Decide frequency of stock check
First in First out for items with a shelf life

Personnel records

Hours worked
Personal details
Wages
Taxation
National insurance
Training
Accidents
Staff rotas and timetables

Health and safety, hygiene

Fire certificate
Staff training records
Accident book
Food hygiene checks
Cleaning checks
Bookings and reservations
Electronic booking system
Electronic reservations system
Diary with bookings and reservations
Feedback forms

Purchasing

Food and drink orders
Packaging orders
Equipment
Tables, chairs etc.
Cutlery and crockery
Staff uniforms

Financial

Income tax
VAT
Wages
Insurance
Sales and income
Staff costs
Heating, lighting

CUSTOMER REQUIREMENTS

Customer service is what an establishment does in order to meet the **expectations** of their customers and generate customer satisfaction.

- **So customers return.** - People will not return to a place where they were not satisfied with the service. Repeat business means a successful business.
- **Exceeding expectations.** - This makes repeat business more likely
- **Growth of the business.** - If customers receive a high standard of service and return, they will spend more money and also tell other people about the business.

Customers are influenced by:

- TV
- Magazines
- Health
- Travel abroad
- Technology
- Ratings and reviews
- Amount of money service is

Remember

1. **FIFO – First In First Out rule.**
2. **Check use by/best before dates and make sure you stick to these. Do not use something if it is past its use by date.**
3. **Keep food that can cause an allergic reaction separate from all other food.**

Small Equipment – you will need to know what each piece of equipment is used for.



Large Equipment – you will need to know what each piece of equipment is used for.



Knowledge Organiser

LO3 Understand how the hospitality and catering provisions meets health and safety requirements.

There are 5 main laws and regulations you must fully understand.

Abbreviation	Full name
HASAWA	Health and safety at work act 1974
RIDDOR	Reporting of injuries diseases and dangerous occurrences regulations 1995
COSHH	Control of substances hazardous to health regulations 2002
PPER	Personal protective equipment at work regulations 1992
MHR	Manual handling operations regulations 1993

HASAWA

Employers need to ...

- Carry out risk assessments
- To provide and maintain safe equipment and safe systems of work
- Provide information, instruction, training and supervision on how to work safely
- Provide a written safety policy
- Make sure there are toilets, places to wash and drinking water for workers
- Make sure that there is first aid provision
- Provide PPE for jobs if needed
- Have insurance to cover injury or illness at work
- Provide a health and safety law poster entitled "Health and Safety law: What you should know" displayed.

Employees need to ...

- To follow safety advice and instructions
- Not interfere with any safety device
- To report accidents
- To report hazards and risks

RIDDOR

What needs to be reported

1. Work related fatalities
2. Work related accidents causing certain serious injuries (known as reportable injuries)
3. Certain work related diagnosed occupational diseases

Accidents are reported to the HSE (Health and Safety Executive)

This is most easily done by [reporting online](#). A report must be received within 10 days of the accident/injury/illness. If you do not keep a copy of the online form your records must include :

- the date and method of reporting;
- the date, time and place of the event; personal details of those involved;
- and a brief description of the nature of the event or disease.

An employer who fails to comply with RIDDOR may be liable on conviction to:

- a fine not exceeding level five on the standard scale, currently £5,000 in a magistrate's court
- an unlimited fine in a Crown Court.
- Note: Accidents or incidents may have been caused by breaches of other health and safety legislation. The penalties for breaching other legislation may be heavier than those for failing to comply with RIDDOR.



Possible health problems ...

1. Contact causing irritation
2. Sensitising substances
3. Toxic fumes
4. Carcinogenic
5. Infectious
6. Fire, explosion
7. Environmental harm problems

Employee responsibilities under COSHH...

- Use control measures and facilities provided by the employer
- Ensure equipment is returned and stored properly
- Report defects in control measures
- Wear and store personal protective equipment (PPE)
- Removing PPE that could cause contamination before eating or drinking
- Proper use of washing, showering facilities when required
- Maintaining a high level of personal hygiene
- Complying with any information, instruction or training that is provided

Employer Responsibilities under COSHH ...

- Implement control measures to protect workers from hazardous substances.
- Preventing or controlling exposure to hazardous substances.
- Providing employees with information, instruction and training, and appropriate protective equipment
- Ensuring that control measures are maintained, kept in full working order, and in a clean condition
- Drawing up plans and procedures to deal with accidents and emergencies involving hazardous substances.
- Carrying out a COSHH risk assessment.

PPER



Symbols linked to protecting ourselves
Wear gloves to protect hands



Wear an apron to protect clothing



Wear goggles to protect eyes



Wear suitable footwear to prevent slips and protect toes.



Wash hands to keep clean and remove residue.



Wear a mask to prevent inhaling fumes.

PPE is personal protective equipment. In addition, the Food Safety (General Food Hygiene) Regulations 1995 require every person working in a food handling area to wear suitable, clean, and (where appropriate) protective clothing.

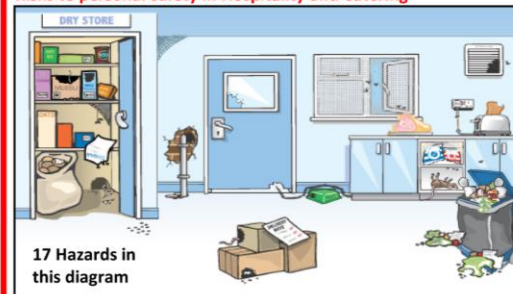
Employee responsibilities under PPER ...

- You must wear the p.p.e. if it has been provided for you. You could be held personally liable if you had an accident which could have been prevented by you wearing your PPE
- You must care for it, store it and clean it as necessary;
- You must report any defects.

Employer responsibilities under PPER ...

- Provide the PPE (free) if a risk assessment has shown it to be necessary
- It must be exclusively for you and fit you comfortably
- Provide somewhere to store it
- Provide facilities for it to be cleaned and maintained
- Replace it when necessary
- Provide training (if necessary) in how to wear/use it properly

Risks to personal safety in Hospitality and Catering



17 Hazards in this diagram

5 steps to risk assessment.

- 1) Identify the hazard.
- 2) Decide who might be harmed and how.
- 3) Evaluate the risk.
- 4) Record the findings and implement them.
- 5) Review the assessment and update if necessary.

Reducing Safety Risks ...

- Train staff in safety procedures
- Adequate fire prevention
- Reminders in safe procedures
- Wet floor signs
- Safety footwear (PPE)
- First aid availability

HACCP

Hazard Analysis Critical Control Point

- Purchase of Food – buy from trusted suppliers
- Receipt of food – check all deliveries
- Storage Food – Correct (check temperatures)
- Cooking food – must be above 75°C.
- Cooling – quick through danger zone
- Hot-holding – above 63°C
- Reheating – not for high risk foods.
- Chilled storage – <5°C.

Reducing Health Risks ...

- Food safety procedures
- Use food before date mark
- Washing hands,
- Using sanitizer on surfaces
- Safe storage in fridges
- Use separate chopping boards

MHER

What is manual handling?

- Any transporting or supporting of a load by hand or bodily force
- Lifting, putting down, pushing, pulling, carrying or moving

Start by considering the jobs carried out in the kitchen and the staff who work there. Look at the areas of work where there are most likely to be significant risks and prolonged exposure concentrate on:

- the handling tasks workers are doing;
- the loads they are lifting;
- the environment they are working in;
- the individual capabilities of each worker;
- the positions they need to get in to do the job, e.g. twisting and stretching;
- the time spent on each task, e.g. regularity of lifting and break times.

Manual Handling affects

1. Food Preparation -Repetitive motion of the hands, wrists and shoulders; - Forceful lifting or carrying of heavy bowls or pots; -Awkward bending and twisting of the back. -Workbenches at different heights; -Utensils and knives with ergonomic handles designed for comfort and those that allow for power grips; - Provide knives that are in good condition and kept sharp to reduce the force required by the user.
2. Dishwashing - lifting heavy pots; - awkward bending and twisting when leaning over sinks for long periods; -repetitive wrist and shoulder movements when scrubbing pots. -dishwashers if appropriate; - false bottoms in deep sinks to reduce awkward bending at the waist; - assess the weight of a pot before lifting it; - keep pots close to the body when lifting and bend the knees rather than the back;
3. Ovens and steamers -ovens with side-hinged doors rather than bottom hinged doors allow easier access to items in the oven; -using oven racks between waist and elbow height to minimise awkward posture.
4. Heavy Pots -Large pots and pans with extended handles make it easier to tip when pouring into smaller containers.
5. Cleaning - awkward shoulder or back postures; - cuts, bruises, pressure injuries and sore skin. - cleaning tools that have soft rubber-like handles to reduce gripping force; - a platform of adequate size to minimise reaching
6. Removing waste - lifting heavy rubbish bags, which carries the risk of forceful exertion. - provide smaller refuse bags; - put up signs to remind staff not to overfill them

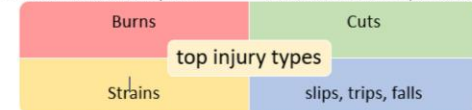
Personal safety recommendations

How Can Burns Be Prevented?

