



**Melland  
High School**

BRIGHT FUTURES EDUCATIONAL TRUST



# **Sixth Form Parent / Carer Curriculum Guide**

**2023-2024**



Melland High School  
BRIGHT FUTURES EDUCATIONAL TRUST

## Melland Curriculum Drivers

Vocabulary



Specialist Pedagogies



Flexible Curriculum Pathways



Powerful Knowledge



S.M.S.C.



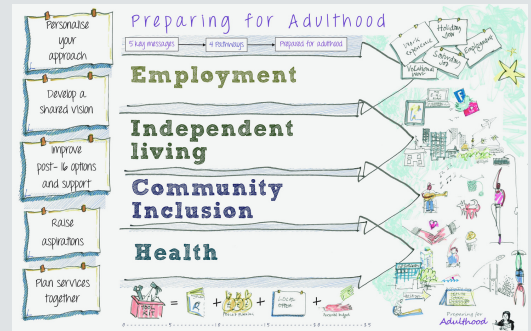
Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. For more detail on each curriculum driver please visit our website.

## Preparing For Adulthood

Preparing for Adulthood outcomes is the golden thread which runs through the entire Sixth Form curriculum.

The four areas outlined are central to young people with SEND progressing successfully into adulthood and are at the foundation of our curriculum planning.

The four areas will be reflected differently within each pathway and programme and will be tailored to the individual through EHCP planning and target setting.































## Skills for Life Programme





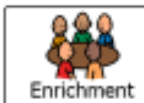

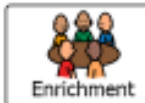























Skills For Life promotes the use of a common language to promote five key skills : teamwork, communication, self-belief, problem solving and self-management, and the programme is committed to increasing opportunities for Manchester's children and young people to practice these skills.

In Sixth Form these skills are are embedded across the curriculum with a particular focus on developing these skills through our careers provision and our work-focused vocational lessons.

# Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor group- (9.20-10.00)	 Enrichment	 Enrichment	 Enrichment	 Enrichment	 Enrichment
Lesson 1 (10.00-11.10)	 Maintenance OPTION  Health And Social Care	 Hospitality and Catering OPTION  Creative Media	 D of E OPTION  Performing Arts	 Digital Skills	 Careers
Break					 Break
Lesson 2 (11.20-12.30)	 Maintenance OPTION  Health And Social Care	 Hospitality and Catering OPTION  Creative Media	 D of E OPTION  Performing Arts	 Wellbeing	 Careers
Lunch					 Lunch
Lesson 3 (1.30-3.25)	 Sports And Leisure	 Independent Living Skills	 Numeracy	 Literacy	 Enrichment

# Timetable

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Break					 Break
Lesson 2 (11.20-12.30)	 Maintenance OPTION  Health And Social Care	 Hospitality and Catering OPTION  Creative Media	 D of E OPTION  Performing Arts	 Careers	 Digital Skills
Lunch					 Lunch
Lesson 3 (1.30-3.25)	 Sports And Leisure	 Independent Living Skills	 Numeracy	 Literacy	 Enrichment



# Literacy

The overall aim of literacy in sixth form is to support students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills. Students develop functional skills in in practical subject areas which relate to real life, everyday situations. Students focus on the development of specific skills within communication, speaking & listening, reading and writing and developing employability skills.

Students will use their literacy skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

## Content

### Term 1

During the first half of the term students will be taking part in a personal project where they can develop and showcase their skills within each area of reading, writing, communication & speaking & listening. During the second half of the term students will focus on developing their skills in each area through a mini-enterprise 'Dragons Den' group challenge. Students will be working on their communication skills when designing a new product they will be learning to listen to and respond appropriately to other points of view as well as contributing ideas to the group. Their reading and writing skills will be developed through their market research tasks as well as the creation of a final product and a pitch to the Dragons!

### Term 2

During this term students will be studying the Graphic Novel 'Percy Jackson & the Lightning Thief'. The aim is to develop students' love of reading whilst continuing to develop their functional skills. Students will develop skills through reading and discussing the text and characters, analysing the genre, and composing their own short comic.

During the second half term students will be challenged to use their reading skills to carry out functional online research. Students will learn to identify and extract relevant information for a given purpose as well as to use accessibility tools to support their literacy.

### Term 3

During this term students will focus on literacy for travel during the first half term before moving onto personal statements and presenting yourself. During journey planning students will learn to use travel planning tools, access timetables and to keep safe in the community.

