



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

## Long Term/Curriculum Plan

School:

**Crosshill School**

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Subject:

**KS5 Explore – Vocational studies**

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# 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>The intent of the Vocational Studies curriculum is to provide Entry Level 2 and 3 SEND learners with meaningful exposure to a wide range of employment sectors, helping them to recognise their interests, develop transferable skills, and build aspirations for adult life. Through practical, hands-on learning and real-world experiences, learners explore areas such as hospitality, retail, office work, animal care, healthcare, childcare, floristry, photography, hair and beauty, and construction. The curriculum promotes functional independence, communication, and teamwork while embedding workplace behaviours and vocational knowledge. By offering choice and structured progression, learners gain the confidence and understanding to make informed decisions about their future pathways into further education, supported employment, or vocational training.</p>

<b>Curriculum support and linked documents</b>	<ul style="list-style-type: none"> <li>• Open Awards Vocational Qualifications</li> <li>• ASDAN Personal Development and Employability Awards</li> <li>• Preparation for Adulthood (PfA) Framework</li> <li>• Gatsby Benchmarks for Careers Guidance</li> </ul>	<b>Year 12 (Cycle A)</b>  <b>Year 13 (Cycle B)</b>	Open Awards – Award in Hospitality and Catering  Open Awards – Award in Retail Skills
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**Number of allocated hours – 1 x 45 minute lessons per week**

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		<b>Year 12 / Cycle A</b>	<b>Year 13 / Cycle B</b>
<b>Autumn A</b>	<p><b>Topic:</b> Hospitality and Catering skills – Kitchen Hygiene</p> <p><i>*Additional units to run alongside which are linked with work experience at Mad Hatters and Height Nook – see below*</i></p>	<p><b>Topic:</b> Retail skills – Introduction to retail skills</p> <p><i>*Additional units to run alongside which are linked with work experience at Rummage Rescuers – see below*</i></p>	
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of maintaining a clean kitchen for health and safety, including the prevention of illness and pests.</li> <li>• Know that different areas of the kitchen (e.g. work surfaces, floors, sinks) require regular cleaning.</li> <li>• Recognise common cleaning equipment (e.g. mop, cloth, sponge, dustpan) and understand their purpose.</li> <li>• Know how to use everyday kitchen cleaning products safely, including sprays, washing-up liquid, and disinfectants, with supervision where appropriate.</li> <li>• Understand the importance of correct food and drink storage for maintaining freshness and preventing contamination.</li> <li>• Know basic storage principles, such as separating raw and cooked foods, and understanding use-by dates</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of retail businesses and their role in the community.</li> <li>• Know different types of retail businesses (e.g., supermarkets, clothing stores, online shops) and what products or services they offer.</li> <li>• Recognise common features of retail workplaces, such as shelves, tills, signs, and uniforms.</li> <li>• Understand basic health and safety principles relevant to retail, including the importance of cleanliness, tidiness, and following safety procedures.</li> <li>• Know key safety procedures such as fire evacuation routes, hazard signs, and safe manual handling practices.</li> <li>• Appreciate how safe working practices protect themselves, colleagues, and customers in a retail environment.</li> </ul>	
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify a consequence of poor kitchen hygiene (e.g. illness, pests, bad smells).</li> <li>• Recognise and name areas of the kitchen that need regular cleaning (e.g. worktops, fridge handles, sinks).</li> <li>• Select and name cleaning tools and explain their use with visual or practical support.</li> <li>• Demonstrate the safe use of basic cleaning equipment to clean different kitchen areas, following instructions.</li> <li>• Identify and match common kitchen cleaning products with their correct use (e.g. surface spray for worktops).</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe different types of retail businesses and their main features.</li> <li>• Recognise and name equipment and areas commonly found in retail settings (e.g., till, shelf, fire exit).</li> <li>• Demonstrate awareness of safe working practices by identifying hazards and following basic safety rules.</li> <li>• Participate in simple practical activities such as tidying shelves, handling goods safely, and following fire safety instructions.</li> <li>• Communicate basic information about retail tasks and safety through words, symbols, or gestures.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use cleaning products safely under supervision, following safety signs or guidance.</li> <li>• Identify correct storage places for different food and drink items (e.g. fridge, cupboard).</li> <li>• Sort foods into correct storage types using labels, symbols, or visual prompts (e.g. milk in fridge, cereal in cupboard).</li> </ul>	<ul style="list-style-type: none"> <li>• Set simple personal safety goals and demonstrate understanding of procedures through role play or supported tasks</li> </ul>
<b>Autumn B</b>	<b>Topic:</b> Hospitality and Catering skills – Exploring opportunities in hospitality and catering	<b>Topic:</b> Retail Skills – Exploring opportunities in retail
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand the purpose and range of job and voluntary roles in the catering and hospitality sector (e.g. kitchen assistant, waiter/waitress, cleaner, café helper).</li> <li>• Know where catering and hospitality roles can be found (e.g. restaurants, cafés, hotels, care homes, schools, community centres).</li> <li>• Recognise the key tasks involved in various roles, including food preparation, serving customers, clearing tables, and maintaining hygiene.</li> <li>• Begin to understand which personal skills and behaviours are important in the sector, such as teamwork, reliability, and hygiene awareness.</li> <li>• Develop an awareness of their own abilities and preferences in relation to job roles in catering and hospitality.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand the purpose of job and voluntary roles within the retail sector and how they contribute to the running of a retail business.</li> <li>• Know a range of job roles in retail (e.g. shop assistant, stock handler, cleaner, customer service) and voluntary opportunities (e.g. charity shop helper).</li> <li>• Recognise the typical duties involved in different roles, including customer interaction, restocking, cleaning, and using equipment safely.</li> <li>• Begin to understand how personal strengths and interests relate to different types of retail roles.</li> <li>• Know how to recognise and describe their own personal skills and attributes in relation to retail tasks.</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Identify and name at least two job or voluntary roles in the catering and hospitality industry.</li> <li>• Describe simple duties of these roles using words, symbols, or supported prompts (e.g. “serve food,” “clean tables,” “wash dishes”).</li> <li>• List key skills needed for these roles, such as listening, following instructions, being polite, or working neatly.</li> <li>• Identify and describe their own strengths and abilities (e.g. “I’m good at helping,” “I like cleaning,” “I can follow instructions”).</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Identify and name a range of job and voluntary roles within retail environments.</li> <li>• Describe in simple terms the responsibilities or daily tasks of identified retail roles.</li> <li>• Identify key skills required for various retail jobs (e.g. good communication, teamwork, attention to detail, reliability).</li> <li>• Reflect on and describe their own skills using words, symbols, or checklists.</li> </ul>