Wear a protective apron, watch out for splatters and spills, keep hair and clothes away from flames., keep flammable materials away from flames.

How Can Cuts Be Prevented?

Cut properly, using the bridge and claw grips, be sure moving machine parts are covered by guards, use a broom and dustpan to clean up broken glass.



How Can Strains Be Prevented?

Before moving heavy goods. Think : How heavy is the load? Do you need help to lift it safely? Do you need training or equipment to move it safely ?

How Can Slips, Trips and Falls Be Prevented?

Make sure your path is clear, clean and dry before carrying a load, use non-slip floor pads., wear shoes with soles that grip, clean up spills as soon as they happen.

Customer Safety

- Warn customers that plates are hot when food is served
- Keep areas where customers will walk free of trip hazards
- Clear up spills that could be come a slip hazard
- Good lighting in car parks, walkways
- Clear up spills and hazards in lavatories
- Check and maintain hand dryers, in room kettles

Reasons fires start ...

1. **Equipment** that is not serviced regularly can cause over heating and cause fires.
2. **Human Error**, many fires that happen in catering. Such as fat fryers.
3. **Electrical** . smouldering wires can develop unseen overnight and be the cause of major incidents..
4. **Arson**. rare occurrence. grudge between employee and employer, or insurance fraud.
5. **Chemical**. Not very common now due to the COSHH regulations.



HOSPITALITY AND CATERING

Knowledge Organiser

LO4: Know how food can cause ill health

Useful sites. Type these links into your browser or scan the QR codes:
Video: tinyurl.com/yd5q4dxq
GCSEPod: tinyurl.com/y8hosvsf



Food Spoilage

When food deteriorates to the point where it is not edible

Signs of Spoilage:
 Discoloration
 Visible mould
 Changes in texture
 Unpleasant odour
 Changes in flavour

Causes of Food Spoilage

1. Microorganisms - bacteria, yeast, mould, fungi.
2. Chemical reactions - between food, oxygen & moisture.
3. Enzymes - Speed up the process of decay.
4. Environment - Warmth, pH, oxygen & moisture
5. Insects/rodents - Leaves behind bacteria, urine & faeces.
6. Time - this depends on hygiene, correct storage & temperature

Storage

Remember, bacteria needs warmth & moisture to multiply. Refrigerating removes warmth Freezing removes warmth & moisture



Key temperatures

72°C: kills bacteria. Cook or reheat high risk foods to this temperature
5-63°C: the danger zone - bacteria multiply quickly.
37°C: optimum temperature for bacteria multiplication.
0-5°C: chilling/ fridge: slows bacteria multiplication, extends shelf life
-18°C: freezing - stops bacteria multiplying (until defrosted) and extends shelf life of foods & preserves nutrients.

High-Risk Foods – foods which bacteria multiply most in due to high moisture and protein. They have a short shelf life. Meats, fish and poultry; dairy foods; gravy, stocks and sauces; cooked rice
Ambient Foods – can be safely stored at room temperature - Flour; sugar; tinned food; crisps, pasta

'Use By' Date: Unsafe to consume after this date
'Best before' date: Safe to consume after the date but quality not as high. i.e. crisps not as 'crisp'

Cover foods to prevent contamination
 Storing food in the fridge - keep meats at the bottom to prevent juices/blood dripping onto ready to eat foods.

Food Poisoning

Food contaminated with pathogenic bacteria causes severe illness & possibly death. The following are common bacteria responsible for food poisoning:



Pathogenic Bacteria	Source	Symptoms	Onset time
Salmonella	Raw poultry, meat, eggs	Diarrhoea, abdominal pain, vomiting	12-36 hrs
Campylobacter	Raw poultry, meat, eggs, sewage	Diarrhoea, abdominal pain, fever	46-60 hrs
Staphylococcus Aureus	Humans – skin, hair, nose, mouth, cuts.(coughing/sneezing)	Abdominal pain, vomiting, chills	1-6 hrs
E.Coli	Sewage, water, raw meat, muddy vegetables	Abdominal pain, fever, diarrhoea, vomiting, kidney damage	12-24 hrs

Preservation

Slowing the rate of food spoilage can occur by minimising bacteria activity, i.e. removing moisture or oxygen, reducing the temperature or changing pH levels.

Method	Explanation	Example
Heat	Heating kills most microorganisms	Pasteurised milk, cooked food, canned food
Freezing	Microorganisms cannot multiply without warmth	Frozen meats, fish, ready meals.
Drying	Microorganisms need air to reproduce	Noodle pots, coffee, gravy granules
Removin g air (O2):	Most microorganisms need oxygen to reproduce. Food is sealed in cans, MAP & vacuum packaging.	Food in cans and jars, sandwiches, crisps, vacuum packed meats and fish.
Chemical s	(salt, sugar, vinegar & smoke) Changing the pH level of the food to create a hostile environment for the microorganism.	Pickles (make too acidic) , salted meats, smoked fish, chutneys, jam

Contamination

Food contamination - foods that are spoiled because they contain microorganisms, e.g. bacteria, that make them unfit for consumption.



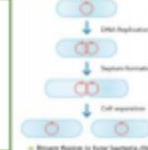
Contamination of foods can be physical, chemical or biological:

Physical: A foreign object has dropped into the food, e.g. hair, jewellery, finger nail, machinery components.
Chemical: Cleaning products & pesticides
Biological: Bacteria (i.e. from unhygienic workers/high risk food) , viruses, moulds & fungi - cause food poisoning

Bacteria need

Moisture (Monday)
Time (Tuesday)
Warmth (Wed)
Food (Thursday)
 (& sometimes O2 & pH)

Bacteria doesn't grow in size, but multiplies into 2 every 20 mins – known as **binary fission**



Mould changes the appearance ('fuzzy'), smell and taste of food. It grows and spreads quickly. Often spoils bread, cheese & fruit



Prevent contamination by the 4 C's: Clean – Cook – Chill – Cover

COLOR COORD CUTTING BOARD



Cross Contamination Transferring bacteria from one source to another. Bacteria can't move, so need something to move from one surface to another. E.g. cutting raw chicken, then using the same knife, unwashed, to cut lettuce for a salad. The bacteria from the chicken will be destroyed when the chicken is cooked but the salad will not.

Toxins: Waste materials of bacteria, can survive high temperatures. Survive when reheating pre-cooked foods (ie rice)

Spores: Created from bacteria & can survive very high temperatures. Spore-forming bacteria include bacillus cereus

Yeast can grow & spread quickly. Grows on fruit. Spoil fruit by fermenting the sugars

Enzymic browning - chemical process - oxygen & enzymes in food react to cause a cut surface to brown i.e. apple

Key Words

Spoilage - When food deteriorates to the point where it is not edible
Microorganisms - bacteria, yeast, mould, fungi.
Enzyme – Found in foods, speed up the process of decay.
Danger zone – where bacteria multiplies most:- 5 - 63°C.
High risk - foods which bacteria multiply most in - high moisture & protein. i.e. Meats, fish, dairy, gravy, cooked rice
Ambient – foods can be safely stored at room temperature - Flour; sugar; tinned food; crisps, pasta
Use by - : Unsafe to consume after this date
Best before - Safe to consume after the date but quality not as high. i.e. crisps not as 'crisp'
Contamination - spoiled because they contain microorganisms, e.g. bacteria, that make them unfit for consumption
Cross contamination - Transferring bacteria from one source to another, E.g. cutting raw chicken, then lettuce.
Pathogenic – bacteria which cause disease (unsafe)
Preservation - Slowing the rate of food spoilage can occur by minimising bacteria activity, increasing shelf life.
Vacuum packaging - a method of packaging that removes air from the package to extend shelf life
MAP packaging – (Modified atmosphere packaging) a way of extending shelf life of fresh food. substitutes air with gas



Summary

Bacteria causes food poisoning when given the conditions moisture, time, warmth and food.
 The key temperatures:
 72°C (killed), 5-63°C (danger zone), 0-5°C (slows multiplication – fridge) and -18°C (bacteria 'dormant' or asleep – freezer)
 The 3 types of contamination are physical, chemical and biological.
 Cross contamination is transferring bacteria from one source to another
 The 4 Cs to prevent contamination are clean, cook, chill and cover.
 Food can be preserved to slow food spoilage by removing the conditions bacteria need (i.e. warmth, moisture, oxygen and pH)



Knowledge Organiser

LO1 Understand the environment which hospitality and catering providers operate.

