

**EQUALS 14–19 EsSEntials**

# **Moving On**

**Third Edition**

## **Preview**

**Moving On is a curriculum for celebrating achievement that supports assessment for Entry 1 qualifications.**

# MOVING ON

## CURRICULUM AND ACCREDITATION FOR STUDENTS AGED 14–19 YEARS, WITH LEARNING DIFFICULTIES

### WHY MOVING ON?

Moving On offers an easy-to-use, flexible, all-inclusive curriculum with national accreditation for students between the ages of 14–19 years who experience difficulties in learning. It is written by teachers, for teachers.

This package has the following key features:

1. It is appropriate for students with cognition and learning needs including severe learning difficulties and profound and multiple learning difficulties and complex needs.
2. It contains five separate one-year programmes of learning: Adventurer, Explorer, Traveller, Voyager and Globetrotter. These can be taught in any order or combined and are supported by Functional Skills and Literacy and Numeracy programmes.
3. The programmes have specific subjects with clear learning outcomes for students of the full range of ability.
4. The content includes World Studies, Independent Living, Vocational Studies, Key Skills and relates to the Foundation Learning Programmes: Personal Development; Functional Skills; Independent Living Skills and Vocational/Work Skills.
5. A wide range of age appropriate subjects are addressed including Sex and Relationship Education (Supplementary Units available) and Personal Safety.
6. There are level descriptions, related to the Foundation Learning 10 Stage Achievement Continuum, QCDA.
7. Key Skills are clearly identified and there are level descriptions to show student progression in attainment.
8. National accreditation celebrates annual achievement and provides evidence for Entry 1 qualifications in Personal Progress within Foundation Learning:
  - Flexibility to develop personalised learning programmes that engage and motivate learners on an individual or group basis.
  - A curriculum that supports access to full qualification outcomes by using the credit accumulation and transfer system of the QCF through qualifications that have been designed by awarding organisations to meet the progression needs of entry and Level 1 learners.

- Exemplar frameworks of learning that can be used to design personalised learning programmes to ensure minimum skills development in learners is attained along with full qualification outcomes to improve work and life opportunities.
- National accreditation supporting qualifications that will help motivate and reward learners by formally recognising their achievements and progression within the QCF.
- Joined-up and achievable progression routes through the 14–19 learning landscape and into life-long learning via the supported employment and independent living pathway.

## THE STRUCTURE OF MOVING ON

### Overview

Moving On is organised into five Programmes each covering work notionally for one year, i.e. Traveller, Explorer, Adventurer, Voyager and Globetrotter. The Programmes incorporate subject areas taken from three Courses of Study:

#### WORLD STUDIES

- ❑ Science
- ❑ Technology
- ❑ Foreign Cultures
- ❑ Creativity: music, art, dance, drama
- ❑ Humanities

#### INDEPENDENT LIVING

- ❑ Personal, Social and Health Education
- ❑ Citizenship
- ❑ Leisure & Recreation
- ❑ Daily Living Skills

#### VOCATIONAL STUDIES

- ❑ Work Skills
- ❑ Careers Education & Guidance / Post School Planning.

The Subject Areas are divided into Units of Work e.g. World Studies–Subject Area–Humanities–Unit–Worship and Festivals. Key Skills are embedded throughout the Subject Areas and as a consequence there are no separate units of work for teaching Key Skills, although there is opportunity to secure accreditation for them. So overall we have:

**Programmes:** Adventurer, Explorer, Traveller, Voyager, Globetrotter (notionally one for each year)

**Courses of Study:** a. World Studies  
b. Independent Living  
c. Vocational Studies

**Subject Areas:** a. Science, Technology, Foreign Cultures, Creativity, Humanities  
b. PSHE, Citizenship, Leisure & Recreation, Daily Living Skills  
c. Work Skills, Careers Education Guidance/Post School Planning

**Units:** e.g. 'Planning for work' or 'Going to work'  
Including, knowledge, skills and understanding to be covered

**Key Skills:** Communication, Application of Number, IT, Working with Others, Problem Solving, Improving Own Learning and Performance.  
  