During the second half term students will learn about creating a CV and a personal statement as well as learning to talk about themselves and their skills within interviews.

### Home Learning Activities:

- Read for 10 minutes everyday. This can be magazines, articles online, books, leaflets.
- Write shopping lists and recognise words to locate items in the supermarket.
- Choose another graphic novel to read with your family.
- create your own comic series with pictures and words or symbols.
- Access online transport tools such as [nationalrail.co.uk](http://nationalrail.co.uk) and [www.tfgm.com](http://www.tfgm.com) to develop your understanding of independent travel.
- Use accessibility tools to support literacy at home you can download Microsoft Lens on any device to support reading.

Should you require any more information or have any Literacy specific queries please contact:

[cjohnson@mhs.bright-futures.co.uk](mailto:cjohnson@mhs.bright-futures.co.uk)



# Numeracy

The overall aim of numeracy in sixth form is to enable students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills. Students develop functional skills in practical subject areas which relate to real life, everyday situations. Students develop specific skills within number, measure shapes and space, and handling information and data as well as developing employability skills.

Students will use their acquired numeracy skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

## Content

### Term 1

In term one, students will have taster sessions on the future units to be covered over the year. They will also start their first unit: Numeracy in Cooking. In initial numeracy taster sessions, students explore practical skills, including hands-on cooking with guided recipe-following and measurement. Technology sessions involve nature photo capture with composition and editing support, while art and creativity lessons explore of colour, shape, and patterns. The unit on numeracy in cooking refines math skills through interactive culinary experiences, from measuring ingredients to understanding recipe sequences. These sessions offer a dynamic platform for applying and reinforcing numeracy in a real-world context.

### Term 2

The two unit focussed on this term are; Numeracy in Technology and shape, colour and creativity. The Numeracy and Technology unit blends essential skills with everyday tools like kitchen appliances, iPads, and phones. Students explore photography with a numeracy focus, delve into geometric digital art using apps, and reinforce numeracy through collages, slideshows, music playlists, and journaling, fostering a practical and engaging learning experience. In the Creativity unit, students explore artistic concepts through outdoor inspiration, mosaics, colour analysis, galleries, and visits to local public art, fostering a holistic approach to skill development and creative expression.

### Term 3

The two units focussed on this term are; Numeracy in Sport and The world of Work. The Sports and Leisure unit enhances numeracy through six active lessons. Park visits incorporate games reinforcing counting, scoring, and tallying. Dance routines with repeated steps impart sequencing skills. Leisure centre activities, including laps and volleys and Yoga aligns poses with counts. Surveys involve collecting and analysing data on sports interests. In the World of Work unit, students engage in cafe visits for transaction practice, interviews to grasp routines, workplace encounters, projects to follow procedural steps, and reflections on potential careers, offering a comprehensive exploration of numeracy in real-world contexts.

### Home Learning Activities:

- Students can practice related skills like following recipes or creating recipes for a given budget.
- Students can use tech devices at home to help with online shopping, place an online shopping order.
- Students can use technology to create digital art.
- Students can discuss career interests and required steps

Should you require any more information or have any Numeracy specific queries please contact:  
[tgregson@mhs.bright-futures.co.uk](mailto:tgregson@mhs.bright-futures.co.uk)



# Careers

Careers sits at the heart of the sixth form curriculum, this is underpinned by our careers programme. Our careers curriculum aims to improve students self awareness of their own personal skills and qualities, develop key employability skills, help students to make informed choices about their future and to prepare them for their transition into the ever-changing world of work.

Our careers programme is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to 'learn by doing' in class, throughout school, in the local community and by access to a range of specialist professionals including sessions with an independent Careers Advisor.

## Content

### Term 1

Students will develop an understanding of various job opportunities within the creative sector and enterprise sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and record their progress using Kloodle. Students will also learn about personal information, form filling and CV writing.

### Term 2

Students will develop an understanding of various job opportunities within the health and beauty sector and manual sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and record their progress using Kloodle.

Students will also learn about labour market information, job searching and job applications.

### Term 3

Students will develop an understanding of various job opportunities within the retail, hospitality and tourism sector and public sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and record their progress using Kloodle. Students will also learn about preparing for a job interview and take part in a practise interview.