Hospitality & Catering

Sectors

- Accommodation
- Hotels, resorts, lodging
- Food & Beverage
- Restaurants, fast food, catering
- Travel and tourism
- Cruise, airlines, holiday parks
- Entertainment
- Leisure attractions, Retail stores

Hospitality

Covers all aspects of the accommodation and catering industry, for people away from home. "the friendly and generous treatment of guests and strangers"

Catering

Providing a food & beverage service to people. E.g. restaurant, fast food.

Contract catering

Supply businesses /establishments with food at places it is not usually provided Private functions in hotels or community halls, sports venues for parties, weddings, funerals, concerts etc.) Or airlines, hospitals, schools Food is prepared off site then delivered. (can be made on site if kitchen available)

Accountability – hold responsibility. Refund if unsuccessful
Peace of Mind – clients can focus on event, not the catering.
Experts – Know the trends. Have trusted suppliers e.g. butcher.
One invoice – client only has one total invoice to pay.
Connections – recruit the right people from existing pool/network.
 E.g. skilled chefs, silver service waiters, wedding cake designers
Legislative Compliance – work within Food Safety laws/HACCP rules.

Disadvantages

Cost – cost for food, preparation, transport & service.
Stranger Danger – strangers will be at venue
Lack of Variety – depending on type of catering
 Plated dinners – more limited – guests must choose between 2 or 3 options in advance.
 Buffet – increase variety, but more difficult to plan quantities /know which foods guests will prefer

Suppliers

Hospitality business support local business, both for the local economy and the environment. Local sourcing can include local and seasonal ingredients and toiletries for guest rooms and flowers for reception areas.



Build up relationship
 Repeat business
 Know what to expect
 Create jobs
 Support local economy
 Repeat business
 Less food miles

Establishment types

Commercial (aims to make a profit)

Residential

Provides accommodation (somewhere to stay)

Hotels – Guest houses – Holiday parks – Cruise ships – Glamping – Farmhouses – B & B's

Clients

Business groups for longer meetings in a different city – Individuals, groups or families – Holidays & leisure – Guests attending an event i.e. wedding, celebration – Overseas visitors – School trips

Non residential

No accommodation Hospitality & catering only

Restaurants – Cafes – Pubs – Bars – Fast food outlets – Take away – Casinos – Food vans – Tourist attractions (e.g. theme park) – Sport stadiums – Concert/gig venues – Delicatessen – School meals – transport catering – B & B's

Clients

Individuals – Families – Groups – Tourists & visitors – Workers on regular hours – Shift workers

Non commercial (doesn't aim to make a profit)

Residential

- Public sector
 - a) Health and welfare NHS, care homes, emergency services, prisons
 - a) Education Colleges, schools, universities
 - a) Armed forces Army, navy & air force
- Private sector
 - a) Private nursing
 - b) Private care home
- Hostels and shelters

Non residential

- Public sector
 - Schools, nurseries
 - Workforce catering
 - Canteens in shops, factories etc.
 - Voluntary/health & welfare
 - Lunch club charities, soup kitchen, day care centres
- Clients**
 Varies, depending on sector i.e. prisoners, elderly, students, homeless people etc.

Types of accommodation

Hotel Accommodation with bedrooms and en-suites.
 5* first class service, excellent facilities, high standard of cuisine. Valet parking, concierge, room service 24 hours, fitness centre, pool, spa & modern business areas
 4* offer comfort but fewer facilities and less luxurious than a 5*
 3* 3* – often situated near motorways and have fewer facilities
 2* comfortable, do not have restaurants/room service – often next to a restaurant
 1* often motels on motorways and have basic accommodation and few facilities

Suite In a hotel but a much larger accommodation, with one or multiple connected bedrooms and bathrooms, like a fully furnished mini-apartment

Boutique hotel a stylish small hotel, typically one situated in a fashionable urban location. Usually unique and quirky bedrooms.

Motel a roadside hotel designed primarily for motorists, typically having the rooms arranged in low blocks with parking directly outside.

Youth hostel (YHA)

Accommodation is usually in comfortable bunk beds, sharing rooms with others. Bathrooms are shared. Bed linen provided to make up own bed. Either a full meal or self-catering. Most locations have a sitting area, drying room, cycle store.

B&B/Guest house Accommodation for a night & a meal in the morning, provided in guest houses & hotels.

Cabins small wooden shelter/house in a remote area. Usually for larger groups or families, with self catering facilities and sometimes with an outdoor hot tub.

What is rated?

Open all year – Number of rooms (including en suite availability) – Other spaces (bars etc) – Environment & Atmosphere – Reception area – Customer care & service – Access to facilities (i.e. Receptionist all night) – Meal facilities & standards – Health and safety – Standard & Maintenance of facilities (i.e. Lighting) – Extra facilities (i.e. Spa, gym, valet) – TV & Wi-Fi – Suite availability – Cleanliness

Standards, Reviews & Ratings

Reviews can affect businesses – good reviews boost custom, poor reviews can lead to people avoiding the establishment

Michelin - worldwide

Anonymous inspectors visit establishments & have a meal. They write a review & can award 1-3 stars for excellence



AA Rosette Awards: UK

first UK-wide scheme for assessing the quality of food served by restaurants & hotels. Focuses on the TASTE.



Good Food Guide

Members of the public fill in a review which is compiled into a guide. Points are awarded for excellence 1-10.

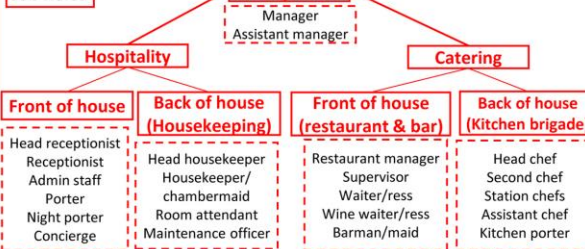
Online Reviews

Anyone can post reviews of an establishment. Large number of reviews so an average score is likely to be reasonably accurate

What is rated?

Type & range of food
 Quality of food & ingredients
 Provenance (where the ingredients come from)
 Consistency (cooking, flavour, appearance quality)
 Level of skill
 Creativity

Job Roles



How to achieve a distinction

Be able to:

Distinguish types of business/establishments
 Evaluate the suitability of different types of food service
 Explain the facilities of a range of accommodation types
 Discuss the advantages and disadvantages of different review and ratings.
 Analyse the job roles within hospitality and catering establishments



Types of service

Table: Waiting staff take food orders & serve customers who are seated at table. Plated in kitchen.
 + Good portion control. All plates are consistent in the presentation. Provides experience for special events.
 -Relies more on skilled kitchen staff than serving staff. Time consuming for the kitchen staff.

Counter Service - Cafeteria

All food displayed on a long counter, customers move along the counter with a tray and choose what they want, then queue up to pay at the end (schools, cafes)
 + Food displayed, dining area clean, high turnover. Low skill of serving staff.
 - Customer queue, food may run out, impulse buy
 Free flow – different counters i.e. cold sandwiches, hot section then pay at a central till
 Multipoint – different counters i.e. cold sandwiches, hot section then pay at different counters i.e. pay for cold sandwich at cold sandwich counter/till

Vending Provide hot & cold snacks and drinks
 Someone needs to maintain and restock regularly +no staff, cheaper, hygienic (packaged)
 - Run out, money lost in, high maintenance

Factors affecting type of service

Cost – Location and type of establishment – Number of customers to serve in a given time- The client – Availability & skills of serving staff
 Type of food/menu on offer – Time expected for the meal

Gueridan: food is cooked or prepared for service from a trolley at the customers table (i.e. a steak, flambéed dessert)
 + Sometime dishes are cooked/assembled in front of the customer.
 -Requires skilled service, is very specialist. Time consuming with high staff & menu costs.

Family

Food is placed on the table and served in bowls or plates with forks or spoons, then customers serve themselves. i.e. Potato in one bowl, vegetables in another.
 + Customers portion food themselves so no portion control or presentation on each plate for staff, sociable method. Quick & easy.
 - Hard to judge portion sizes, waste. Required larger tables

Silver Food is served by the staff using a spoon and fork.
 + It provides a more personal customer experience
 - Service can be slow. Expensive. Costs high (more serving staff required)

Buffet: Food displayed in containers at an open counter or serving station. Customers pick up a plate/bowl and help themselves. (expensive foods sometimes served to the customer i.e. roast meat)
 + Customer controls portion sizes, casual, less staff, fast
 - Hard to predict portions, Temperature control can increase risk of food poisoning, less formal. Can be low cost depending on type of food.