These are normally embedded within subject areas and support differentiated outcomes for individual student targets.

**Examples of Activities:**  
Differentiated activities to help medium term planning.

Each Course of Study has:

- overall aims
- overall rationale.

Each Subject Area has:

- Unit content
- examples of Unit activities and references to Foundation Learning Common Units
- learning outcomes
- level descriptions
- list of resources.

Each Key Skill has:

- Level Descriptions, with examples.

Moving On is not intended to be a prescriptive Programme of Work, but a tool to assist schools with their planning and accreditation. The units do not specify detailed teaching content or context, although, at the beginning of each subject area you will find a brief overview of the concepts to be included, examples of activities and points to note including hints, vocabulary and resources. By covering all five Programmes a student would complete a broad and balanced curriculum during their post 14 education. However, it is up to each school to decide how to use Moving On.

An options approach may be used to allow students to choose which subjects to take thereby individualising their own learning programmes. The whole of your post 14 schemes of work may be based on it or you may use it to enhance your own school curriculum.

Moving On also offers nationally accredited achievement through peer moderation and although it is not on the National Database of Accredited Qualifications (NDAQ) the evidence of achievement can be used to support Foundation Learning Entry 1 Personal Progress Qualifications (see Appendix 1, p21).

**Moving On is a curriculum for celebrating achievement that supports assessment for Entry 1 Qualifications.**

*Although the unit resources are recommended by EQUALS we cannot be held responsible for contents referenced by an external link. Reference herein to any company does not necessarily constitute or imply its endorsement or recommendation by EQUALS.*

**Level Descriptions and Sets of Learning Outcomes**

Level descriptions refer to levels of attainment and indicate progression throughout the five years of study (see Appendix 2, p22). They have been written with reference to the 10 Stage Achievement Continuum, QCDA (see Appendix 3, p39).

**Level descriptions** are provided for both Subject Areas and Key Skills. Level descriptions should not be used for assessment during completion of Subject Areas. They should only be used by the teacher to ascertain the level at which to enter a Programme and to evaluate the level of attainment at the end of the year of study.

**Sets** of learning outcomes relate to the teaching of the subjects and indicate the level of achievement that is required. These can be differentiated for individual students. They are the main source of focus for the teacher in planning and delivering lessons, and evaluating student achievement afterwards.

When students have been assessed for their achievement in relation to sets of learning outcomes within a subject, the teacher can then identify the level of attainment by referring to the level descriptions. Over a period of time this will become an indicator of student progression.

### **Specifications on Progression**

The Moving On package has been designed to provide 'units of work' that indicate continuity and progression over five years. Each subject area has a scale of 10 levels of achievement. These have been provided to allow each level of attainment to be accredited. In this way the student can progress both laterally and vertically.

For example with lateral progression:

- |        |   |
|--------|---|
| Step 1 | initial single basic experience.                  |
| Step 2 | continued range of extended experience.           |
| Step 3 | additional complex generalisation of experiences. |

For example with vertical progression:

- |        |            |                          |
|--------|------------|--------------------------|
| Step 1 | Level 1–3  | basic knowledge.         |
| Step 2 | Level 4–6  | understanding.           |
| Step 3 | Level 7–10 | conceptual appreciation. |

This allows for continuity in vertical progression and is important in identifying increases in student attainment.

## **KEY SKILLS**

'Key Skills are fundamental to participation and achievement in all curriculum areas' QCDA, Developing Skills. They are essential aspects of learning that permeate the whole curriculum.

There are six main Key Skills:

- Communication
- Application of Number
- Information Technology
- Working With Others
- Problem Solving
- Improving Own Learning & Performance

The emphasis on these areas throughout 14–19 curriculum enables students to develop strategies that are relevant to their adult life. It is possible to teach them either within discrete timetabled sessions or embedded throughout the subject areas of the curriculum.