	<ul style="list-style-type: none"> <li>Compare their own skills with those required in the identified roles and state one or more areas where they feel confident or want to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Make basic comparisons between their own skills and those required in specific retail roles, with support if needed.</li> </ul>
Spring A	<p><b>Topic:</b> Working with small animals</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand that there are a variety of paid and voluntary roles in the animal care sector, such as dog walker, kennel assistant, pet groomer, animal rescue volunteer, or farm helper.</li> <li>Know that these roles can take place in different settings, including animal shelters, farms, pet shops, veterinary clinics, and homes.</li> <li>Recognise key duties involved in animal care roles, such as feeding animals, cleaning living areas, grooming, exercising, and observing animal behaviour.</li> <li>Know that working with animals requires specific skills such as being gentle, patient, reliable, and following health and safety rules.</li> <li>Begin to develop awareness of their own interests, behaviours, and strengths in relation to animal care tasks.</li> </ul>	<p><b>Topic:</b> Working in an office</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the purpose and range of office-based job and voluntary roles, such as receptionist, data entry assistant, filing clerk, admin support, or charity office helper.</li> <li>Know that office-based work can be found in many different settings, including schools, hospitals, local councils, businesses, and charities.</li> <li>Recognise basic tasks carried out in office environments, such as answering phones, filing, photocopying, greeting visitors, and using computers.</li> <li>Know the key skills needed to work in office settings, such as organisation, following instructions, communication, basic ICT awareness, and teamwork.</li> <li>Begin to understand how their own personal skills, interests and behaviours relate to administrative roles.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and name at least two examples of job or voluntary roles involving animal care.</li> <li>Describe simple tasks and responsibilities associated with each role using supported prompts (e.g. “A kennel assistant feeds the dogs and cleans their beds”).</li> <li>List key personal and practical skills needed for working with animals, such as caring behaviour, listening to instructions, and working calmly.</li> <li>Reflect on and list their own skills and interests (e.g. “I like animals,” “I am good at helping,” “I can clean up”).</li> <li>Compare their own skills with those needed in the animal care roles identified, stating where their strengths lie and where they would like to improve.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify and name at least two examples of office-based job or voluntary roles.</li> <li>Describe key duties of the identified roles in simple terms, using supported sentence starters, images, or role play (e.g. “A receptionist answers the phone”).</li> <li>Identify and list essential skills for office-based work, such as listening, speaking clearly, using a computer, or keeping things tidy.</li> <li>Reflect on and list their own personal strengths and skills using checklists, discussion, or supported tools.</li> <li>Make a basic comparison between their own skills and those needed for office roles, identifying at least one strength or goal for development.</li> </ul>

