

Key Stage 3 Long Term Planning

Pearson BTEC

Level 1 Certificate in Teamwork and Personal Skills in the Community

Year 9 2019-2020 INTENT:

The Pearson BTEC Level 1 qualification in Teamwork and Personal Skills in the Community is for learners seeking involvement or increased involvement with their community, and who want to prepare for employment or develop teamwork and personal skills.

Year 9 pupils will have developed a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and working life. Learners may progress into or within employment, and/or continue their study in vocational areas such as qualifications for uniformed and non-uniformed public services.

These qualifications give learners the opportunity to:

- develop teamwork and personal skills, as well as encouraging involvement in their local community
- develop knowledge, understanding and skills that support their personal growth and employability
- develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in education and working life
- achieve a nationally recognised Level 1 qualification
- develop their own personal growth and engagement in learning
- further engage or re-engage with education and learning
- access programmes of study that enable progression to higher level qualifications. The Award gives learners, who may require encouragement, the opportunity to achieve a qualification encompassing teamwork and personal skills. The Certificate gives learners, who can engage with a larger programme of learning, the opportunity to achieve a qualification with greater breadth.

Faculty Area: Humanities

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Knowledge	A. Working as Part of a Team B. Working Towards Goals	Self-assessment	Self-assessment Planning and Participating in an Event	Planning a Trip to a Visitor Attraction	Planning an Enterprise Activity	Improving Personal Exercise and Fitness	
Outcomes	A1 Understand how to contribute to working as part of a team in appropriate ways A2 Be able to work as an effective team member A3 Be able to review the team's progress and their contribution to it B1 Be able to identify and explain their goal B2 Be able to prepare an action plan to meet their goal B3 Be able to review progress towards achieving their goal	Understand personal strengths and weaknesses Understand the importance of recognising personal skills and qualities Understand goal setting	Be able to plan for an event as a team member Be able to participate in the organisation of an event Be able to contribute to the running of an event Be able to review the success of the event	Know the suitability of visitor attractions for a given visitor Be able to plan and cost an itinerary for a day trip to a visitor attraction Be able to present the itinerary	Know how to select a suitable enterprise activity Know appropriate roles and skills required for the enterprise activity Know the costs involved in producing and selling a product or service Be able to use an appropriate promotional technique	Improving Personal Exercise and Fitness Be able to participate in exercise and fitness activities designed to improve personal fitness Be able to reflect on participation in exercise and fitness activities	Super Learning Week – 3 Days

MOOR PARK HIGH SCHOOL: CURRICULUM

Connections to previous learning	Learners must be actively participating in an organisation while working towards the qualification.		Have attended a charity or fundraising event, a trip, an end-of-term dance or a sporting event.			Learners have had access to the practical facilities and a tutor with a sport or physical activity qualification
Assessment <i>Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. The 'units' can be assessed through a series of structured tasks or activities, including a mixture of theory-based and practical application.</i>	List at least two ground rules required for working with others eg a leaflet, presentation or poster. Review their own team-working skills- positives/negatives in the form of a checklist.	Record their self-analysis through the completion of logbooks. Detail at least two of their strengths, two of their weaknesses. How they could take steps to remedy personal weaknesses. Identify their personal skills and qualities. Identify one long-term goal.	Produce an outline plan for their chosen event.	Plan an itinerary showing details and costing. Costing exercise pro forma completion, including the date, departure point, destination, type of transport, activities, meal arrangements and schedule with times. Costing exercise should be presented clearly to show where each calculation type has taken place.	Present a brief poster or a written presentation activity to identify at least one strength and one weakness in two different enterprise ideas. identify a range of costs and processes related to producing and selling their product or service.	Identify the main components of a fitness session together with a brief outline of what is involved in each component. Review their personal fitness
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular			Plan and take part in an event.	Attend a trip to a visitor attraction.	Run an enterprise activity.	Participate in exercise and fitness activities.
Reading, Writing & Talk	Learners read easily, fluently and with good understanding. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate					

MOOR PARK HIGH SCHOOL: CURRICULUM

Numeracy	<p>All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking the mastery approach Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.</p> <p>Concrete – Learners can use concrete objects and manipulatives to help them understand and explain what they are doing.</p> <p>Pictorial –Learners then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.</p> <p>Abstract – With the foundations firmly laid, Learners can move to an abstract approach using numbers and key concepts with confidence.</p>		<p>Budgeting and financial skills.</p> <p>Realistic pricing; covering costs</p>	<p>Budgeting and financial skills.</p> <p>Realistic pricing; covering costs</p>	<p>Budgeting and financial skills.</p> <p>Realistic pricing; covering costs and making a profit.</p>	<p>Compare their results and determine if their exercise participation has improved their personal fitness.</p> <p>Statistics and data gathered and examined.</p>	
Key Skills					<p>Planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills</p>		

MOOR PARK HIGH SCHOOL: CURRICULUM

Learners who achieve the BTEC Level 1 Award in Teamwork and Personal Skills in the Community can progress to the BTEC Level 1 Certificate in Teamwork and Personal Skills in the Community. Learners who achieve the BTEC Level 1 Certificate in Teamwork and Personal Skills in the Community can progress to BTEC Level 2 qualifications such as the Level 2 Certificate/Extended Certificate/Diploma in Teamwork and Personal Development in the Community.

Curriculum Area:

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 10 Work Experience – 1 Week	Super Learning Week – 3 Days		
Syllabus										
Knowledge										
Skills										
Assessment	<i>Internal assessment (centre-devised assessment). An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.</i>	<i>Internal assessment (centre-devised assessment).</i>								
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks				
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular										
Reading, Writing & Talk	Learners read easily, fluently and with good understanding. Acquire a wide vocabulary,									

MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</p>						
<p>Numeracy</p>	<p>All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking the mastery approach Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.</p> <p>Concrete – Learners can use concrete objects and manipulatives to help them understand and explain what they are doing. Pictorial –Learners then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems. Abstract – With the foundations firmly laid, Learners can move to an abstract approach using numbers and key concepts with confidence.</p>						

--	--	--	--	--	--	--	--

Key Stage 4 Long Term Planning

Year 11 2019-2020 SYLLABUS:

Curriculum Area:

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus					
Knowledge					
Skills					
Assessment	<i>Internal assessment (centre-devised assessment) An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.</i>	<i>Internal assessment (centre-devised assessment).</i>			
Homework	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks	Completion of textbook consolidation tasks
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular					

MOOR PARK HIGH SCHOOL: CURRICULUM

<p>Reading, Writing & Talk</p>	<p>Learners read easily, fluently and with good understanding. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</p>				
<p>Numeracy</p>	<p>All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking the mastery approach Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.</p> <p>Concrete – Learners can use concrete objects and manipulatives to help them understand and explain what they are doing. Pictorial –Learners then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems. Abstract – With the foundations firmly laid, Learners can move to an abstract approach using numbers and key concepts with confidence.</p>				



MOOR PARK HIGH SCHOOL: CURRICULUM