Fast food: Foods/drinks displayed on a menu behind a counter or on a screen/poster. Customers place their order & pay at a sales point. More than one till.
 + Fast, hot, no waiting staff needed, no tables needed. Good for people out and about/rushed/on breaks
 -Expensive to set up, equipment, unhealthy, lack of 'experience'. May need delivery staff

Transport catering – Tray or trolley. Train – prepacked food brought on a trolley. Plane – pre order food which is then stocked and heated for journey. Made in factory + cater for everyone, Less waste
 - No seconds, limited choice

Catering Roles

Head Chef (Maitre chef de Cuisine)

In charge of the whole kitchen

Second chef (Sous chef)

Directly in charge of production

Station chefs (Chefs de partie)

- **Vegetable chef** (l'entremetier)
- **Pastry chef** (le patissier) Prepares pastries and desserts
- **Larder chef** (le garde manger) Responsible for cold foods, including salads and dressings
- **Sauce chef** (le saucier) Prepares sauces, stews & hot hors d'oeuvres

Assistant chef (commis chef) Helps in all areas, basic jobs

Kitchen porter Cleans up after chefs and does the washing up



Hospitality roles

Management – in charge of the business and staff

Receptionist – employed in a hotel to receive guests and deal with their bookings.

Admin staff managing information within an office. This generally includes answering phones, taking memos and maintaining files

Porter/Night porter employed to carry luggage and other loads, especially in a railway station, airport, hotel, or market.

Concierge assist guests by booking tours, making theatre and restaurant reservations, etc.

Housekeeper/chambermaid/room attendant does or directs the domestic work and planning, such as cleaning, bedding, refilling.

Maintenance officer repairs of maintenance of buildings and equipment

Review looking at/examining the quality of something. Usually to make a decision about or change something
Rating – a classification/ranking of something based on a comparative assessment of the quality or standard.

Client – a person/business/organisation using hospitality and catering services

Accommodation – a room, group of rooms, or building in which someone may live or stay

Hospitality – the business of entertaining clients, conference delegates, or other official visitors.

Catering – provide people with food and drink at a social event or other gathering.

Commercial – making or intended to make a profit.

Non commercial – not intended to make a profit. i.e. a hospital.

Residential – providing accommodation in addition to other services

Contract caterer – a catering company that is hired by a business/organisation to provide catering services i.e. for an event

Supplier – a company, or organization that sells or supplies something such as goods or equipment to customers

Housekeeping – the work or activity of cleaning and preparing rooms for customers

Kitchen brigade – a system of staffing hierarchy found in restaurants and hotels, commonly referred to as "kitchen staff"

Service – efforts made to achieve pleasant customer experience for guests and exceed expectations through quality service

Key Terms

HOSPITALITY AND CATERING

WHAT IS RHYTHM?

A combination of long and short notes. Rhythms can be played on drums or on pitched instruments to make a melody or tune.

WHAT IS PERCUSSION?

Percussion is when the instruments are struck with either with your hand or with a beater. There are lots of Percussion groups.



Steve Reich - Clapping Song

A rhythm Composition that was created for two people to clap on stage. The rhythms are exactly the same but 1 performer leaves a long space in between every so many times he claps so the patterns end up out of sync with each other...



<https://www.youtube.com/watch?v=IzkOFJMI5i8>

Key words:

Time Signature: Tells us how many beats to count in our head.

Beat/Pulse: a count in our head.

Layering: Putting rhythms on top of each other.

Rhythm Grid: Making a grid that you put beats in to perform.

Rhythm Notation: writing music using a variety of short and long notes.

Semibreve: a 4 beat note value.

Minim: a 2 beat note value

Crotchet: a 1 beat note value

Quaver: a $\frac{1}{2}$ a beat note value

In time: Performing together with the same beat in your head.

Polyrhythms: Name for lots of rhythms on top of each other.

Back to Basics - Rhythm

Time Signature - Tells you what beat to count in your head:



In time - all parts are working together and play with the beat.

Reading a rhythm grid - a grid with patterns that we can play:

Bar

Bar Line

Count: 1 2 3 4 1 2 and 3 4 1 and 2 3 4

Try clapping the rhythm above...

Semibreve
(4 beats)



Minim
(2 beats)



Crotchet



Quaver
(1 beat)



Tea



1 Beat

Coffee



$\frac{1}{2}$ beat each

Coca cola



$\frac{1}{4}$ beat each

Lemonade



$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

Pineapple



$\frac{1}{2} + \frac{1}{4} + \frac{1}{4}$




list



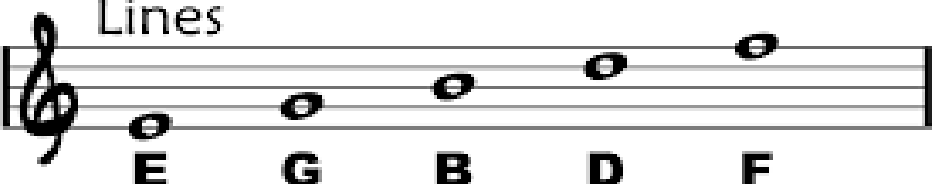
Research each of these groups / performances.. what instruments can you hear? Are they all traditional instruments? If not, what are they? what is the style of the performance?

Reading Music NOTATION is really important and let you play many pieces of music.

Spaces



Lines



Every Good Boy Deserves Football
FACE in the Space



The TREBLE CLEF is a high pitched Clef and tells you what instruments play the music. The following instruments use this clef; Violin, Piano (right hand), Trumpet, Flute and Saxophone.



The BASS CLEF is a low pitched clef and tells you what instruments play the music. The following instruments use this clef; Cello, Trombone, Piano (left hand), bass guitar and Double bass.

PITCH

Texture of Music

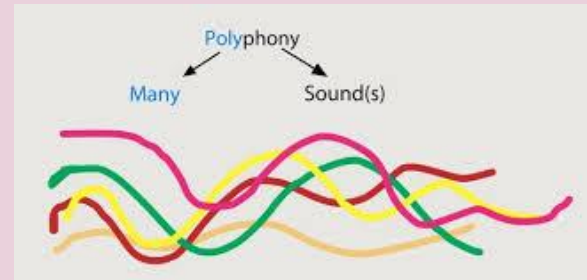
Music can either be THICK or THIN in texture this means either lots of instruments playing different things at the same time.

Monophonic.



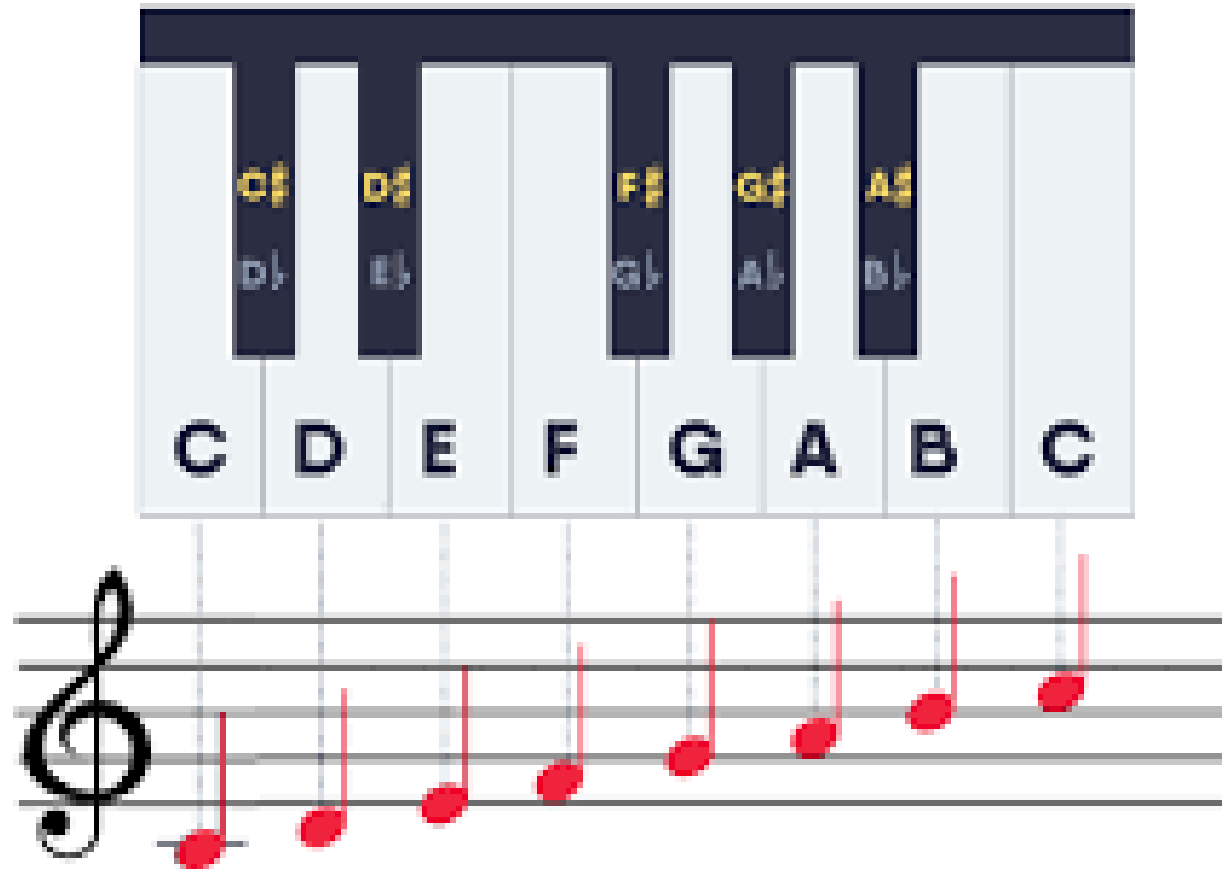
A single line of melody with lots of people singing the same thing.