### Home Learning Activities

- Students can research job and training opportunities within the sectors we have been learning about on the National Careers Service website:  
<https://nationalcareers.service.gov.uk/>
- Students can also add to their online CV on the Kloodle platform:  
<https://homepage.kloodle.com/>
- Students can log on to Kloodle via outlook using their school email address and password.

Should you require any more information or have any Careers specific queries please contact:

croberts@mhs.bright-futures.co.uk



# Digital Skills

Digital Skills aims to enable students to initiate and participate in digital and online activities safely in the workplace and other real-life contexts. Digital skills supports students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills.

Students develop practical digital skills within the areas of using devices and handling information, creating and editing, communicating online and being safe and responsible online.

Students will use their acquired digital skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

## Content

### Term 1

During the first half of the Autumn Term students will take part in a series of mini-challenges where they can showcase their skills in each area including using devices and handling information, creating & editing, communicating with others and being safe and responsible online. During the second half of the term we will be focussing more closely on 'creating & editing' as students are challenged to create their own mini-blog. Students will be learning to edit and format text (including bold, underline, italics, font sizes and colours, text alignment, bulleted lists, numbered lists) whilst learning all of the symbols for these features on Microsoft Word. They will also be learning to enter graphics to suit a given purpose.

### Term 2

During this term students will focus on using devices and handling information and communicating with others digitally. Students will be learning to navigate online content to locate required information, carry out searches online to locate information and to use files to read and store information accurately. Students will be challenged to submit their work digitally to staff whilst learning about appropriate, professional online communication. Students will be learning to compose and reply to online communications comprising text and other digital content to individual and multiple recipients. Students will also be learning about their digital footprint, understand the implications of a digital footprint, and know the range of digital activities that leave a digital footprint.

### Term 3

During this term we will be combining all of the elements that we have covered as students will be using different applications for a variety of purposes. Students will be challenged to use formatting techniques learnt in term 1 with independence and adaptations according to audience/purpose. Students will be bringing all of their knowledge and skills together to create a personal blog. They will be learning to combine different types of information (including text, graphics, images) for a given purpose. Students will also be focussing on being safe and responsible online. They will learn about need to stay safe and respect others when using the internet and communicating online as well as simple methods to protect personal information and privacy online.

## Home Learning Activities

- Use a phone/tablet/computer at home for functional purposes including:
  - planning travel routes
  - shopping
- Find things to do in your local area by looking at: [manchester.gov.uk/localoffer](http://manchester.gov.uk/localoffer)
- research social activities eg cinema times and prices.
- Email family and friends.
- Practice writing emails to professionals for different purposes.
- If you have access to a laptop or computer, practice creating posters/flyers/blogs as we have been creating at school. Email them to your teacher for some feedback.
- Create an information sheet with top tips to keep safe online. Email it to your teacher for feedback.

Should you require any more information or have any Digital Skills specific queries please contact:

cjohnson@mhs.bright-futures.co.uk





# Sport & Leisure

In Sixth Form this session moves away from a traditional Physical Education session and becomes a session where students are supported to develop life-long fitness and activity in whatever way is right for them.

The sessions aim to develop an increased knowledge of students' preferences when it comes to activity and control over their own decisions when it comes to exercise in order to develop sustainable exercise beyond school and into adulthood. Students are supported to develop their knowledge of activities to allow them to take part with independence alongside their peers, positively impacting their cultural and social capital. Students are also provided with links into their local community so that they can begin to develop sustainable exercise habits as members of their own communities.

## Content

### Term 1

In Term 1 of Sport and Leisure, students choose between two activity streams: team games, including basketball, football, dodgeball, and multisport, or walking. The focus is to encourage them to find an enjoyable activity that promotes a healthy and active lifestyle. Team games not only enhance physical skills but also foster teamwork and sportsmanship, vital for their overall well-being and future employability. The walking option emphasises leisurely and enjoyable walks, improving cardiovascular endurance and instilling the idea that physical activity can be both pleasurable and health-promoting.

### Term 2

Term 2 will see a continuation of the opportunity to promote independence and fitness. Students will be given the option to mirror real life where they can make choices of how to keep healthy and active. They can choose a different activity each week but the range stays the same for 3 weeks. Term two will give them the option to complete a walk (approx. 5kms) or take part in circuit training/ health related fitness activities in school.

### Term 3

The final term of the year will see the students continue to develop their teamwork and communication skills through accessing rounders and cricket sessions. The option of going off site to access a fast-paced walk will also be available on a carousel and again, this gives the students the ability to make choices each week depending on how they would like to be fit and active on the day. Encompassing physical movement, promoting a healthy lifestyle and gaining skills for life, the students will develop a breadth of skills throughout the term.