Key Skills can be regarded as strategic skills e.g. it is possible to teach a student to make a purchase with a covering amount of money following the requirements to select an item, organise coins, queue, pay and receive change without them having a conceptual understanding of the value of money.

Addressing the Key Skills provides students with opportunities to generalise their skills and knowledge. Highlighting the acquisition of Key Skills promotes students' self-awareness and ability to both set and evaluate personal targets.

Key Skills cover:

Cognitive and thinking skills

- Problem Solving
- Improving Own Learning

Practical skills

- ICT
- Numeracy

Social skills

- Communication
- Working With Others

All these areas can provide access to greater knowledge and understanding across the curriculum and enable students to gain a greater degree of independence. These skills also relate to real life, everyday situations thus enabling students to access their community as fully as possible and follow the independent living/supported employment pathway.

Key Skills are a set of competencies that provide the essential building blocks to enhance effective performance throughout the curriculum.

## **QUALIFICATIONS AND ACHIEVEMENT**

### **Entry 1 Qualifications in Personal Progress and Moving On Accreditation**

Moving On offers nationally accredited achievement through peer moderation and although it is not on the National Database of Accredited Qualifications (NDAQ) the evidence of achievement can be used to support Entry 1 Qualifications in Personal Progress within Foundation Learning.

Moving On is a curriculum and assessment package that celebrates student's achievements each year. It meets the assessment requirements of Foundation Learning:

- Foundation Learning Programmes: Personal Development; Functional Skills; Independent Living Skills and Vocational/Work Skills
- Foundation Learning 10 Stage Achievement Continuum, QCDA
- Entry 1 Common Units.

The model below indicates one way Moving On might support the Personal Progress qualification by keeping to the principle that qualifications should not pre-determine what we teach.

<b>Year Key Stage</b>	<b>Moving On Achievement Certificate Annual</b>	<b>Entry 1 Qualification End of Key Stage</b>
Y10 start KS4	Any Programme	
Y11 end KS4	Any Programme	Personal Progress
Y12 start KS5	Any Programme	
Y13 KS5	Any Programme	
Y14 Transition	Globetrotter	Personal Progress

Unfortunately, as an educational charity administered by teachers for teachers we cannot meet all the criteria specified by the NDAQ to offer Entry 1 qualifications but we do provide:

- a curriculum for celebrating achievement
- evidence for Entry 1 Qualifications
- a resource for Foundation Learning Programmes
- a personalised learning approach
- a national support network of teachers
- a national accreditation scheme.

**A Teacher's Handbook and Moderation Handbook give details of the accreditation process ([www.equals.co.uk](http://www.equals.co.uk)).**

<b>Overview of World Studies Covering Five Year Programmes</b>				
<b>Science</b>	<b>Technology</b>	<b>Foreign Cultures</b>	<b>Creativity</b>	<b>Humanities</b>
<b>ADVENTURER PROGRAMME</b>				
Materials & Change  What Makes Things Work?  Looking After our World	Textiles  Food  DIY	Language  Lifestyles  Wider Culture	Music – Instruments  Art – 2D Materials  Drama/Dance Movement and Gesture	Religions  Worship and Festivals  The Numinous Sense
<b>EXPLORER PROGRAMME</b>				
Materials & Change  What Makes Things Work?  Looking After our World	Textiles  Food  DIY	Language  Lifestyles  Wider Culture	Music – Performance  Art – 3D Materials  Drama/Dance Mime and Role Play	Religions  Worship and Festivals  The Numinous Sense
<b>TRAVELLER PROGRAMME</b>				
Materials & Change  What Makes Things Work?  Looking After our World	Textiles  Food  DIY	Language  Lifestyles  Wider Culture	Music–Appreciation  Art–Art and Artefacts in the Community  Drama/Dance In the Community	Religions  Worship and Festivals  The Numinous Sense
<b>VOYAGER PROGRAMME</b>				
The Human Body  Forces  Climate and Climate Change	Fashion  Food for Sale and Packaging  Jewellery	<b>The New World:</b>  Language  Lifestyles  Wider Culture	Composing Music  Abstract Art Techniques  Puppets	Notable Local People  Maps and Getting Around  Family History
<b>GLOBETROTTER PROGRAMME</b>				
Industry and Production  The Solar System  Habitats on Land and Sea	Specialist Clothing and Costumes  Food Groups and a Balanced Diet  Making Gifts for Sale	<b>UK Culture:</b>  Language or Dialects  Lifestyles  Wider Culture	Popular Music  Contemporary Art  Theatre and Film Making	Local Community Events  Landmarks  Famous Buildings