Polyphonic Music began to develop during the high medieval era period and was much more complicated.



Lots more voices singing different parts that all link and work together.

MUSICAL NOTES



Performing:

We will be playing our music on the Keyboard, using music notation as above. The musical alphabet only goes A B C D E F G, so 7 notes to learn.

Key Terminology:

Music Notation - How music is written. This was very different in the medieval ages.

Score - The music is all written one page and includes all the parts.

Stave - The 5 lines the music is written on.

Treble clef - This is at the beginning of the stave and tells you what type of instrument you need to play.

Ostinato - a repeating pattern of a short music idea or rhythm.

Drone - two notes played together at the same time.

Melody - a tune played by an instrument.



GCSE PHOTOGRAPHY YEAR

IF YOU NEED HELP WITH YOUR WORK CONTACT MRS TURNER- TURNER@PLYMPTON.ACADEMY



COURSEWORK
UNIT 2

STRUCTURE
ALWAYS LINK YOUR WORK TO THE PROJECT TITLE STRUCTURE

1	Mode dial	2	Release-mode selector	3	Information button
4	Exposure compensation button/Aperture button/Flash compensation button	5	Shutter-release button	6	Power switch
7	AF-assist illuminator/ Self-timer lamp/ Red-eye reduction lamp	8	Accessory shoe (for optional flash units)	9	Flash mode button/ Flash compensation button
10	Microphone	11	Function button	12	Lens release button
13	Playback button	14	Menu button	15	Thumbnail button/Playback zoom out button/Help button
16	Playback zoom in button	17	Information edit button	18	Viewfinder eyepiece
19	Diopter adjustment control	20	AE-L/AF-L button/Protect button	21	Command dial
22	Live View switch	23	Movie-record button	24	Multi selector
25	OK button	26	Delete button	27	Speaker
28	Monitor				



THINK ABOUT HOW YOU WOULD LIKE TO REPRESENT STRUCTURE IN A FINAL OUTCOME-START SAVING IDEAS!



DON'T FORGET TO USE THE 10 RULES OF COMPOSITION

HOMEWORK/ DEVELOPMENT TASKS:

- *COMPLETE AN ADDITIONAL STRUCTURE SHOOT LINKED TO A NEW PHOTOGRAPHER INCLUDE CONTACT SHEETS AND YOUR 4 BEST IMAGES IN YOUR SKETCHBOOK.
- *PICK AN IMAGE FROM ONE OF THE NAMED PHOTOGRAPHERS AND PRACTICE YOUR ANNOTATION.
- *CREATE REVISION CARDS FOR THE PARTS OF THE CAMERA.
- *TAKE YOUR PHOTOGRAPHY BOOK HOME AND COMPLETE UNFINISHED TASKS.
- *FIND A NEW STRUCTURE PHOTOGRAPHER AND CREATE A COLLAGE OF THEIR IMAGES.
- *MINDMAP IDEAS AND KEYWORDS FOR THE IMAGES ON THE KNOWLEDGE ORGANISER.

ANTONIO MORA



SARAH ILLENBERGER



YOU WILL NEED TO SELECT YOUR OWN PHOTOGRAPHER TO LINK TO YOUR FINAL PIECE, ASK MRS TUTNER FOR HELP IF YOU GET STUCK

DAVID BENOLIEL



USEFUL WEBSITES:

- WWW.DAZEDDIGITAL.COM
- WWW.TRENDLAND.COM
- WWW.STUDENTARTGUIDE.COM
- WWW.THISISCOLOSSAL.COM
- WWW.ART2DAY.CO.UK



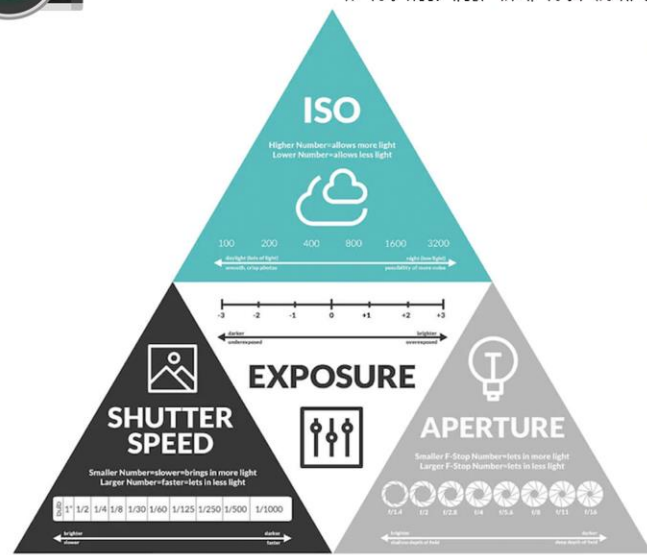
GCSE PHOTOGRAPHY YEAR 2



ASSESSED WORK
PERSONAL OUTCOME

IF YOU NEED HELP WITH YOUR WORK CONTACT MRS TURNER- TURNER@PLYMPTON.ACADEMY

KNOWLEDGE ORGANISER- YEAR 11



DON'T FORGET TO USE
THE 10 RULES OF
COMPOSITION

SKETCHBOOK PRIORITIES:

- PRESENTATION**- CLEAR EASY TO READ
- SHOOTS**- 30 OF YOUR OWN IMAGES, THE BEST 4 PRESENTED AND WRITTEN UP
- CONTACT SHEETS**- STUCK IN AND ANNOTATED
- PHOTOGRAPHER STUDIES**- ANNOTATED, PERSONAL LINKED TO METAMORPHOSIS
- SHOOT PLANS**- DETAILED AND WRITTEN IN FULL SENTENCES
- IDEAS PAGES**- CLEAR LINK TO PHOTOGRAPHERS AND PERSONALISED IDEAS
- IMAGES**- CUT WITH TRIMMER STRAIGHT EDGES, NEATLY GLUED IN
- ANNOTATION**-USE THE ANNOTATION WINDOW AND SENTENCE STARTERS TO HELP



CREATIVE
EXPERIMENTAL
SKILL DEVELOPMENT



LINKING TO SOURCES OF INSPIRATION
DEVELOPING TECHNIQUES
PRESENTING PERSONALISED IDEAS AND OUTCOMES
REVIEWING
REFINING
EXPLORING



USEFUL WEBSITES:

- WWW.DAZEDDIGITAL.COM
- WWW.TRENDLAND.COM
- WWW.STUDENTARTGUIDE.COM
- WWW.THISISCOLOSSAL.COM
- WWW.ART2DAY.CO.UK

¿Dónde te gusta ir de vacaciones? *(Where do you like going on holiday?)*

1

1

<u>OPINION</u>	<u>INFINITIVE</u>	<u>COUNTRY</u>	<u>NOUN - ¿CÓMO?</u>	<u>NOUN - ¿QUIÉN?</u>	<u>CONNECTIVE</u>	<u>REASON</u>
Suelo <i>(I usually)</i>	ir a <i>(going to)</i>	Alemania <i>(Germany)</i>	en autocar <i>(by coach)</i>	con mi familia <i>(with my family)</i>	porque <i>(because)</i>	hace sol. <i>(it's sunny)</i> hace calor. <i>(it's hot)</i> nieva. <i>(it snows)</i>
Prefiero <i>(I prefer)</i>		Escocia <i>(Scotland)</i>	en avión <i>(by plane)</i>	con mis abuelos <i>(with my grandparents)</i>	ya que <i>(since)</i>	es más fácil. <i>(it's easier)</i> es rápido. <i>(it's quick)</i>
Lo mejor es <i>(The best thing is)</i>		España <i>(Spain)</i>	en barco <i>(by boat)</i>	con mis padres <i>(with my parents)</i>	dado que <i>(given that)</i>	hay mucho que hacer. <i>(there's a lot to do)</i>
Me chifla <i>(I'm crazy about)</i>		Francia <i>(France)</i>	en coche <i>(by car)</i>	con mi hermano <i>(with my brother)</i>		la comida es buenísima. <i>(the food is really good)</i>
Me encanta <i>(I love)</i>		Gales <i>(Wales)</i>		con mi madrastra <i>(with my stepmum)</i>		
Me gusta bastante <i>(I quite like)</i>		Irlanda <i>(Ireland)</i>		con mi padrastro <i>(with my stepdad)</i>		
Lo que más me gusta es <i>(What I like the most is)</i>	quedarme en <i>(staying in)</i>	Los Estados Unidos <i>(USA)</i>		con la familia de mi amigo/a <i>(with my friend's family)</i>	pero <i>(but)</i> aunque <i>(although)</i> sin embargo <i>(however)</i>	hace frío. <i>(it's cold)</i> llueve. <i>(it rains)</i> hay tormentas. <i>(it's stormy)</i> puede ser caro. <i>(it can be expensive)</i> es lento. <i>(it's slow)</i> no hay mucho que hacer. <i>(there isn't a lot to do)</i>
		Suiza <i>(Switzerland)</i>				
		El Reino Unido <i>(the UK)</i> Inglaterra <i>(England)</i>				