### Home Learning Activities

- Consider joining a sports club outside of school to further explore and enjoy your chosen physical activity.
- Go for long walks with family/carers.
- promote physical activity as a positive family bonding experience.
- Take part in fitness workouts at home, talk about the importance of maintaining an active and healthy lifestyle outside of school.
- Play football in the garden with your family or go to your local park to play catch or team games like tennis or basketball.
- Go on the local offer website and find things to join in with locally:  
[manchester.gov.uk/localoffer](http://manchester.gov.uk/localoffer)



# Wellbeing

The wellbeing curriculum in sixth form is the key stage 5 equivalent of PSHCE/RSE curriculum. The curriculum aims to support our students to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society. Our wellbeing curriculum plan is tailored to our students' needs and priorities.

The curriculum aims to enable students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. Through the threshold concepts of: health and wellbeing, living in the wider world and relationships.

## Content

### Term 1

During the Autumn term students will focus on 'planning for the future' in the first half term before moving on to focus on respectful relationships during the second half term.

During the first half term students will explore future post-school opportunities including post-19 college options as well as developing their own one-page profiles and learning about EHCP reviews.

During the second half term students will learn about positive relationships and recognising abuse. Students will learn about assertive communication and consent as well as learning about strategies for managing negative/dangerous situations or relationships.

### Term 2

During the second term students will learn about independence within health and wellbeing before focussing on readiness for work in the second half term.

Students will learn about responsible health choices, managing change and managing health and wellbeing including sexual health into adulthood.

Following that students will focus on readiness for work where they will learn about preparing for the world of work, work expectations, career opportunities as well as how to get a job and recruitment processes.

### Term 3

During the Summer term students will learn about diversity & inclusion during the first half term before learning about health choices and safety.

Throughout this term students will learn about living in a diverse world and what that means to them as well as learning how to challenge prejudice and discrimination should they encounter it.

During the second half term students will learn about personal safety in the community as well as focussing on first aid and the impact of substance use.

## Home Learning Activities

- Explore post-19 options together. Look at local colleges and take a virtual tour.
- Look at post-19 college website including The Manchester College: [tmc.ac.uk](http://tmc.ac.uk) and Loreto College: [Loreto.ac.uk](http://Loreto.ac.uk)
- Talk about the lesson content on the same day as the lesson has taken place. Ask questions and reflect on the subject matter together.
- Talk about health appointments. Support your child to make their appointments if possible.
- Talk about different career paths. Look at local jobs on [reed.co.uk](http://reed.co.uk) and create practice applications. Find your dream job and talk about it.
- Find a part time job and apply for it.

Should you require any more information or have any Wellbeing specific queries please contact:  
[cjohnson@mhs.bright-futures.co.uk](mailto:cjohnson@mhs.bright-futures.co.uk)



# Independent Living Skills

This session aims for students to have access to a range of physical and social environments to develop concepts, attitudes, knowledge and skills which enable them to take their place as adults in society in a way which is enjoyable, fulfilling and with as higher degree of independence as individually possible.

It involves a high degree of practical activities which with the overall aim of developing skills which allows students to achieve as high a degree of personal independence and safety as possible within their daily lives leading to potentially living independently or semi-independently in the future. St

## Content

### Term 1

During the Autumn term, students will learn about cleaning. They will have the opportunity to understand why it is important to clean inside the home, how to keep safe when using cleaning equipment and learn practical cleaning skills. We will also focus on planning weekly meals, understanding how to make healthy choices, shopping and using a budget.

### Term 2

Throughout the spring term, we will focus on developing an understanding of personal appearance and how what we wear can be different in different situations or workplace environments. Students will also learn about the importance of keeping healthy and researching local facilities that everyone can access and use to improve health and fitness.

### Term 3

In the Summer term learners will have the opportunity to learn about travelling and making journeys in the local community. We will explore how to use bus timetables and follow maps using technology. Learners will also learn about using money, we will explore ways of handling and using money through bank accounts and using online tools and technology.

### Home Learning Activities

- Practice cleaning at home – washing up after meals, mopping and wiping surfaces, hoovering or dusting.
- Create cleaning schedules for you and the family and stick to them.
- Learn to sort washing and use the washing machine.
- Travel to local places of interest with your family using different types of public transport including walking, bus, train and tram.
- Use Google maps to plan journeys into the local community using public transport.
- Help create shopping lists and help to find items and pay for them with more independence.

