

Year 10 Curriculum Planning – Prince’s Trust

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p style="text-align: center;"><u>Digital Skills</u></p> <p>This unit aims to support learners’ use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.</p> <p>Addition to completing the Prince’s Trust unit pupils should know (from the national curriculum).</p> <ul style="list-style-type: none"> - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. - What to do and where to get support to report material or manage issues online. - Sharing and viewing indecent images of children. <p><u>Understanding e-safety</u></p> <p>1. 1.1 State what is meant by “e – safety”.</p>	<p style="text-align: center;"><u>Digital Skills</u></p> <p>This unit aims to support learners’ use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way.</p> <p>Addition to completing the Prince’s Trust unit pupils should know (from the national curriculum).</p> <ul style="list-style-type: none"> - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. - What to do and where to get support to report material or manage issues online. - Sharing and viewing indecent images of children. <p><u>Understanding uses of digital tools</u></p>	<p style="text-align: center;"><u>Wellbeing – Healthy Eating</u></p> <p>This unit enables learners to explore and understand the benefit of a balanced diet as part of a healthy lifestyle and encourages learners to develop independent living skills.</p> <p>Addition to completing the Prince’s Trust unit pupils should know (from the national curriculum).</p> <ul style="list-style-type: none"> - How to maintain eating and the links between a poor diet and health risks, including tooth decay and cancer. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours. <p><u>Understanding how a balanced diet contributes to a healthy lifestyle</u></p> <p>1. 1.1 Give an example of a balanced diet (EL3), state (L1)/ describe (L2) the</p>	<p style="text-align: center;"><u>Wellbeing – Healthy Eating</u></p> <p>This unit enables learners to explore and understand the benefit of a balanced diet as part of a healthy lifestyle and encourages learners to develop independent living skills.</p> <p>Addition to completing the Prince’s Trust unit pupils should know (from the national curriculum).</p> <ul style="list-style-type: none"> - How to maintain eating and the links between a poor diet and health risks, including tooth decay and cancer. - What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours. <p><u>Be able to plan and make a healthy meal</u></p> <p>1. 3.2 State the ingredients required to make the meal. (EL3)</p>	<p style="text-align: center;"><u>Wellbeing – Healthy Eating</u></p> <p>This unit enables learners to explore and understand the benefit of a balanced diet as part of a healthy lifestyle and encourages learners to develop independent living skills</p> <p style="text-align: center;"><u>Managing money</u></p> <p>This unit is to support learners to understand some of the basic principles around personal money management.</p> <p>Throughout the unit, learners will be given the opportunity to gain knowledge on how to budget and how to plan their own personal spending, whilst looking at wage slips and bank statements.</p> <p><u>Be able to plan and make a healthy meal</u></p> <p>1. 4.1 Give an example/examples (L1) of how you could make your own diet healthier. (EL3)</p> <p>2. 4.1 Describe ways you could make your own (EL3/L1/L2)</p> <p><u>Managing Money</u> <u>Know about saving and borrowing options</u></p> <p>3. 1.1 Give examples of financial services provided by banks or building societies. (EL3, L1, L2)</p> <p>4. 1.2 Identify (EL3)/Give examples (L1/L2) an advantage of saving money.</p> <p>5. Identify (EL3)/Give examples (L1/L2) a disadvantage of borrowing money.</p>	<p style="text-align: center;"><u>Managing money.</u></p> <p>This unit is to support learners to understand some of the basic principles around personal money management.</p> <p>Throughout the unit, learners will be given the opportunity to gain knowledge on how to budget and how to plan their own personal spending, whilst looking at wage slips and bank statements.</p> <p><u>Understand money matters in the world of work</u></p> <p>1. 2.2 Explain the difference between the national minimum wage and national living wage. (L2)</p> <p>2. 2.2 Identify (EL3)/state (L1)/Explain the reasons for (L2) different types of deductions from earning.</p> <p><u>Understand the importance of own money management</u></p> <p>3. 3.1 Identify (EL3)/Give example (L1) items that make up a household budget. 3.1 complete a monthly household budget showing income and expenditure. (L2)</p> <p>4. 3.3 Outline the importance of personal budgeting (L1)/Give examples of how someone’s financial situation may impact on their wellbeing. (L2)</p> <p>5. 3.3 Give an advantage of a payment method. (EL3) 3.5 Give a disadvantage of at least two different payment methods. (L1/L2)</p> <p>6. Give an example (EL3)/examples (L1/L2) of an organisation that</p>