## **Rationale for World Studies**

The study of these subjects will allow students with learning difficulties to take responsibility for themselves, others and their environment and to understand their place within it; thus allowing them to develop an awareness of our ability to appreciate, control and change the world.

Through the experience and knowledge gained students will have the opportunity to develop confidence, self-esteem, foster positive attitudes and values and express feelings and emotions in a variety of ways.

This area is important to students as it contributes to a broad, balanced and age-appropriate curriculum for students aged 14–16 or 14–19 years. Where students have difficulty accessing the knowledge at higher levels of achievement they will be given a wide range of experiences to enrich their lives according to their age, needs, abilities and aptitudes.

## **Aims**

Through this area the student will:

- Develop an understanding of their place in the living world in relation to the past and present including their local communities.
- Develop the student's knowledge and understanding of the natural and man-made world and its resources.
- Appreciate and enjoy the expressive arts.
- Develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Have the opportunities to explore, select and safely use appropriate materials for specific purposes.
- Experience and appreciate the language and lifestyles of other cultures.
- Explore the effect their actions may have on their environment.
- Utilise the knowledge, understanding and skills gained to enhance their lives as adults.
- Develop moral and spiritual awareness.

<b>Overview of Independent Living Covering Five Year Programmes</b>			
<b>Personal, Social and Health Education</b>	<b>Citizenship</b>	<b>Leisure &amp; Recreation</b>	<b>Daily Living Skills</b>
<b>ADVENTURER PROGRAMME</b>			
Healthy Living Personal Care Sexuality Education	Travel Services and Role in the Community  Local Current Affairs  Local Environmental Issues	Hobbies and Pastimes  Sport  Health/Therapy	Horticulture  Meal Preparation  Domestic Skills/ Technology in the Home
<b>EXPLORER PROGRAMME</b>			
Self-Awareness Family and Friends Sexuality Education	Financial Services and Role in the Community  National Current Affairs  National Environmental Issues	Hobbies and Pastimes  Sport  Health/Therapy	Horticulture  Meal Preparation  Domestic Skills/ Technology in the Home
<b>TRAVELLER PROGRAMME</b>			
Emotions Relationships Sexuality Education	Leisure Services and Role in the Community  International Current Affairs  International Environmental Issues	Hobbies and Pastimes  Sport  Health/Therapy	Horticulture  Meal Preparation  Domestic Skills/Technology in the Home
<b>VOYAGER PROGRAMME</b>			
Advocacy and Self Expression Personal Safety Travel Training	Global Dimension  School Newsletter/ Council  World Organisations	Using Technology for Leisure  Sport in the Community  Therapy	Seasonal and Local Foods and Plants  Eating Out  Time Management
<b>GLOBETROTTER PROGRAMME</b>			
Personal Care and Presentation Using Local Facilities for Health Drugs Awareness	Democracy: Rights and Responsibilities  Residential Experience  The Year of: Campaigns	Joining a Club  Competitive Sport  Health Action Plan	Container Gardening  Planning Meals for a Period of Time  Clothing Care and Maintenance

## **Rationale for Independent Living**

Students should 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 and fulfilling.

