



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

## Long Term/Curriculum Plan

**School:**

**Crosshill School**

**Subject:**

**KS5 Explore – Travel Training**

# 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>Our Travel Training curriculum is designed to help learners develop the knowledge, skills, and confidence needed to travel safely and independently in their local community. Through a structured programme focused on walking, using buses, and awareness of taxis and trains, learners build practical life skills that support independent living and active participation in society.</p> <p>The curriculum places a strong emphasis on safety, problem solving, and decision-making, with real-world experiences and repeated practice to support confidence and independence. Learners are supported to plan and complete simple journeys, respond to common travel challenges, and understand how to behave safely and respectfully in public.</p> <p>Ultimately, Travel Training gives learners the tools they need to move through the world more independently, building confidence, resilience, and the foundations for a more connected adult life.</p>

<b>Curriculum support and linked documents</b>	<ul style="list-style-type: none"> <li>• Open Awards Towards Independence and Independent Living</li> <li>• ASDAN Personal and Social Development and Towards Independence Programmes</li> <li>• Preparation for Adulthood (PfA) Framework.</li> </ul>	<b>Year 13 (cycle B) Qualification</b>	<ul style="list-style-type: none"> <li>• Open Awards – Award in skills for travelling in the community</li> </ul>
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**Number of allocated hours – 1 x 45 minute classroom based session each week  
3 hour session for travelling in the community on alternate weeks**

<b>Year 12</b>		<b>Year 13</b>	
<b>Autumn A</b>	<b>Topic:</b> Introduction to travel  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand different types of transport: walking, bus, taxi, train.</li> <li>• Understand the purpose of travel (e.g., getting to school, visiting family, going shopping).</li> <li>• Recognise common transport symbols and signage (e.g., bus stop symbol, walking man, no entry).</li> <li>• Begin to identify when and why different transport types are used (short vs long journeys, cost, accessibility).</li> </ul>	<b>Topic:</b> Using a bus  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand what a public bus is and how it differs from other vehicles.</li> <li>• Recognise different parts of a bus: doors, seats, driver area, stop button, number and destination display.</li> <li>• Know where to wait for a bus (bus stop layout, shelter, queue line).</li> <li>• Recognise the importance of staying safe and calm while waiting and riding the bus</li> </ul>	
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Sort and match different transport modes using images or real-world examples.</li> <li>• Choose appropriate transport for different scenarios (e.g., "Which transport would you use to go to the local shop?").</li> <li>• Identify common symbols related to transport through matching, selection, and discussion.</li> <li>• Express personal feelings or preferences about different travel types using words, symbols, or AAC.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Identify the correct bus using number and/or destination on the display.</li> <li>• Wait safely and appropriately at a bus stop (stand back from the road, queue politely).</li> <li>• Board and exit the bus in an orderly way, using handles for stability if needed.</li> <li>• Use the bell to request a stop (Entry Level 2 with prompting, Entry Level 3 independently).</li> <li>• Remain seated during the journey and follow safety expectations (e.g., not moving around, keeping noise down).</li> </ul>	
<b>Autumn B</b>	<b>Topic:</b> Road safety skills  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Know the function of different road crossings: zebra, pelican, puffin, and traffic lights.</li> <li>• Understand key safety rules: Stop, Look, Listen, Think.</li> </ul>	<b>Topic:</b> Paying for travel  <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand why we pay for public transport and the different ways this can be done.</li> <li>• Recognise coins and notes used for paying train or bus fare, and understand value in simple terms (e.g., £1 is more than 50p).</li> </ul>	

	<ul style="list-style-type: none"> <li>Recognise potential hazards (e.g., driveways, hidden corners, vehicles reversing).</li> </ul>	<ul style="list-style-type: none"> <li>Learn about other methods of payment: travel pass, contactless card, mobile app.</li> <li>Understand the importance of storing money, passes, and tickets safely.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Practise stopping at kerbs and using crossings with adult support.</li> <li>Demonstrate "stop, look, listen, think" using structured prompts and routines.</li> <li>Identify safe and unsafe pedestrian behaviour using scenarios and visuals.</li> <li>Use pedestrian crossings with fading support</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Practise handing over coins or using a mock travel card/pass in role-play scenarios.</li> <li>Identify and practice questions and responses that maybe asked when using a bus</li> <li>Retrieve the correct money or pass from a wallet or purse.</li> <li>Identify how to keep a ticket or change safe throughout a journey.</li> </ul>
Spring A	<p><b>Topic:</b> Planning local walking journeys</p>	<p><b>Topic:</b> Planning a simple bus journey</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand what a journey is and that it can have a starting point, route, and destination.</li> <li>Identify familiar landmarks in the local area (e.g., shop, park, crossing, school).</li> <li>Know the importance of planning a safe and direct walking route.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the idea of planning: choosing where to go, how to get there, and what time to leave.</li> <li>Learn to identify: <ul style="list-style-type: none"> <li>Starting location (e.g., home or school)</li> <li>Destination (e.g., shopping centre)</li> <li>Bus route and stop location.</li> </ul> </li> <li>Recognise simple bus timetable features: route number, time, frequency.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Follow a pre-planned route using photo prompts, a simplified map, or adult guidance.</li> <li>Use positional language: first, next, left, right, across.</li> <li>Sequence photos or steps of a familiar walking journey.</li> <li>Practise short walking routes with increasing independence.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Match a bus route to a destination using symbols, photos, or digital tools.</li> <li>Follow a simplified travel plan with adult support or peer/visual support</li> <li>Use a visual timetable to select appropriate times for travel.</li> <li>Locate the correct stop on a simple route map or plan.</li> </ul>
Spring B	<p><b>Topic:</b> Problem solving while walking</p>	<p><b>Topic:</b> Problem solving on public transport</p>
	<p><b>Knowledge:</b></p>	<p><b>Knowledge:</b></p>