Should you require any more information or have any independent living specific queries please contact:

[cjohnson@mhs.bright-futures.co.uk](mailto:cjohnson@mhs.bright-futures.co.uk)

# Introduction to Health & Social Care

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

During the Autumn term, students will explore the health and social care sector. They will learn about the different sectors and job roles and relate these to personal skills and qualities. Alongside gathering this knowledge, students will work on improving their personal organisational skills. They will have the opportunity to develop their understand and practise practical work-related skills to help them to research, understand and interpret information.

### Term 2

Throughout the spring term, learners will extend and apply and extend their knowledge of the sector. We will focus on exploring what makes a healthy lifestyle and make links about how this linking to roles within the caring sector. We will further focus on planning leisure activities for different ages ranging from early years to elderly support. Throughout all the sessions, students will have the opportunity to develop and extend their communication skills and social interaction skills.

### Term 3

In the summer term, students will have the opportunity to use some of their learned skills by exploring care settings and undertaking role play roles to extend their knowledge and practical understanding of jobs. Students will visit care settings and take part in a volunteer role in an area of interest.

## Home Learning Activities

- Keep a diary of family of events.
- Help to organise areas within the home including cupboard and household job areas.
- Practice healthy lifestyle activities including cooking healthy snacks and meals, making a cup of tea.
- Plan healthy outdoor activities for the family including walks and visiting local parks.
- Research local health and social care settings in the local area – how many can you find? Who do they care for?

Should you require any more information or have any Health & Social Care specific queries please contact:

[jroscoe@mhs.bright-futures.co.uk](mailto:jroscoe@mhs.bright-futures.co.uk)



# Maintenance

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

During the autumn term students will be introduced to the manual careers sector and the opportunities within it. Students will start to investigate job roles including the varied roles in construction.

Students will learn about the different tools needed for the practical jobs within this careers sector and will be supported to learn to use each one safely. Students will be supported to use tools and equipment including hammer/screwdriver/saw/paintbrush as well as learning to measure materials accurately. Students will learn about safety guidelines on a site and personal protective equipment they must wear.

### Term 2

This term students will further develop their use of tools and will be supported to become more proficient at using each one safely and for a purpose.

Students will take part in a series of construction and DIY related tasks where they will put their practical skills to the test. They will be supported to complete maintenance tasks in small teams following verbal and written instructions to achieve their set tasks. As part of this students will be building wooden planters and helping to plan and further develop our school's horticulture area using their practical skills and knowledge.

### Term 3

In the final term of the year students will be challenged to take their skills into a community project as part of a group work placement. Students will work alongside community partners at Crowcroft Park where they will be contributing to the redevelopment of an area of the park. They will be challenged to work in small teams to use tools and equipment to maintain an outside area as well as to redevelop an indoor space. Students will also be further investigating local construction courses and eventual career paths they could take in the industry.

## Home Learning Activities

- Keep a diary of family of events.
- Get involved in any household DIY tasks: building furniture, painting etc.
- Use simple tools together with a high level of supervision and where you are confident to do so.
- Carry out garden maintenance together including cutting plants back, sweeping, moving material using a wheelbarrow etc.
- Investigate local construction course at Entry Level/Level 1. Start by looking at Manchester college [tmc.ac.uk](http://tmc.ac.uk)
- Find out about different job roles together including bricklaying, plastering, plumbing, tiling, roofing, electrician, labourer etc.
- Practice writing an application form for a course/job explaining all of the practical skills you have and the tools that you can use.

Should you require any more information or have any Maintenance specific queries please contact:  
[cjohnson@mhs.bright-futures.co.uk](mailto:cjohnson@mhs.bright-futures.co.uk)



# Hospitality & Catering

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

During the first term, students will focus on developing an understanding of jobs and types of employment opportunities within the sector. We will learn about personal hygiene and the importance of self-presentation when working across a range of roles.

### Term 2

Throughout the Spring term, learners will practise recognising kitchen safety practices and learn how to apply these to practical cooking. Students will learn about allergens and understand what this means and why it is important to be aware of allergies in food. We will begin to set up a café environment and apply skills through running a mini enterprise.

### Term 3

Students will continue to develop and extend running their enterprise café. They will have the opportunity to learn about different catering roles through practical experiences. We will learn about cleaning practices and storage of foods. This practical learning will allow for the students to fully apply their learning.