	<p>2. 1.2 Identify (explain L2) types of online threats. (EL3) and how to protect against online threats (L1).</p> <p>3. 1.3 Give example of features that make a password secure. (EL3/L1)</p> <p>4. 1.3 Explain features that make a password secure. (L2)</p> <p><u>Understanding appropriate online behaviour</u></p> <p>5. 2.1 Identify (EL3) and give examples (L1/L2) examples of positive and negative online behaviours</p> <p>6. 2.2 List (EL3) the impacts of inappropriate online behaviours/Outline importance of maintaining appropriate online behaviours. (L1)</p> <p>7. 2.2 Explain the importance of maintaining appropriate online behaviour (L2).</p>	<p>1. 3.1 Give examples of digital tools (EL3) and tasks which require digital tools (EL3/L1/L2).</p> <p>2. 3.2 List (L1)/Explain (L2) the advantages and disadvantages of different digital tools.</p> <p><u>Be able to review own digital skills and identify areas for development.</u></p> <p>3. 4.1 Explain why it is important to keep digital skills and knowledge up to date. (L2)</p> <p>4. 4.1/4.2 Give an example of own digital skill (EL3)/skills (L1/L2) that needs to be developed.</p> <p>5. 4.2 Identify ways to develop this (EL3)/these (L1) digital skills.</p> <p>6. 4.3 Plan activities to develop these digital skills. Improving the unit/catch up session.</p>	<p>benefits of eating a balanced diet.</p> <p>2. 1.2 outline the main components of a balanced diet. (L1/L2)</p> <p>3. 1.2 Give an example of what should be avoided in a balanced diet/ (EL3/L1/2)</p> <p>4. 2.2 Give examples of how (EL3)/Explain how (L1/L2) social media can impact dietary choices.</p> <p><u>Be able to plan and make a healthy meal</u></p> <p>5. 3.1 select a nutritious meal to make/cook. (EL3/L1/L2)</p> <p>3.2 outline how the chosen meal meets the components of a balanced diet. (L2)</p>	<p>2. 3.2/3.3 Plan how to make the meal including ingredients, timings and equipment required. (L1/L2).</p> <p>3. 3.4 Calculate the cost of the ingredients. (L3)</p> <p>4. 3.3/3.4/3.6 Prepare chosen meal. (EL3/L1/L2)</p> <p>5. 3.3/3.5 Give examples of how to minimise hygiene risks when preparing food. (L1/L2)</p> <p>6. 3.7 Give examples of skills used in preparing the meal. (L3)</p>	<p><u>Understand money matters in the world of work</u></p> <p>Identify (EL3)/Give examples (L1/L2) different ways to be paid for work.</p>	<p>provides help and advice on money management.</p> <p>7. Identify (EL3/L1)/describe (L2) ways to protect yourself from fraud.</p>
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Year 11 Curriculum Planning – Prince’s Trust