SPANISH

¿Adónde fuiste de vacaciones el año pasado? *(Where did you go on holiday last year?)*

<u>TIME PHRASE</u>	<u>VERB</u>	<u>COUNTRY</u>	<u>NOUN - ¿CÓMO?</u>	<u>NOUN - ¿QUIÉN?</u>	<u>PREPOSITION</u>	<u>NOUN - ¿CUÁNTO TIEMPO?</u>
El año pasado <i>(Last year)</i>	fui a <i>(I went to)</i>	Alemania <i>(Germany)</i>	en autocar <i>(by coach)</i>	con mi familia <i>(with my family)</i>	por <i>(for)</i>	un fin de semana. <i>(a weekend)</i>
El agosto pasado <i>(Last August)</i>		Escocia <i>(Scotland)</i>	en avión <i>(by plane)</i>	con mis abuelos <i>(with my grandparents)</i>		tres días. <i>(three days)</i>
El julio pasado <i>(Last July)</i>		España <i>(Spain)</i>	en barco <i>(by boat)</i>	con mis padres <i>(with my parents)</i>		cinco días. <i>(five days)</i>
La primavera pasada <i>(Last spring)</i>		Francia <i>(France)</i>		con mi hermano <i>(with my brother)</i>		una semana. <i>(a week)</i>
El verano pasado <i>(Last summer)</i>		Gales <i>(Wales)</i>	en coche <i>(by car)</i>	con mi madrastra <i>(with my stepmum)</i>		dos semanas. <i>(two weeks)</i>
El otoño pasado <i>(Last autumn)</i>		Irlanda <i>(Ireland)</i>	en tren <i>(by train)</i>	con mi padrastro <i>(with my stepdad)</i>		un mes. <i>(a month)</i>
El invierno pasado <i>(Last winter)</i>		Los Estados Unidos <i>(USA)</i>		con la familia de mi amigo/a <i>(with my friend's family)</i>		
	me quedé en <i>(I stayed in)</i>	Suiza <i>(Switzerland)</i>				
		El Reino Unido <i>(the UK)</i>				
		Inglaterra <i>(England)</i>				

¿Dónde te alojaste? (Where did you stay?)

VERB	NOUN	VERB	NOUN	NOUN - ¿QUIÉN?	NOUN	VERB	NOUN	CONN' VE	NOUN
Me alojé en (I stayed in)	un hotel (a hotel)	y tenía (and had)	una habitación doble (a double room)	solamente para mí. (all to myself)	El hotel (The hotel)	tenía (had)	un restaurante (a restaurant)	y (and)	un restaurante. (a restaurant)
	un albergue (a hostel)						un bar (a bar)		un bar. (a bar)
	un piso de alquiler (a rented flat)	y compartí (and shared)	una habitación individual (a single room)	con mi hermana mayor. (with my older sister)	El albergue (The hostel)		un gimnasio (a gym)		un gimnasio. (a gym)
	una pensión (a B&B)						una piscina (a pool)		una piscina. (a pool)
	un camping (a campsite)	y dormí (and slept)	en una caravana (in a caravan)	con mi hermano menor. (with my younger brother)	El piso de alquiler (The rented flat)	era (was)	ADJECTIVE agradable (pleasant) genial (great) guay (cool) horroroso (dreadful) lujoso (luxurious)	pero no (but not)	una tienda de regalos. (a gift shop)
									en una tienda (in a tent)
			en una tienda (in a tent)	con mi hermano menor. (with my younger brother)	La pensión (The B&B)				
				con mi madre. (with my mum)	El camping (The campsite)				
				con mi padre. (with my dad)					

¿Qué hiciste allí? (What did you do there?)

VERB	NOUN	ADJECTIVE	CONNECTIVE	ACTIVITY	OPINION	DETAIL
Fui a (I went to)	una catedral (a cathedral) una iglesia (a church) una piscina (a pool) una playa (a beach)	acogedor(a) (cosy) animado/a (lively) asombroso/a (amazing)	donde (where) y (and)	comí comida típica. (I ate traditional food) compré recuerdos. (I bought souvenirs)	Lo pasé genial (I had a great time)	por el buen tiempo. (due to the good weather)
Vi (I saw)	una plaza (a town square) una plaza de toros (a bullring)	bonito/a (pretty) concurrido/a (busy)	también (also)	fui de compras. (I went shopping) hice esquí [acuático]. (I did [water] skiing)	Lo pasé bien (I had a good time)	por el mal tiempo. (due to the bad weather)
Visité (I visited)	una piscina (a pool) un centro comercial (a mall)	enorme (enormous) famoso/a (famous)	además (Furthermore)	jugué al fútbol. (I played football)	Lo pasé mal (I had a bad time)	y quiero volver el año que viene. (and I want to go back next year)
Fuimos a (We went to)	un cine (a cinema) un lago (a lake) un mercado (a market)	grande (big) impresionante (impressive)	aunque no (Although [I] didn't)	me relajé bajo una sombrilla. (I relaxed under a parasol)	Lo pasé fatal (I had an awful time)	y hemos decidido volver. (and we've decided to go back)
Vimos (We saw)	un monumento (a monument) un museo (a museum) un puente (a bridge)	increíble (incredible) local (local)	desafortunadamente no (Unfortunately [I] didn't)	nadé en el agua fresca. (I swam in the cold water)	Lo odié (I hated it)	y volvería ahora si pudiera. (and I'd go back if I could)
Visitamos (We visited)	un río (a river) la sierra (the mountains) el paisaje (the countryside)	lujoso/a (luxurious) típico/a (traditional) tranquilo/a (peaceful)	sin embargo no (However [I] didn't)	probé platos típicos. (I tried traditional dishes) saqué muchas fotos. (I took lots of photos) tomé el sol todo el día. (I sunbathed all day)	Me encantó (I loved it) Me gustó (I liked it)	y no volveré nunca jamás. (and I will never go back again)



¿Dónde vas a ir el año que viene? (Where are you going to go next year?)									5
TIME PHRASE	VERB	NOUN	NOUN - ¿QUIÉN?	VERB	ACTIVITY	CON N'VE	VERB	ADJECTIVE	
El año que viene (Next year)	voy a ir a (I'm going to go to)	Alemania (Germany)	con mi familia. (with my family)	Vamos a (We're going to)	alquilar un coche (hire a car)	y (and)	va a ser (it's going to be)	animado. (lively)	
El año próximo (Next year)	quisiera ir a (I would like to go to)	España (Spain)	con mis padres. (with my parents)		comer comida típica (eat traditional food)			asombroso. (amazing)	
El agosto próximo (Next August)	quiero ir a (I want to go to)	Francia (France)	con mi mejor amigo/a. (with my best friend)		comprar recuerdos (buy souvenirs)			bonito. (pretty)	
En julio (In July)	espero ir a (I hope to go to)	Gales (Wales)	con mi novio. (with my boyfriend)	Nos gustaría (We would like to)	conocer a gente nueva (meet new people)		será (it'll be)	concurrido. (busy)	
El verano próximo (Next summer)	iré a (I will go to)	Italia (Italy)			hacer deportes acuáticos (do water sports)			divertidísimo. (really fun)	
El invierno próximo (Next winter)		Londres (London)			nadar en el mar (swim in the sea)			genial. (great)	
		Nueva York (New York)	con mi novia. (with my girlfriend)	Esperamos (We hope to)	probar platos típicos (try traditional dishes)			guay. (cool)	
		Sevilla (Seville)	con todos mis amigos. (with all my friends)		sacar muchas fotos (take lots of photos)			increíble. (incredible)	
					tomar el sol (sunbathe)			inolvidable. (unforgettable)	
					visitar lugares de interés (visit places of interest)			relajante. (relaxing)	
								tranquilo. (peaceful)	

¿Dónde te gustaría ir de vacaciones?