### Home Learning Activities

- Visit local cafes and restaurants. Practical cooking snacks and meals at home.
- Help to clean the kitchen after cooking.
- Organise the fridge. Check use by and sell by dates on foods in your house.
- Help to unpack and store the shopping.
- Look at ingredients and learn what is in your favourite meals.

Should you require any more information or have any Hospitality & Catering specific queries please contact:

[jroscoe@mhs.bright-futures.co.uk](mailto:jroscoe@mhs.bright-futures.co.uk)



# Creative Media

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

Learners will develop a character from the script of A Christmas Carol. They will use voice, facial expressions and gestures to communicate their character to an audience. They will be expected to learn some lines either for a live or a video performance as well as remember cues. They will be involved in a final performance to the school in December at our end of year celebrations.

### Term 2

Students will be developing their digital sound and recording techniques to create podcasts and radio shows. They will have to research, prepare and produce short pieces to upload on the school website for their targeted audiences.

### Term 3

Students will have the opportunity to explore further their video, audio and research techniques to create a live quiz show for each year group. They will understand how lighting, sound and visuals are used in a live performance.

### Home Learning Activities

- Students will be provided with research opportunities as well as watching and listening activities.



# Performing Arts

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

Learners will develop a character from the script of A Christmas Carol. They will use voice, facial expressions and gestures to communicate their character to an audience. They will be expected to learn some lines either for a live or a video performance as well as remember cues. They will be involved in a final performance to the school in December at our end of year celebrations.

### Term 2

Students will be working towards Explore/discover/Bronze Award in The Arts Award. This will develop the young people's artistic abilities alongside their research and communication skills. This level involves them in the arts as creators and audience members and encourages them to take their first steps towards leadership by sharing their learning with others.

### Term 3

Students will have the opportunity to learn how to create short, devised slap stick performances. They will research silent movie artists such as Charlie Chaplin and Buster Keaton. They will showcase their new skills in the Summer Festival.

## Home Learning Activities

- Students will have to learn lines and cues. Practice learning lines together.
- There will be research elements to the Arts Award which can be carried out at home.
- Watch different movies, plays and productions together and discuss actors' performances.





# Duke of Edinburgh

As part of their timetable students spend three mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level / Level one criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

## Content

### Term 1

In term one, students will focus on the volunteering and physical sections. During Duke of Edinburgh lessons, students can choose to volunteer through mentoring younger peers or fundraising for charity. Activities may include washing cars, crafts for the winter fair, etc. For Bronze, volunteering lasts 3 months in lessons. For Silver, students volunteer 3 months in lessons, then at lunchtimes for 3 more months. The physical section takes place in PE, where students do two fitness activities per week to improve over time. Teachers provide guidance

### Term 2

In the exciting second term, students roll up their sleeves for a full three months of hands-on preparation for the DofE Bronze/ silver expeditions. They're on a mission to master the nitty-gritty skills that'll make their adventure a breeze. From decoding maps to rocking a compass, estimating distances, and tackling unfamiliar terrain – it's all in the mix. But that's not all! They're also diving into the essentials like first aid, camping wizardry, nailing down plans, smart budgeting, mastering teamwork, and setting solid goals. It's a comprehensive unit designed to ensure they step into their outdoor escapade with not just skills but the confidence to conquer it all. They will also be adding some orienteering basics to their toolkit too!

### Term 3

In the final term, DofE Bronze and Silver participants embark on a 2-day/1-night or 3-day/2-night practice expedition, respectively, supervised and guided by teachers. This hands-on experience sets the stage for the assessed qualifying expedition, a challenging showcase of their skills. Teachers offer ongoing support, ensuring a safe and enriching journey. Post-expedition, participants meticulously document their experiences, culminating in the submission of comprehensive records. The awards ceremony is the grand finale, celebrating their achievements and marking the successful completion of the DofE Bronze and Silver awards, a significant milestone in their sixth form adventure.

## Home Learning Activities

- Practice using a map and compass to find local landmarks.
- Talk about one expedition skill they have learned each week.
- Assist in making a packing list for expedition.
- Allow use of home exercise equipment 30 mins/day.
- Go for a walk or jog together 2 times per week.
- Spend time outside together - visit local parks and build up walking distance.

Should you require any more information or have any Duke of Edinburgh specific queries please contact:

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