Spring B	<b>Topic:</b> Working in the NHS	<b>Topic:</b> Working as a florist
	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand that the NHS (National Health Service) is the UK’s publicly funded healthcare system, providing medical care to people in hospitals and in the community.</li> <li>• Know that the NHS offers a wide variety of job and voluntary roles, including both clinical roles (e.g. nurse, doctor, paramedic) and non-clinical roles (e.g. porter, cleaner, receptionist, chef).</li> <li>• Recognise that NHS staff work in different environments, such as hospitals, GP surgeries, clinics, ambulances, care homes, and people’s homes.</li> <li>• Understand that different jobs require different skills and qualities, including teamwork, communication, compassion, attention to detail, and the ability to follow instructions.</li> <li>• Develop awareness of the variety of roles available and begin to explore which might suit their own interests and strengths.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand that floristry involves working with flowers and plants to create displays, bouquets, and arrangements for different occasions such as birthdays, weddings, funerals, and events.</li> <li>• Know that there are both paid and voluntary roles in floristry, including florist assistant, delivery person, shop worker, or event decorator.</li> <li>• Learn that florists work in flower shops, supermarkets, market stalls, garden centres, or as part of event teams.</li> <li>• Know the key duties involved in floristry, such as cutting stems, arranging flowers, wrapping bouquets, caring for plants, and serving customers.</li> <li>• Understand the purpose of wrapping flowers and plants—to protect them, improve presentation, and personalise for occasions.</li> <li>• Know the materials used in floristry (e.g. paper, ribbon, tags, string, cellophane) and how to use them safely and hygienically.</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Investigate what the NHS is through videos, posters, or discussion.</li> <li>• Identify and name different job roles within the NHS using visuals, role play or structured worksheets.</li> <li>• Explore and describe at least one NHS role in more detail, identifying key duties and where it is based.</li> <li>• Recognise community-based NHS jobs (e.g. district nurse, midwife, home care assistant) and how they help others.</li> <li>• Select three NHS jobs that interest them and explain, with support, why they might like to try that kind of work.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Describe simple tasks and responsibilities involved in floristry roles using visuals, role play, or discussion.</li> <li>• Identify and list key personal and practical skills needed for floristry, such as creativity, care, hand-eye coordination, and communication.</li> <li>• Reflect on and compare their own skills and qualities with those needed in floristry roles.</li> <li>• Recognise and name different materials and accessories used in wrapping flowers and plants.</li> <li>• Practise safely wrapping flowers and small potted plants using appropriate materials and attachments (e.g. bows, cards, ribbons).</li> <li>• Follow hygiene and safety guidelines when handling tools, plants, and materials.</li> <li>• Give a simple reason why flowers and plants are wrapped and suggest reasons for using attachments.</li> </ul>	

<b>Summer A</b>	<p><b>Topic:</b> Working with children</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand that the childcare sector includes a range of job and voluntary roles where adults care for and support children’s learning, play, and wellbeing.</li> <li>• Know that people working in childcare may work in settings such as nurseries, schools, after-school clubs, playgroups, or as childminders.</li> <li>• Be aware of a variety of roles within the sector (e.g. nursery assistant, lunchtime supervisor, teaching assistant, play worker, volunteer helper).</li> <li>• Understand that working with children requires both practical skills personal attributes</li> <li>• Recognise that different roles involve different duties but all involve keeping children safe, engaged, and supported.</li> <li>• Begin to understand how their own skills and personal attributes relate to working in a childcare environment.</li> </ul>	<p><b>Topic:</b> Working in photography</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand that photography is used in many job and voluntary roles across different industries</li> <li>• Know that a photographer's role includes planning shots, using photographic equipment, capturing images, editing, and sometimes presenting or displaying their work.</li> <li>• Recognise a variety of photographic devices, including digital cameras, smartphones, and tablets.</li> <li>• Know that photographs are taken for different reasons—e.g. to record memories, promote products, tell stories, or document events.</li> <li>• Understand the basics of taking photographs, including framing a subject, lighting, and focus.</li> <li>• Know how to review photographs to decide whether they are clear, well-composed, and suitable for their purpose.</li> <li>• Begin to develop awareness of their own interests and strengths in relation to photography.</li> </ul>
	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Name and give examples of at least two different paid or voluntary childcare roles using picture prompts, videos, or role play.</li> <li>• Describe the main tasks involved in each role, such as reading with children, helping at snack time, or setting up play activities.</li> <li>• List important skills for working in childcare</li> <li>• Reflect on and list their own skills and personal attributes using sentence starters, symbol support, or guided discussion.</li> <li>• Identify one job or voluntary role in childcare they might be suited to and give a simple reason why</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe the typical tasks involved in photography roles, such as setting up equipment, taking photos, reviewing images, and sharing or displaying work.</li> <li>• Identify and list key skills used in photography, such as creativity, patience, observation, and using technology; compare these with their own personal skills.</li> <li>• Name and recognise at least two photographic devices (e.g. smartphone, camera) and describe what they are used for.</li> <li>• State simple reasons why people take photographs</li> <li>• Use a camera, phone, or tablet to take at least two different photographs of a chosen subject or scene, with support if needed.</li> <li>• Save, print, or share the photographs and give a short verbal or written opinion on which one they like best and why</li> </ul>

