

Landmarks Curriculum Sequencing - Land-based



Intent – What is Landmarks aiming to achieve through its Land-based curriculum?

- Our curriculum aims to deliver a high-quality educational experience based in a land-based setting for each learner
- We aim to provide a safe learning environment enabling learners to contribute to the running of a working farm site whilst providing as close to industry experience as possible
- We will incorporate advice from land-based industries and contacts in our region
- We ensure learners develop and maintain independence and confidence through an extensive range of land-based opportunities. The development of social care, communication, physical and emotional wellbeing skills will be embedded in all our land-based tasks
- We will ensure learners are prepared for the next stage in their education/employment journey
- We aim to ensure that all learners leave landmarks equipped with a new and developed set of land based, business and people skills and that they have made clear progress.

Implementation – How is the Landmarks' Land-based curriculum delivered?

- Learners have full access to a broad and differentiated curriculum to meet the learner's individual needs/interests
- Curriculum is land based yet suitable to the learner's academic level
- The curriculum offers a wide range of topics and opportunities related to land based industries
- Curriculum allows learners to build on current skills using the repetitive nature, seasons and farming calendar of the land-based industry
- Tasks are real, necessary and show a real-life farm environment
- Displays and produce for external events are differentiated, adapted and delivered for the individual learner needs
- Maths, English, ICT, health and safety and employability are all embed throughout the provision in every session.
- A continual range of assessment methods are utilized to assess an individual's progress.



QUALITY



HONESTY



RESPECT




ACHIEVEMENT



WORKING TOGETHER

Impact – What difference is the Land-based curriculum making for learners?

- Learners will assist in food production of meat, vegetables, fruit and flowers for the wider college and events
- Learners will develop and acquire skills in preparation for work in the land-based sector relating to land management, food production, animal care and income generation
- The majority of learners will leave having met or exceeded progress
- Learners will gain transferable skills which will be a significant on their future lives
- Land based experience will allow learners to be prepared to move onto the next part of their journey with enhanced skills, experience and talent.

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Clare Connolly	Senior Manager	Jayne Price
Role	T&OM	Role	Vice Principal: Curriculum and Quality
Signature	C.Connolly	Signature	
Date	15/06/20	Date	19/06/20

	Term 1	Term 2	Term 3
Key Themes & Knowledge Acquisition	<ul style="list-style-type: none"> • Health and safety • Safe working practices • Plant sciences • Plant identification 	<ul style="list-style-type: none"> • Propagation • Planting 	<ul style="list-style-type: none"> • Grounds maintenance • National gardening week • Planting and aftercare • Harvesting

	Term 1	Term 2	Term 3
All – Core Skills	<ul style="list-style-type: none"> • Working safely • Understand need to wear PPE • Identify key plant parts and uses • Identify tools and equipment 	<ul style="list-style-type: none"> • Identify types of propagation • Basic propagation skills • Name key equipment • Plant a plant correctly 	<ul style="list-style-type: none"> • Identify tools and equipment • Work safely • Maintain an area, water correctly • Harvesting • Know what a weed is
Entry 3, Level 1 & Level 2	<ul style="list-style-type: none"> • Know risks involved in tasks • Know plant parts and uses • Manual handling • Safe use of machinery • Use genus in plant naming 	<ul style="list-style-type: none"> • Carry out and record propagation techniques • Prepare and tidy workspace • Think about colours, planting, design and impact 	<ul style="list-style-type: none"> • Know risks associated with tasks • Use a range of equipment • Weed and maintain an area • Identify a plant pest
Pre-Entry, Entry 1 & Entry 2	<ul style="list-style-type: none"> • Identify key items of PPE • Know where compost heaps are • Name key tools 	<ul style="list-style-type: none"> • Follow instructions • Sow large seed • Clean workspace • Plant a plant with help 	<ul style="list-style-type: none"> • Work safely • Listen to staff • Use manual watering tools

Maths	<ul style="list-style-type: none"> • Weight • Measure • Volume 	<ul style="list-style-type: none"> • Time • Subtracting • Weighing • Measuring • Costing • Counting 	<ul style="list-style-type: none"> • Counting • Measure • Costing • Time
English	<ul style="list-style-type: none"> • Listen to instructions • Answer questions • Label plant parts • Taxonomy 	<ul style="list-style-type: none"> • Labelling • Recording • Taxonomy 	<ul style="list-style-type: none"> • Follow instructions • Reading labels • Taxonomy
ICT	<ul style="list-style-type: none"> • iPad use for portfolio building • Research • Using plant id app 	<ul style="list-style-type: none"> • iPad recording • Plant id app 	<ul style="list-style-type: none"> • E-instructions • iPad recording
PSD & BV	<ul style="list-style-type: none"> • Teamwork • Communication • Independence • Peer support 		