	<ul style="list-style-type: none"> <li>• Know common problems that might happen when walking (e.g., taking a wrong turn, feeling unsure, getting separated from group).</li> <li>• Understand strategies to deal with problems: retracing steps, finding a safe adult, staying in one place.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common problems on public transport: <ul style="list-style-type: none"> <li>- Missed the bus</li> <li>- Wrong bus</li> <li>- Missed stop</li> <li>- Lost pass or money</li> <li>- Unexpected change in route</li> </ul> </li> <li>• Understand how to respond safely and who to ask for help (e.g., driver, transport officer, responsible adult).</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Role-play what to do if lost, unsure, or separated using scripts or visuals.</li> <li>• Identify people who are safe to approach (e.g., police officer, shop staff, crossing patrol).</li> <li>• Use key phrases for seeking help (e.g., “I’m lost”, “Can you help me?”).</li> <li>• Remain calm and use known strategies in staged walking tasks.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Role-play different scenarios and rehearse calm responses: <ul style="list-style-type: none"> <li>- Asking the driver for help</li> <li>- Staying at the stop and calling for support</li> <li>- Recognising emergency numbers or support contact cards</li> </ul> </li> <li>• Practise using social scripts or key phrases: <ul style="list-style-type: none"> <li>- “I missed my stop.”</li> <li>- “I need help getting to [destination].”</li> </ul> </li> <li>• Demonstrate increased independence in managing problems using checklists or prepared responses.</li> </ul>
	<b>Topic:</b> Personal safety and awareness	<b>Topic:</b> Taxi and trains
<b>Summer A</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know what personal items are needed for travel (e.g., phone, travel pass, wallet, weather-appropriate clothing).</li> <li>• Understand personal safety rules (stranger awareness, staying with group, not sharing personal info).</li> <li>• Know how weather and time of day can affect safety (e.g., poor visibility, slippery paths).</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand what taxis and trains are and how they are used (e.g., taxis for flexibility, trains for long distances).</li> <li>• Understand the features of each: <ul style="list-style-type: none"> <li>- Taxis: taxi sign, fare meter, driver ID.</li> <li>- Trains: platform signs, timetable boards, carriages, ticket barriers.</li> </ul> </li> <li>• Understand key safety messages: <ul style="list-style-type: none"> <li>- Staying behind the yellow line at stations</li> <li>- Buckling seatbelt in taxis</li> <li>- Not speaking to the driver while the taxi is moving</li> </ul> </li> </ul>

	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify correct items to pack in a bag for a local journey with support</li> <li>• Identify appropriate outfits for different weather using visuals and checklists.</li> <li>• Demonstrate safe walking behaviours (e.g., not using phone while crossing, avoiding distractions).</li> <li>• Respond appropriately when approached by a stranger (ignore, walk away, tell an adult).</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognise when it is appropriate to take a taxi or train (e.g., no buses available, longer journey).</li> <li>• Identify safe behaviours at a train station (e.g., waiting in designated areas, following platform announcements).</li> <li>• Explore features of taxis and trains using visuals, role play, and site visits.</li> <li>• Practise identifying departure boards, asking for help at information counters, and simulating train journeys.</li> </ul>
Summer B	<p><b>Topic:</b> Community Awareness</p>	<p><b>Topic:</b> Preparing and completing a bus journey</p>
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognise local community places (e.g., shop, post office, doctor, bus stop).</li> <li>• Understand expected behaviour in public spaces (e.g., no shouting, waiting turn, respecting others).</li> <li>• Understand public and private spaces and how to behave in each.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know all the steps needed for a successful journey: <ul style="list-style-type: none"> <li>- Planning the route</li> <li>- Preparing for the journey (items, money, timing)</li> <li>- Using public transport safely</li> <li>- Managing any problems</li> </ul> </li> <li>• Understand how to reflect on a journey (what went well, what could improve).</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify local landmarks using pictures, maps, and real visits.</li> <li>• Practise community behaviour routines (e.g., waiting at a bus stop, entering a shop politely).</li> <li>• Respond appropriately to noise levels, crowding, and waiting times.</li> <li>• Follow a simple checklist for being respectful in public.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Work with staff to plan and prepare for a real local bus journey.</li> <li>• Pack bag with necessary items (money/pass, phone, list).</li> <li>• Use bus stop, board, pay, travel, and disembark with increasing independence.</li> <li>• Entry Level 2: Complete journey with support (e.g., adult or peer travel buddy).</li> <li>• Entry Level 3: Complete journey with minimal prompts or shadowing.</li> <li>• Reflect on experience using review sheets, photos, or verbal feedback.</li> </ul>