



Inclusion is at the heart of our trust

## Long Term/Curriculum Plan

School:

Crosshill School

Subject:

KS5 Discover - Employability

# 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.

<b>Curriculum Leadership</b>	Kelly Smith – Post 16 Lead
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. 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"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <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>
<b>Subject Intent</b>	<p>This subject supports our learners in preparing for adulthood by exploring the world of work through practical, supported experiences. Learners develop key knowledge and skills across job sectors such as retail, catering, leisure, horticulture, and community services.</p> <p>They practise real-life tasks, build confidence, follow health and safety routines, and learn how to work with others. Activities include role play, community visits, and teamwork, helping learners understand what work involves and reflect on their own interests and abilities. The programme supports independence, communication, and decision-making, linking directly to the Preparation for Adulthood outcomes.</p>

<p><b>Curriculum support and linked documents</b></p>	<ul style="list-style-type: none"> <li>• Preparation for Adulthood (PfA)</li> <li>• National Curriculum EYFS/ KS1 – World around me/ PSHE</li> <li>• ASDAN Towards Independence</li> </ul>	<p><b>ASDAN Towards Independence</b> – to be completed over two years</p>	<p><b>Work awareness</b></p> <ul style="list-style-type: none"> <li>• World of work</li> <li>• Workplaces</li> <li>• Health and safety</li> <li>• Work related activities</li> <li>• Personal plan</li> </ul>
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Number of allocated hours – 1 x 45 minute session each week		
	Year 12 (Cycle A) – Work awareness / Exploring jobs	Year 13 (Cycle B) – Work awareness / Exploring jobs
Autumn A	<b>Topic:</b> Work Awareness - Working world <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand that people have different types of jobs.</li> <li>• Know that jobs can be paid or unpaid (voluntary).</li> <li>• Recognise that people work for different reasons (e.g. money, enjoyment, helping others).</li> <li>• Identify familiar people (e.g. friends, staff) and their job roles.</li> <li>• Know that jobs take place in various settings, such as college or the local community.</li> <li>• Understand that asking questions can help you learn more about someone's job.</li> </ul>	<b>Topic:</b> Work Awareness - Personal plan <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know the difference between a skill and a quality</li> <li>• Understand that different jobs require different skills and qualities</li> <li>• Know that jobs can vary by: <ul style="list-style-type: none"> <li>- Working indoors or outdoors</li> <li>- Involve sitting down or moving around</li> <li>- Involve working alone or in a team</li> </ul> </li> <li>• Recognise what skills and qualities you already have and what you might need to develop.</li> <li>• Understand the purpose of setting goals or making a plan for self-improvement.</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Make a list of jobs done by people you know.</li> <li>• Identify and list jobs observed in college or the local area.</li> <li>• Contribute to a group discussion about types of paid and voluntary work.</li> <li>• Work with a group to suggest reasons why people have jobs.</li> <li>• Think of and write down questions to ask someone about their work.</li> <li>• Observe and describe at least one work-related activity carried out by someone in college or the community.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Show you can explain or demonstrate the difference between a skill and a quality.</li> <li>• Choose one or more jobs you are interested in and share your ideas with others.</li> <li>• Identify and match relevant skills and qualities needed for a job you would like to try.</li> <li>• Make a simple personal development plan to improve one skill or quality (e.g. practise speaking clearly, being on time, helping others).</li> <li>• Communicate your choices and planning steps with support where needed.</li> </ul>
Autu	<b>Topic:</b> World of work: Catering	<b>Topic:</b> World of work: Retail
	<b>Knowledge:</b>	<b>Knowledge:</b>

	<ul style="list-style-type: none"> <li>• Understand catering involves preparing and serving food and drinks, with different roles like chef, waiter, and cleaner.</li> <li>• Know key tools and the importance of hygiene and safety in the kitchen, including hand washing, clean clothing, and avoiding hazards like hot surfaces and sharp tools.</li> <li>• Recognise catering often requires teamwork and polite communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Know retail means selling goods in places like shops, markets, supermarkets.</li> <li>• Recognise common retail roles (shop assistant, cashier, stockroom worker).</li> <li>• Know typical items sold (clothes, food, toys).</li> <li>• Understand importance of politeness, hygiene, and safety rules.</li> <li>• Know money and tills are used for sales.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Wash hands and wear appropriate hygiene gear before handling food.</li> <li>• Help prepare simple food and drinks, and assist with setting up and clearing food areas.</li> <li>• Follow safety instructions and take part in team activities such as mock cafés.</li> <li>• Communicate politely when serving and reflect on the experience.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Sort and organise stock by type, size, or colour.</li> <li>• Practice basic money handling and till use.</li> <li>• Take part in role play as shop assistant or customer.</li> <li>• Keep shelves tidy and restock under supervision.</li> <li>• Greet customers politely and follow simple retail tasks.</li> <li>• Participate in mock shops or visits to retail settings.</li> <li>• Reflect on experiences and skills learned.</li> </ul>
Spring A	<p><b>Topic:</b> Work Awareness - Workplaces</p>	<p><b>Topic:</b> Work Awareness - Work related activities</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand that there are different job sectors (e.g. retail, health, education, hospitality, construction).</li> <li>• Know the difference between indoor and outdoor workplaces.</li> <li>• Recognise a variety of jobs and the tasks people do in different types of workplaces.</li> <li>• Know that some jobs involve mostly sitting down, others involve standing up.</li> <li>• Understand that some roles require a <b>uniform</b>.</li> <li>• Know the names of common job roles associated with indoor and outdoor work environments.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know what a work-related activity is and understand the purpose of trying one.</li> <li>• Know that different tasks might be involved in different work activities.</li> <li>• Understand what preparation may be needed before taking part</li> <li>• Understand basic health and safety rules relevant to the chosen activity</li> <li>• Recognise that different jobs have different risks and need different safety rules.</li> <li>• Be able to say or show what you liked or didn't like about the activity.</li> </ul>
	<p><b>Skills:</b></p>	<p><b>Skills:</b></p>