## **Aims**

To provide learning experiences which enable students to:

- Manage independently in a range of personal and community activities, demonstrating understanding of the needs of themselves and others.
- Achieve as high a degree of personal independence and safety as possible.
- Develop positive values, decision-making skills and an acceptance of responsibility.
- Develop skills of self-advocacy.
- Develop skills to make and communicate informed choices.
- Become involved in a range of social interactions with familiar people and in their local communities.
- To anticipate routines recognise and have control over patterns in their lives.
- Plan, carry out and evaluate a range of activities in their immediate and community situations.
- Demonstrate an understanding of cause and effect in their own lives and those of others.

<b>Overview of Vocational Studies Covering Five Year Programmes</b>	
<b>Work Skills</b>	<b>Careers Education &amp; Guidance/ Post School Planning</b>
<b>ADVENTURER PROGRAMME</b>	
Planning for Work	Self Awareness
Going to Work	Accessing, Communicating and Using Information
Health & Safety at Work	Careers Education and Guidance/ Post School Planning
<b>EXPLORER PROGRAMME</b>	
Planning for Work	Self Awareness
Going to Work	Accessing, Communicating and Using Information
Health & Safety at Work	Careers Education and Guidance/ Post School Planning
<b>TRAVELLER PROGRAMME</b>	
Planning for Work	Self Awareness
Going to Work	Accessing, Communicating and Using Information
Health & Safety at Work	Careers Education and Guidance/ Post School Planning
<b>VOYAGER PROGRAMME</b>	
Salaries, Wages and Allowances	Anti-bullying
Understanding Work	Seeking Support from External Agencies
Economic Wellbeing	Dealing with Emergencies
<b>GLOBETROTTER PROGRAMME</b>	
Understanding a Work Production Line	Person Centred Planning
Advertising	Preparing for New Situations
The Work Place	Transition Arrangements

### **Rationale for Vocational Studies**

All students are entitled to a relevant curriculum, which will address their individual needs; broaden their experience, build confidence and competence by developing skills, knowledge and understanding to equip them for life. Students need a variety of vocational training and experience, together with post school planning and career opportunities in order to help them make informed choices and influence their own lives. This curriculum area will reflect equality of opportunity for all students and endorse the statutory requirements for curriculum development at KS4. Students need to build on existing Key Skills and be given the opportunity to maintain, consolidate and develop their learning in a vocational context. Students will have access to a choice of vocational contexts which may include: the school, wider

community, recreation, college and post-school placements including further education, training and independent and supported living and employment, to enable them to gain further experiences of lifelong learning and the Foundation Learning Programme.

### **Aims**

- To use their understanding of themselves to access their rights and acknowledge their own achievements and limitations and make informed choices about their own futures.
- To communicate effectively in a variety of contexts and situations.
- To promote cooperation, tolerance and respect for others.
- To give experiences and develop their understanding of the world of work.
- To develop links with the community so that students see themselves as valued members of the community.
- To use a variety of methods to express ideas and access information e.g. information technology including individual communication systems and aids.
- To develop awareness of possible Health and Safety issues in relation to context, situation and environments.
- To develop positive attitudes to the safety of themselves, others and equipment.
- To demonstrate appropriate presentation skills.
- To enable students to adjust and cope with change.
- To use their learnt knowledge functionally within all Key Skills.
- To develop manipulative skills.
- To develop links with future day/residential placements to enable students a smoother transition into adult life.



**14 - 19**  
**EsSENtials**

# Moving On

**World Studies**

Science  
Technology  
Foreign Cultures  
Creativity  
Humanities



**Voyager**

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# Programme: Voyager - Preview Unit

## Course of Study: World Studies

### Subject Area: Science

#### Unit Content:

##### a. The Human Body

The student will learn about and experience the human body.

