



Inclusion is at the **heart** of our trust

Long Term / Curriculum Plan

School:

Crosshill School

Subject:

KS5 Explore –
Duke of Edinburgh / Achieve programme

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kelly Smith – Post 16 Lead Ian Roberts – PE and Outdoor Education Lead
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>The King's Trust Achieve programme is a flexible personal development programme. It is designed to support and empower students aged 11-19 (and up to 25 with SEN statement or EHCP) who may need additional assistance to succeed in education. The Achieve programme helps learners to develop skills and experience for life, whilst building their confidence to realise their potential.</p> <p>The Duke of Edinburgh Bronze Award provides learners with an opportunity to have fun with friends, discover new interests and talents and a tool to develop essential skills for life and work. It is a recognised mark of achievement, respected by employers. There are four sections to complete at Bronze level. They involve helping the community/environment, becoming fitter and healthier, developing new skills and planning, training for and completing an expedition.</p>

Curriculum support and linked documents	Duke of Edinburgh Bronze Award Kings Trust: Achieve Program		
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Number of allocated hours – 4 x 45 minutes sessions per week

		Year 13 – Duke of Edinburgh Tuesdays afternoon – 2x periods		Yr 13 – D of E Volunteering Thursday afternoon – 2 x periods
Autumn Term	Year 12 – Kings Trust – Achieve program	Topic: Digital Skills		Topic: Physical (Options) – Going to the gym/ yoga (3 months)
	Knowledge:	<ul style="list-style-type: none"> Identify what digital skills are needed for different workplaces Understand the importance of digital skills for the workplace Know how to develop digital skills Identify different types of content that can be created digitally Be able to plan, produce and present a media project 	Knowledge: Option 1 Using a fitness gym <ul style="list-style-type: none"> Be able to identify safety precautions that apply when going to a gym Be able to select different exercise activities in the gym to use, how to use them and why they are beneficial Review their performance at the gym 	Knowledge: Option 2 <ul style="list-style-type: none"> Be able to sit or lie in stillness during a period of relaxation Be involved in a Yoga based warm up Engage with poses needed to perform a 'Sun Salutation'
	Skills:	<ul style="list-style-type: none"> Explore digital skills needed in everyday jobs, such as a retail and catering/ hospitality Identify the benefits of basic digit skills and challenges they may encounter if digit skills are limited Develop basic digital skills including – using a document tool, saving and printing documents, sending and receiving emails, using the internet for research and purchasing Apply skills and contribute to a media project 	Skills: <ul style="list-style-type: none"> State three safety precautions that apply when going to a gym Choose three different exercise activities to take part in Demonstrate how to use three exercise activities safely Identify why each exercise activity is beneficial for their body, e.g. bicep curls help build strength in my biceps 	Skills: <ul style="list-style-type: none"> Show that they can relax by: <ul style="list-style-type: none"> Laying/sitting still for 5 minutes Put hands on chest to feel breathing Change position as directed Take part in a yoga warm up including: <ul style="list-style-type: none"> Rubbing and shaking of different body parts
<p align="center">Theme: Helping my local community (6 months)</p> <p align="center">Carousel of volunteering opportunities – 6-8 pupils per visit (TBC)</p> <ol style="list-style-type: none"> Litter picking in the Audley area Cleaning and general maintenance at the Audley Centre Visiting a local care home 				

		<ul style="list-style-type: none"> Name at least one thing that went well during their gym session Name at least one thing they want to improve next time at the gym 	<ul style="list-style-type: none"> Simple static stretches Dynamic 'Yoga' stretches Demonstrate at least four of the following poses: Mountain pose, Forward fold, Lunge Plank, Cobra, Downward Dog, Tree pose 	
Spring Term	Topic: Community project	Topic: Skill – First Aid (3 months)		
	Knowledge: <ul style="list-style-type: none"> Understand the needs of their wider community and how they can be met Be able to plan and take part in a community project Be able to review the community project 	Knowledge: <ul style="list-style-type: none"> Understand what first aid is and why it is important Explain some situations where someone might need to give someone first aid Understand the purpose of items in a first aid kit 		
	Skills: <ul style="list-style-type: none"> Identify a group within the community who need support Give an example of a project that could help the wider community Select a community project to undertake Identify the tasks and resources needed to carry out the project Take part in the community project Identify what went well with the community project. Identify an improvement that could have been made to the community project 	Skills: <ul style="list-style-type: none"> To sequence/ create and apply instructions for <ul style="list-style-type: none"> Bleeding Broken Bones Burns Choking Head Injuries Unresponsive and breathing Unresponsive and not breathing 		
Summer	Topic: Wellbeing	Topic: Expedition		
	Knowledge:	Knowledge:		

<ul style="list-style-type: none"> • Understand how physical activity can support emotional and physical wellness • Be able to plan and participate in a physical activity • Review participation in physical activity • Understand how a balanced diet contributes to a healthy lifestyle • Understand how culture and social media can impact on healthy eating • Be able to plan and make a healthy meal • Be able to review own healthy eating practices 	<ul style="list-style-type: none"> • Develop understanding of navigation and map reading • To have a basic understanding of cooking and campcraft and the skills to cook and camp effectively • To have a basic understanding of personal and group kit and the skills to choose, pack and carry kit effectively • To have an understanding of how weather affects expedition plans. • Know what items of clothing and equipment are needed to take part in canoeing. • Be able to manoeuvre a canoe on flat water. 	
<p>Skills:</p> <ul style="list-style-type: none"> • State how physical activity can contribute to a healthy lifestyle and how a lack of physical activity can affect the human body • Identify resources and facilities which can support physical activity and identify risks that may occur when participating in physical activities • Provide evidence of own participation in a physical activity • Identified what was enjoyable about the physical activity • Give an example of how you could make own life more physically active • Identify the benefit of eating a balanced diet and identify foods that should be avoided • Identify factors that may impact on dietary choices and give examples of how social media can impact these • Select a nutritious meal, state ingredients required to make the meal and prepare chosen meal 	<p>Skills:</p> <ul style="list-style-type: none"> • Identifies what a map is for and when it might be used/ useful • Identifies some useful information from a map • Describes position using terms right and left correctly • Identifies places which are north, south, east and west of them on a map • Identify appropriate clothing needed for canoeing • Identify specialised equipment needed for canoeing eg buoyancy aid, paddle • Enter and exit a canoe safely • Perform essential canoe paddle strokes to travel and manoeuvre the canoe safely 	

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| <ul style="list-style-type: none">• Give an example of how you could make your own diet more healthy | | |
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