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Weekly focus</p> <p>Core Knowledge, Skills and Concepts</p>	<p style="text-align: center;"><u>Wellbeing</u></p> <p>Wellbeing is taught now to help build on the resilience students have/have not developed to prepare them for the challenges in the coming year 11 and future.</p> <p>This builds on prior knowledge they have done in the KS3 curriculum in the emotional and core PSHEC lessons.</p> <p><u>Be able to understand emotional wellbeing</u></p> <ol style="list-style-type: none"> 1.1 state what is meant by emotional wellbeing. (EL3/L1/L2) 1.2 Give example (EL3)/examples (L1/L2) of a factor that can affect mental health. 1.3 Explain what is meant by resilience. (L2) 1.3 Give an example (L1)/examples (L2) of how (L1)/ways to develop (L3) resilience can be developed. <p><u>Be able to understand physical wellbeing</u></p> <ol style="list-style-type: none"> 2.1 State what is meant by physical wellbeing. (EL3, L1, L2) 	<p style="text-align: center;"><u>Wellbeing</u></p> <p>Wellbeing is taught now to help build on the resilience students have/have not developed to prepare them for the challenges in the coming year 11 and future.</p> <p>This builds on prior knowledge they have done in the KS3 curriculum in the emotional and core PSHEC lessons</p> <p><u>Be able to understand physical wellbeing</u></p> <ol style="list-style-type: none"> 2.3 Identify characteristics of healthy relationships. (L1/L2) 2.3 Give examples (EL3) of elements (L1/L2) of personal hygiene that is important for physical wellbeing. <p><u>Be able to understand how to respond positively to stress</u></p> <ol style="list-style-type: none"> 3.1 State what is meant by stress (EL3/L1/L2). 3.2 Give an example (EL3)/example (L1/L2) of a possible cause of stress. 3.3 Identify physical signs of stress. (EL3/L1) Give examples of physical and emotional signs of stress (L2) 3.4 Identify a strategy (EL3)/strategies (L1/L2) for 	<p style="text-align: center;"><u>Career Planning</u></p> <p>Career planning is taught now to help prepare students for the variety of choices and options Post 16 and for the future.</p> <p><u>Be able to take action to improve own wellbeing</u></p> <ol style="list-style-type: none"> 4.2 Identify strategies you could use to support your own mental health. (EL3) Give examples of how you could support your own mental health (L1/L2) 4.3 Give an example of an organisation (EL3)/examples (L1/L2) or person who could provide information, advice or support for your wellbeing. 4.4 Plan activities that will support your wellbeing <p style="text-align: center;"><u>Career Planning</u></p> <p><u>Be able to recognise suitable jobs or training opportunities</u></p> <ol style="list-style-type: none"> 1.1 Give an example of a career option relevant to own skills and interests. (EL3) Give examples of sources of information about career options. (L1/L2) 	<p style="text-align: center;"><u>Career Planning</u></p> <p>Career planning is taught now to help prepare students for the variety of choices and options Post 16 and for the future.</p> <p><u>Be able to recognise suitable jobs or training opportunities</u></p> <ol style="list-style-type: none"> 1.4 Identify (EL3)/give examples (L1) describe (L2) job vacancies or training opportunities relevant to chosen career option. 1.5 Identify job vacancies or training opportunities relevant to a chosen career option. (L1) Outline the possible steps needed to reach one of your career options. (L2) 1.6 Identify job vacancies or training opportunities relevant to chosen career option. (L2) <p><u>Understand how to apply for jobs or training opportunities</u></p> <ol style="list-style-type: none"> 2.1 state different methods of applying for jobs (EL3/L1/L2) 2.2/2.3 produce a CV which highlights own 	<p style="text-align: center;"><u>Career Planning</u></p> <p>Career planning is taught now to help prepare students for the variety of choices and options Post 16 and for the future.</p> <p><u>Be able to take part in an interview</u></p> <ol style="list-style-type: none"> 3.1 State what to consider when preparing for an interview (EL3/L1/L2) 3.2 Identify ways (EL3)/Give examples (L1)/Explain (L2) to create a good impression to an interview. 3.3/3.4 Prepare potential responses to given interview questions. (EL3/L1/L2) 3.4 Give examples of questions you might pose at interview (L2). 3.4 Obtain feedback on own performance in a real or simulated interview (EL3/L1/L2). 3.5/3.6 Review own performance at interview to identify personal strengths and areas for improvements. (L1/L2) 	

	<p>6. 2.2 Give an example (EL3)/examples (L1) of a factor that can affect physical wellbeing.</p> <p>7. 2.2 Describe how physical wellbeing can be impacted by your lifestyle.</p>	<p>reducing and managing stress.</p> <p><u>Be able to take action to improve own wellbeing</u></p> <p>7. 4.1 Identify a way to develop your own self – esteem. (EL3/L1/L2)</p>	<p>5. 1.2 State the skills and qualities required for chosen career option. (EL3) Give examples of career options relevant to own skills and interests (L1/L2)</p> <p>6. 1.3 State (EL3)/list (L1)/describe (L2) an advantage/(s L1/L2) and a disadvantage/s (L1/L2) of the chosen career option</p>	<p>skills, experience and achievements (L1/L2)</p> <p>6. 2.4 complete an application to an appropriate standard for submission (EL3/L1/L2) Produce a covering letter for a specific job role (L2)</p>		
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