

Landmarks Curriculum Sequencing - Labouring



Intent – What is Landmarks aiming to achieve through its labouring curriculum?

- Learners receive a curriculum which allows them to exercise their creativity through design and implementation
- Learners are taught to combine their design and implementation skills with knowledge and understanding to design and make a product
- Skills are taught progressively to ensure that all learners can learn and practice to develop as they move through the College
- Evaluation is an integral part of the design process and allows learners to adapt and improve their product, this is a key skill which they need throughout their life
- The curriculum allows learners to apply the knowledge and skills learned in other subjects, particularly maths and art and design
- Learners' interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving learners motivation and meaning for their learning
- The curriculum aims to support learners towards a career in the labouring industry.

Implementation – How is the Landmarks' labouring curriculum delivered?

- The curriculum is delivered through sequencing skills development determined from a learner's baseline period; this ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all learners
- All teaching of the curriculum should follow the design, make, and evaluate cycle. Each stage should be rooted in technical knowledge;
 - The design process should be rooted in real life, relevant contexts to give meaning to learning.
 - While making, learners should be given choice and a range of tools to choose freely from.
 - To evaluate, learners should be able to evaluate their own products against a design criterion.
 - Each of these steps should be rooted in technical knowledge and vocabulary. It should be taught to a high standard, where each of the stages should be given equal weight.
- Our Recognising and Recording Progress, Achievement and Destinations (RARPAD) approach records achievements that are not linked to qualifications but are



QUALITY



HONESTY



RESPECT



ACHIEVEMENT



WORKING TOGETHER

meaningful in terms of personal and social development, and progression towards functional skills

- The curriculum is designed to be challenging, appropriate to each learner's stage of development.

Impact – What difference is the labouring curriculum making for learners?

- Learners are well prepared for the next stage of their education or training
- Some learners will develop an interest in the sector and wish to continue to advance in their training in labouring, potentially progressing onto supported employment training
- Learners will develop an excellent attitude to learning and independent working
- The ability to use time efficiently and work constructively and productively with others
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely
- A thorough knowledge of which tools, equipment and materials to use to make their product
- The ability to apply mathematical knowledge and skills accurately
- The ability to manage risks exceptionally well to manufacture products safely and hygienically
- The vast majority of learners meet or exceed their expected progress in Labouring, tracked through RARPAD targets and/or qualification achievement.

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Katie Simpson	Senior Manager	Jayne Price
Role	Assessment and Progress Manager	Role	Vice Principal: Curriculum and Quality
Signature		Signature	
Date	17/06/20	Date	19/06/20

	Term 1	Curriculum Events	Term 2	Curriculum Events	Term 3	Curriculum Events
Key Themes & Knowledge Acquisition	<ul style="list-style-type: none"> • Health and safety • Risks and hazards • Teamwork • Importance of safety in a workplace 	<ul style="list-style-type: none"> • Anti-Bullying Week • Christmas Fair 	<ul style="list-style-type: none"> • Health and safety • Risks and hazards • Teamwork • Importance of safety in a workplace 	<ul style="list-style-type: none"> • Online Safety • Spring Fair 	<ul style="list-style-type: none"> • Health and safety • Risks and hazards • Teamwork • Importance of safety in a workplace 	<ul style="list-style-type: none"> • Mental Health Awareness • Dog Show

	Term 1	Term 2	Term 3
All Core Skills	<ul style="list-style-type: none"> • Definition of teamwork both in the classroom and at work • Identifying various jobs in relation to industries • Match key health and safety symbols around college • Identify Risks and Hazards • Select items of PPE • Be able to identify the main points of the Health and Safety at work Act. • Follow templates to conduct construction activities • Listen to instructions after modelling has been shown to complete a task • Shopping for tools & Materials 	<ul style="list-style-type: none"> • Each learner takes the role as a leader in practical/classroom task • Skills scan on themselves to identify what job they are suitable for • Identify key health and safety symbols around college • Define risk and Hazards • Understand the reason for wearing PPE • Complete construction activities with increasing independence • Listen to instructions to complete a task • To be able to cost individual items 	<ul style="list-style-type: none"> • Each learner plans an activity and takes ownership leading the task. • Apply for suitable job vacancies • Identify key health and safety symbols in other Environments • Conduct and write a risk assessment • Wear correct PPE for all activities carried out • Complete construction activities independently • Recalling steps to complete a task • To be able to cost a complete job including labour.