(Where would you like to go on holiday?)

<u>VERB</u>	<u>NOUN</u>	<u>CONNECTIVE</u>	<u>VERB</u>	<u>NOUN</u>	<u>NOUN - ¿QUIÉN?</u>	<u>ACTIVITY</u>
Me gustaría ir a <i>(I would like to go to)</i>	El Caribe <i>(The Caribbean)</i>	y (and)	me alojaría en <i>(I would stay in)</i>	un hotel de cinco estrellas <i>(a 5* hotel)</i>	con mis padres. <i>(with my parents)</i>	Comeríamos comida típica. <i>(We'd eat traditional food)</i>
	Cuba <i>(Cuba)</i>			un apartamento privado <i>(a private apartment)</i>	con mi mejor amigo/a. <i>(with my best friend)</i>	Comprariamos muchos recuerdos. <i>(We'd buy lots of souvenirs)</i>
Sería mi sueño ir a <i>(It would be my dream to go to)</i>	España <i>(Spain)</i>			un ático de lujo <i>(a luxury penthouse)</i>		Haríamos esquí [acuático]. <i>(We'd go [water] skiing)</i>
Si pudiera, iría a <i>(If I could, I would go to)</i>	Los Estados Unidos <i>(the USA)</i>			una mansión enorme <i>(an enormous mansion)</i>	con todos mis amigos. <i>(with all my friends)</i>	Jugaríamos al fútbol en el jardín. <i>(We'd play football in the garden)</i>
	Islandia <i>(Iceland)</i>			un parador* único <i>(a unique luxury hotel)</i>	con mi novio. <i>(with my boyfriend)</i>	Nadaríamos en el agua caliente. <i>(We'd swim in the warm water)</i>
Si fuera rico/a, iría a <i>(If I were rich, I would go to)</i>	Italia <i>(Italy)</i>			<i>*we have no translation for these state-run hotels</i>		Probaríamos todos los platos típicos. <i>(We'd try all the traditional dishes)</i>
	Japón <i>(Japan)</i>				con mi novia. <i>(with my girlfriend)</i>	Tomaríamos el sol todo el día. <i>(We'd sunbathe all day)</i>
Si tuviera el dinero, iría a <i>(If I had the money, I would go to)</i>	Las Maldivas <i>(the Maldives)</i>					
	Nueva Zelanda <i>(New Zealand)</i>					

PHYSICAL EDUCATION - THE BENEFITS OF PE

Knowing & Understanding the benefits of PE

In PE at Plympton Academy, you are assessed in three key areas: Skills, Knowledge and Character.

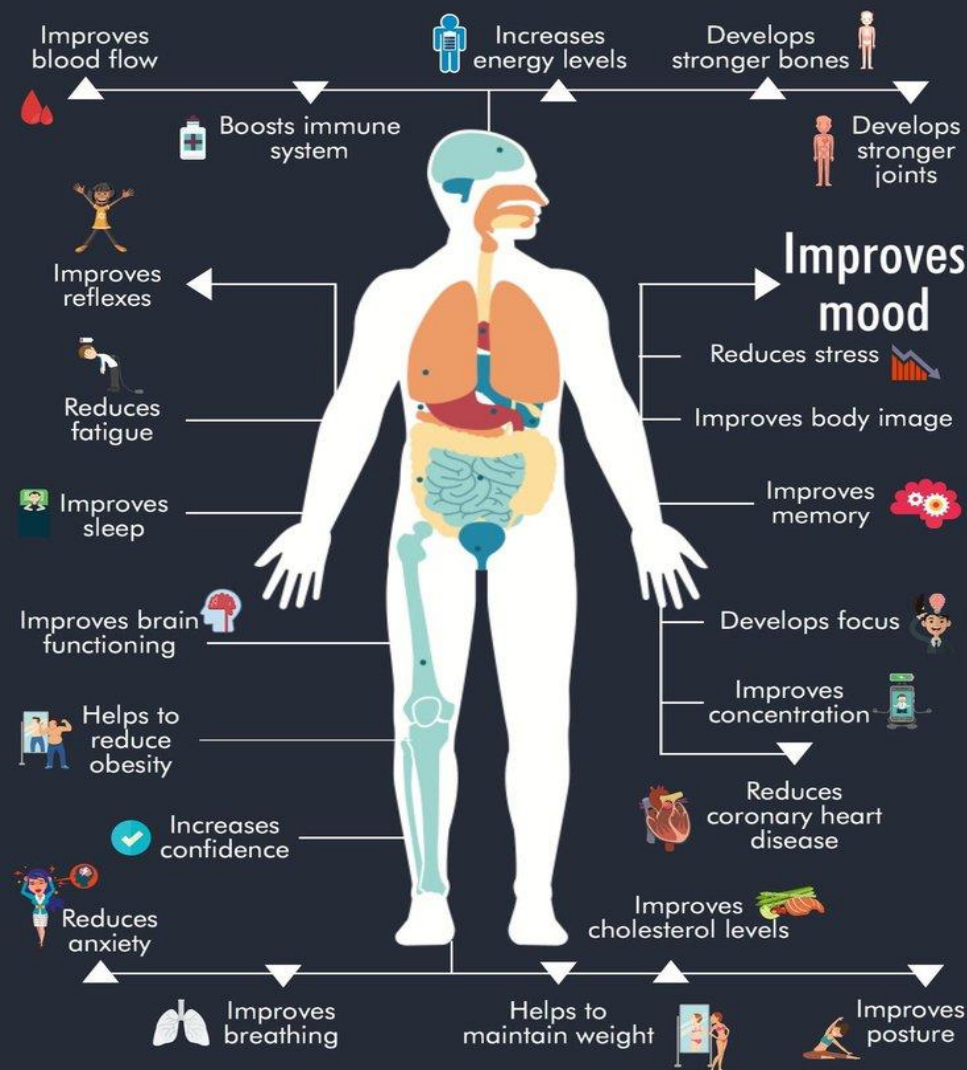
Skills	Knowledge	Character
<ul style="list-style-type: none">- Physical skills/ techniques- E.g. - Run, throw, jump, catch, kick,	<ul style="list-style-type: none">- Understanding how to perform the skills.- Decision making skills- Understanding the rules of the sports- Awareness/ understanding of tactics/ strategies	<ul style="list-style-type: none">- Ability to co-operate and communicate with others.- Showing understanding, empathy, respect, sportsmanship and integrity when competing.- Demonstrating determination/ resilience

We also look at setting ourselves personal targets and goals in PE, here are some of the reasons why:

- Targets give us something to work towards and aim for.
- Targets allow us to reflect on our skills and evaluate our performance.
- Targets can help to motivate us to improve.
- Targets can be used to help us to measure our progress.






Why is it important IMPORTANT TO BE ACTIVE EVERY DAY



PHYSICAL EDUCATION - WARM UPS/ COOL DOWNS/ IMMEDIATE EFFECTS OF EXERCISE

A **warm up** should be completed before taking part in exercise/ sport and is important as it physically and mentally prepares a person for exercise. A **cool down** should be completed at the end of the session and helps to return the body to its normal resting state.

The 3 phases of a warm up


1) Pulse raiser	2) Dynamic stretching	3) Skill based activity
<p>This is the first part of a warm up. It involves running/ jogging around an area and can be in the form of a game (e.g. stuck in the mud). A pulse raiser increases the heart rate and blood flow to the working muscles; increases the breathing rate and body temperature.</p> 	<p>This is the second part of the warm up. This involves performing stretches whilst moving. It increases the range of movement at the joints; keeps the heart rate and body temperature elevated; and can help to reduce the risks of injuries.</p> 	<p>This is the third part of the warm up. This involves using some sport specific equipment and performing similar movements which are required in a game. A skill based activity physically and mentally prepares the participants for the demands of the main activity.</p> 

Cool down


A cool down is important as it lowers the body temperature; heart rate; breathing rate and returns the body to its normal resting state. A cool down involves performing static stretches which can help to remove lactic acid; reduce muscle soreness the following day and reduce the risk of injury. Static stretches should be held for 8 - 12 seconds.

WHAT HAPPENS TO MY BODY DURING EXERCISE?