	<ul style="list-style-type: none"> <li>Choose two indoor workplaces of interest and find out what jobs people do there (e.g. through research, a visit, or observation).</li> <li>Choose one outdoor workplace of interest and find out what jobs people do there.</li> <li>Gather and record information about the tasks involved in specific jobs.</li> <li>Match job roles to working environments (e.g. office = indoors, builder = outdoors).</li> <li>Identify and name at least one job for each of the following: <ul style="list-style-type: none"> <li>Works outdoors, works indoors, sits down most of the time, stands up most of the time, wears a uniform</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Work with others to choose a suitable work-related activity.</li> <li>Identify and agree on individual tasks to complete as part of the activity.</li> <li>Prepare appropriately for the task (e.g. gather equipment, change clothes, practise a skill).</li> <li>Demonstrate how to keep safe during the activity by following health and safety rules.</li> <li>Participate in the activity as part of a group or individually.</li> <li>Reflect on and communicate your experience by showing or saying if you enjoyed the activity.</li> </ul>
Spring B	<b>Topic:</b> World of work: Animal care	<b>Topic:</b> World of work: Leisure
	<b>Knowledge:</b> <p>Know common animals and basic care needs (food, water, exercise, cleanliness).  Understand the importance of being gentle and staying safe around animals.  Recognise protective clothing and hygiene practices when working with animals.</p>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know leisure jobs happen in places for fun, fitness, and relaxation (gyms, parks, cinemas).</li> <li>Recognise common roles (receptionist, lifeguard, cleaner).</li> <li>Understand the importance of safety, hygiene, and appropriate clothing.</li> <li>Know some leisure activities and equipment used.</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Help with simple tasks like feeding, brushing, and cleaning.</li> <li>Handle animals gently and follow safety instructions.</li> <li>Recognise animal care equipment and work areas.</li> <li>Take part in visits to places where animals are cared for.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Take part in role play (welcoming visitors, cleaning, organising equipment).</li> <li>Follow instructions to complete basic tasks.</li> <li>Use polite, customer-friendly language.</li> <li>Work cooperatively in group tasks.</li> <li>Reflect on tasks enjoyed and skills developed.</li> </ul>
Summer A	<b>Topic:</b> Work Awareness - Health and safety	<b>Topic:</b> World of work: Horticulture
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know what to do if the fire alarm sounds at your college</li> <li>Understand what a safety hazard is</li> <li>Recognise examples of safety hazards in a workplace or college setting</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand what horticulture is and the basic needs of plants (water, sunlight, soil).</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the purpose of protective clothing</li> <li>• Know why specific protective items are used in different jobs or tasks.</li> <li>• Identify and understand the meaning of at least three safety or warning signs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise common horticulture tools and basic safety rules for working outdoors.</li> <li>• Know the importance of teamwork and communication in horticulture tasks.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate what to do when a fire alarm sounds (e.g. follow the evacuation procedure).</li> <li>• Find and point out safety hazards in the college or workplace.</li> <li>• Suggest ways to make a hazard safer (e.g. use a wet floor sign, tidy wires).</li> <li>• Select three or more appropriate items of protective clothing and explain their use.</li> <li>• Identify and correctly interpret three or more safety or warning signs in a workplace or college.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and use basic horticulture tools safely and appropriately.</li> <li>• Carry out simple tasks such as watering plants, planting seeds or bulbs, weeding, and harvesting.</li> <li>• Follow instructions to care for plants (e.g., watering schedule, pruning).</li> <li>• Work safely outdoors, including using protective clothing and handling tools carefully.</li> <li>• Work cooperatively with others on horticulture tasks.</li> <li>• Reflect on what they enjoyed and learned from working in horticulture.</li> </ul>
Summer B	<p><b>Topic:</b> Community project - cleaning</p>	<p><b>Topic:</b> Community project – care home</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know that hotels need to be kept clean and tidy for guests.</li> <li>• Understand different areas that need cleaning (e.g. bedrooms, bathrooms, kitchens).</li> <li>• Recognise tools and materials used for cleaning (e.g. Hoover, mop, cleaning cloths, polish).</li> <li>• Know that clothes can be cleaned in places like laundrettes.</li> <li>• Understand why hygiene, safety, and teamwork are important in a hotel setting.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand what a care home is and the types of people who live there.</li> <li>• Recognise basic needs of residents, such as kindness, respect, and assistance.</li> <li>• Know simple rules for visiting and helping in a care home (e.g., hygiene, listening to staff).</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Help clean hotel spaces with support – including mopping, sweeping, hoovering, polishing, and bathroom cleaning.</li> <li>• Use simple cleaning equipment safely and appropriately.</li> <li>• Take part in using a laundrette (e.g. loading machine, collecting clothes).</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Follow instructions to help with simple tasks, such as tidying or delivering items.</li> <li>• Use polite language and show respect when interacting with residents and staff.</li> </ul>

- Follow instructions in a new setting and work as part of a team.
- Reflect on what tasks went well and what they would like to improve or try again.

- Work alongside others safely and cooperatively.
- Reflect on the experience and share feelings about helping others.