<p>Entry 3 Levels 1 & 2</p>	<ul style="list-style-type: none"> • 'Who is responsible for health and safety?' and highlight the responsibilities of employers and employees • Identify different Risks and Hazards and relate to workplaces that they have previously been on work experience 	<ul style="list-style-type: none"> • Implement Health and Safety procedures highlighted in Landmarks and Government policies. • Using equipment with increasing independence • Explain what Risks and Hazards are and relate to workplaces that they have previously been on work experience • Shopping- budgeting items, learning about cost and profit. 	<ul style="list-style-type: none"> • Completion of Health and safety units • Shopping- calculating costs to produce a certain construction activity, going to the shop independently or with peers if appropriately. • Follow government guidelines to stay safe, when using tools.
<p>Pre-Entry Entry 1 & 2</p>	<ul style="list-style-type: none"> • Follow step by step instructions to complete team building activities/ sessional tasks • Use Symbols/AAC systems to match jobs to industries • Use Symbols/AAC systems to match symbols to health and safety symbols 	<ul style="list-style-type: none"> • Follow step by step instructions to complete team building activities/ sessional task recalling some steps • Use Symbols/AAC systems to identify what jobs they are suitable for. • Using equipment with increasing confidence including adaptive equipment if needed • Shopping – coin recognition and understanding if there is enough money to purchase items. • Identify risks and hazards (matching to photos/referring to health and safety symbols) 	<ul style="list-style-type: none"> • Follow step-by-step instructions to complete a construction task, recalling all steps • Shopping – consistently recognising coins and using strategies to calculate amounts • Stay safe throughout all tasks. • Identify risks and hazards in familiar environments.

Maths	<ul style="list-style-type: none"> • Adding (data handling) • Subtracting • Measure • Time • Coin recognition 	<ul style="list-style-type: none"> • Budgeting • Shape • Money • Graphs • Adding (data handling) • Subtracting • Measure • Time • Coin recognition 	<ul style="list-style-type: none"> • Multiplication • Division • Percentages • Budgeting • Shape • Money • Graphs • Adding (data handling) • Subtracting • Measure • Coin recognition
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English	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Present different environments that show a range of hazards and which category the hazards fall into. • How these hazards could be prevented • To take part in a class discussion based on the key values of working in a team. <p>Reading</p> <ul style="list-style-type: none"> • Reading key points of Landmarks and Government policies. • Instructions to construct items. • Read peers Power-points when they present to the group <p>Writing</p> <ul style="list-style-type: none"> • Writing of the risks and hazards in a workplace • Creating the responsibilities of employers and employees 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Present different environments that show a range of hazards and which category the hazards fall into. • To take part in a class discussion based on the key values of working in a team. <p>Reading</p> <ul style="list-style-type: none"> • Reading key points of Landmarks and Government policies. • Instructions to construct items. • Read peers power-points when they present to the group • Step by step guide to complete tasks • Job descriptions of identified jobs <p>Writing</p> <ul style="list-style-type: none"> • Creating Health & Safety power-point • Writing of the risks and hazards in the community • Plan of their own activities 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Speaking to customers • To set up and undertake a construction task <p>Reading</p> <ul style="list-style-type: none"> • Budgeting sheets • Instructions for completion of a task <p>Writing</p> <ul style="list-style-type: none"> • Own personal CV • Completion of task undertaken with Pete • Risk assessment • Update of health and safety policy
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ICT	<ul style="list-style-type: none"> • Smart screen to deliver powerpoints • IPAD- to take photos of activities 	<ul style="list-style-type: none"> • Smart screen to deliver power-points • IPAD - to take photos of activities • Laptop- Research government policies and Landmark policies. 	<ul style="list-style-type: none"> • Smart screen to deliver powerpoints • IPAD - to take photos of activities • Laptop- Research government policies and Landmark policies. • Laptop- Plan individual led task
PSD & BV	<ul style="list-style-type: none"> • Teamwork- Working in a team to complete practical tasks. • Confidence- Presentation skills with adult support • Community- Different places to risk assess • Communication- Speaking and listening, sharing ideas to others. • Independence- Learning the task 	<ul style="list-style-type: none"> • Teamwork- peer support • Confidence- Presentation skills with increasing independence • Community- Different places to risk assess, shopping skills, community safety • Communication- Speaking and listening, sharing ideas to others, communication with peers and unfamiliar people at different sites • Independence- Learning the task with increasing independence 	