MY HEART BEATS **FASTER**




I BEGIN **TO SWEAT**




I GET **THIRSTY**




MY BODY **TEMP INCREASES**




My brain produces **endorphins**




I **BREATHE HARDER**




BLOOD FLOW INCREASES




To my Brain




To my Muscles



INCREASE IN **PRESSURE TO MY BONES**



I get a **tired feeling**



It gets **difficult to talk**



Components of Physical Fitness

Flexibility

The range of movement possible at a joint



Aerobic Endurance

Ability of heart and lungs to supply oxygen to the working muscles



Body Composition

The percentage of body weight that is muscle, fat or bone



Muscular Endurance

The ability of a muscle or muscle group to undergo repeated contractions avoiding fatigue



Muscular Strength

The ability to overcome a resistance



Speed

The rate at which an athlete can perform a movement or cover a distance



A1 Components of Fitness

Components of Skill-Related Fitness

Coordination

The ability to use two or more body parts together at the same time

Power

The ability to undertake strength performances quickly
Power = Strength x Speed



Agility

The ability to move and change direction quickly whilst maintaining control



Reaction Time

The time taken to initiate a response to a stimulus



Balance

Maintenance of the centre of mass over the base of support



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The **FITT** Principle is used to identify the basic principles of training

- Frequency** → How often training takes place
- Intensity** → How 'hard' training is
- Time** → How long training lasts
- Type** → What type of training is used



Additional Principles of Training

- 1. Progressive Overload → 4. Adaptation
- 2. Specificity → 5. Reversibility
- 3. Individual Differences → 6. Variation
- 7. Rest & Recovery

Reversibility

→ This means gradually losing fitness and occurs to anybody who stops training

Reasons for Reversibility:

- Injury
- Demotivation
- Off-Season
- Illness
- Fatigue

A2 Principles of Training



Adaptation

→ This is about how your body changes due to increased training loads.



Specificity

- This means matching training to the requirements of an activity
- Different sports and different positions require athletes to use different training methods in order to reach their potential



Individual Differences

→ The needs of an individual could alter due to their fitness level, weight, gender or previous injuries



Variation

- You can avoid boredom and maintain motivation to train by altering the types of training.



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- **Rest & Recovery**
This is very important during an exercise programme and without adequate rest, injury or burnout become likely

Training Thresholds are based on **Heart Rate** and are set to make sure that people train at an effective but safe level.

Aerobic Training Threshold → 65-85% of Max HR

Anaerobic Training Threshold → 85-95% of Max HR

Maximum Heart Rate = $220 - \text{Age}$



Aerobic Training Example

Max HR: $220 - 25 = 195$ Beats per Min.

Aerobic training zone = 65-85% of Max HR

65% of 195 = 127

85% of 195 = 167

Working out the aerobic training threshold of a 25 year old runner

Therefore Aerobic Training Threshold = 127-167 Beats per Min

Weight Training - Calculating Repetition Maximums

- 1 Rep Max. (RM) = the heaviest amount you can lift in one repetition.
- 15 Rep Max. (RM) = the heaviest amount you can lift and repeat 15 times.

1 RM is for strength
15 RM is for muscular endurance

A3 Determining Exercise Intensity



The Borg Rating of Perceived Exertion Scale

Perceived exertion is how hard you feel like your body is working.

Rating of Perceived Exertion Borg RPE Scale	
9	Very, very light
10	Very light
11	Light
12	Somewhat hard
13	Hard
14	Very hard
15	Very, very hard
16	Maximum exertion

RPE can be used to estimate heart rate (HR), using the equations:
 $RPE \times 10 = HR$

Manually taking pulse rate



Smart Watches

Measuring Exercise Intensity

Heart Rate Monitors

Apps



- Agility:**
- Illinois agility run test
 - T Test.



- Balance:**
- Stork stand test
 - Y balance test.



- Coordination:**
- Alternate-Hand Wall-Toss test
 - Stick flip coordination test.



- Power:**
- Vertical jump test
 - Standing long/broad jump
 - Margaria-Kalamen power test.

- Reaction time:**
- Ruler drop test
 - Online reaction time test (reaction test timer).



Recording Data within a Results Table

Look for improvements over time



	Test1	Test2	Test 3
30m Sprint Test	5.6 secs	5.6 secs	5.4 secs
Sit & Reach Test	10cm	12cm	13cm
12 Minute Cooper Run	2100m	2300 m	2700 m

Compare against team-mates or other performers



Stay Motivated



B4 Interpretation of Fitness Test Results

Normative Data Table - (Example table looking at 1 Minute Sit-Up test)

	Male	Female
Excellent	49-59	42-54
Good	43-48	37-41
Above average	39-42	32-36
Average	35-38	28-31
Below average	31-34	24-27
Poor	25-30	18-23
Very Poor	11-24	3-17

Compare results to standard results

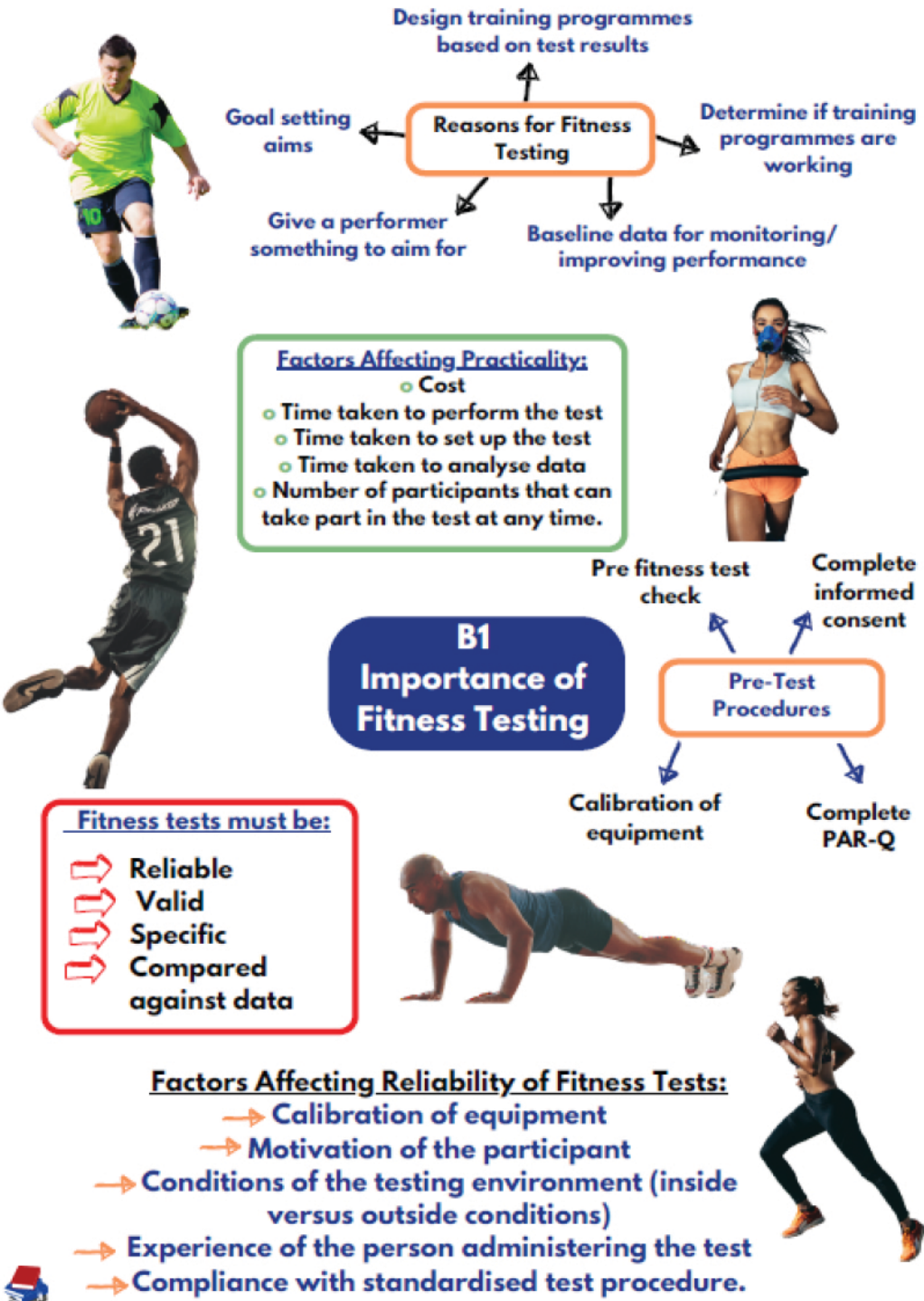


Compare results to elite performers

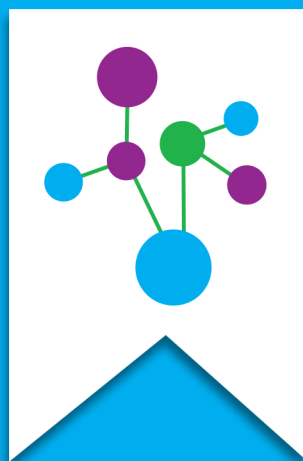


Help to create future training programmes

Evaluate strengths and weaknesses



PLYMPTON ACADEMY



TERM ONE & TWO

HANDBOOK

YEAR 11