<b>Summer B</b>	<b>Topic:</b> Option 1 – Exploring opportunities in building and construction industries Option 2 - Exploring Opportunities in Hair and Beauty		<b>Topic: Reviewing and reflecting</b>
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Understand that the construction and building industries include a wide range of job and voluntary roles such as bricklayer, carpenter, labourer, site supervisor, and apprentice.</li> <li>• Know that construction work involves building, repairing, and maintaining structures like houses, schools, and roads.</li> <li>• Be aware that different roles require specific skills and tools, and that safety is very important on construction sites.</li> <li>• Understand the importance of teamwork and following instructions in the construction environment.</li> <li>• Recognise how their own skills and interests relate to tasks commonly found in construction and building crafts.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Name and give examples of at least two different construction or</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Understand that the hair and beauty sector includes a variety of job and voluntary roles, such as hairdresser, beauty therapist, nail technician, and salon receptionist.</li> <li>• Know that these roles involve helping clients with personal care, grooming, and enhancing appearance.</li> <li>• Be aware that each role has specific duties and requires particular skills and qualities like creativity, good communication, and attention to detail.</li> <li>• Recognise their own skills and interests in relation to the hair and beauty sector.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Give examples of at least two job or voluntary roles within hair and beauty.</li> <li>• Describe the key duties for each role, for example, cutting hair, applying makeup, or booking appointments.</li> <li>• List important skills needed for these roles, such as customer service, manual dexterity, hygiene awareness, and creativity.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Recognise and express interest in a specific job or voluntary role that appeals to them.</li> <li>• Understand the main roles and responsibilities involved in their chosen job or voluntary position.</li> <li>• Know their own skills, qualities, and strengths as they relate to the chosen role.</li> <li>• Be aware of local workplaces or organisations where their chosen job or voluntary role may be available.</li> <li>• Understand the basic steps of the application process, including how to prepare and what to expect next.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Reflect on their learning journey and confidently identify a job or voluntary role that interests them.</li> <li>• Clearly state the key duties and responsibilities of their chosen role.</li> <li>• Assess and explain how their personal skills and qualities align with the requirements of the role.</li> <li>• Research and, where possible, visit local workplaces to gain firsthand experience or knowledge of their chosen sector.</li> <li>• Develop a simple, clear plan outlining the next steps they need to take to pursue employment or volunteering in their chosen area.</li> </ul>

<p>building-related job or voluntary roles using visual aids or role play.</p> <ul style="list-style-type: none"><li>• Describe key duties for each role, such as mixing cement, measuring materials, or assisting tradespeople.</li><li>• List essential skills for these roles, including manual dexterity, following safety rules, teamwork, and communication.</li><li>• Identify and list their own skills that could be helpful in construction, such as being practical, careful, or able to use tools.</li><li>• Reflect on how their own skills match or could be developed to meet the requirements of the roles identified.</li></ul>	<ul style="list-style-type: none"><li>• Identify their own skills and qualities relevant to hair and beauty work.</li><li>• Explain how their personal skills match or could be developed to meet the needs of the roles identified.</li><li>•</li></ul>	
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**Criteria to meet through work experience**

**Year 12** – To be completed during work experience at Mad Hatters and Height Nook

**Year 13** – To be completed during work experience at Rummage Rescuers

**Topic:** Hospitality and catering skills – Food and drink preparation/ Kitchen hygiene

**Topic:** Retail Skills – Introduction to handling stock in a retail environment / Keeping a retail environment clean and tidy

**Knowledge:**

- Know how to prepare a hot or cold drink
- Know how to prepare a simple dish
- Know how to clean up after preparing food
- Know how to work safely in the kitchen
- Use equipment and products to clean a kitchen

**Knowledge:**

- Know how to unpack and move stock
- Know how to fill up stock on display
- Know how to keep a retail environment clean and tidy

**Skills:**

- Identify what is needed to make hot and cold drinks
- Make and serve hot or cold drinks
- Identify food to make two simple dishes
- Make a simple dish
- Clear and clean items used
- Identify main hazards associated with food and drink preparation
- Demonstrate following health and safety procedures
- Use equipment to clean two different parts of a kitchen
- Use equipment and products safely

**Skills:**

- Unpack an item of stock
- Respond to instructions to move an item of stock
- Respond to instructions to put an item of stock in to the right storage place safely
- Fill up stock on display
- Contribute to positioning items on shelves in the right place and order