##### b. Forces

The student will learn about and experience forces.

##### c. Climate and Climate Change

The student will learn about and experience climate and climate change.

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### Resources

#### *The Human Body*

Usborne books

The human body

[www.childrenfirst.nhs.uk](http://www.childrenfirst.nhs.uk)

[www.primaryresources.co.uk/science](http://www.primaryresources.co.uk/science)

#### *Forces*

[www.bbc.co.uk/schools/scienceclips](http://www.bbc.co.uk/schools/scienceclips)

#### *Climate and*

*Climate change:* UNICEF Publications

World Wildlife Foundation publications

[www.coolkidsforacoolclimate.com](http://www.coolkidsforacoolclimate.com)

[www.ecofriendlykids.co.uk](http://www.ecofriendlykids.co.uk)

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Science</b> <b>Unit</b> <b>a. The Human Body</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>The Human Body.</b></p>	<p>Refer to EQUALS 14–19 EsSEntials Sex and Relationships Education Schemes of Work.</p> <p>Using commercially purchased body part puzzles.</p> <p>Songs and drama and dance routines which reinforce using various parts of the body.</p>	<ul style="list-style-type: none"> <li>• developing learning skills: learning to learn</li> <li>• developing self-awareness skills: all about me</li> <li>• engaging with the world around you: people</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to the human body.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to the human body.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to the human body.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to the human body.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to the human body.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to the human body.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to the human body.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to the human body.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to the human body.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to the human body.</li> </ol>

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Science</b> <b>Unit</b> <b>b. Forces</b>			
<b>Learning Objectives</b>	<b>Sample Teaching Activities</b>	<b>Examples of Personal Progress Units</b>	<b>Sets – Differentiated Learning Outcomes</b>
<p>The student will learn about and experience:</p> <p><b>Forces.</b></p>	<p>Experiments to include:</p> <ul style="list-style-type: none"> <li>• speed – distance – time graphs.</li> </ul> <p>Balanced and unbalanced forces</p> <ul style="list-style-type: none"> <li>• acceleration</li> <li>• friction.</li> </ul> <p>Experience forces in applied settings e.g. visit places where forces are used e.g.</p> <ul style="list-style-type: none"> <li>• theme park rides</li> <li>• school Minibus.</li> </ul>	<ul style="list-style-type: none"> <li>• developing ICT skills</li> <li>• early mathematics: developing number skills</li> <li>• early mathematics: measure</li> <li>• engaging with the world around you: objects</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to forces.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to forces.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to forces.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to forces.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to forces.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to forces.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to forces.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to forces.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to forces.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to forces.</li> </ol>

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Science</b> <b>Unit</b> <b>c. Climate and Climate Change</b>			
<b>Learning Objectives</b>	<b>Sample Teaching Activities</b>	<b>Examples of Personal Progress Units</b>	<b>Sets – Differentiated Learning Outcomes</b>
<p>The student will learn about and experience:</p> <p><b>Climate and Climate Change.</b></p>	<p>Create a sensory environment of simulating different climates using textiles, plants heaters and digital projector.</p> <p>Contact environmental organisations regarding climate change.</p> <p>Visit places with different 'climates' e.g.</p> <ul style="list-style-type: none"> <li>• Butterfly World</li> <li>• zoo</li> <li>• aquarium</li> <li>• museums.</li> </ul>	<ul style="list-style-type: none"> <li>• developing ICT skills</li> <li>• Early mathematics: developing number skills</li> <li>• developing learning skills: learning to learn</li> <li>• engaging with the world around you: objects</li> </ul> <p><b>Refer to introduction (p21) for NDAQ codes</b></p>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to climate and climate change.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to climate and climate change.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to climate and climate change.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to climate and climate change.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to climate and climate change.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to climate and climate change.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to climate and climate change.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to climate and climate change.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to climate and climate change.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to climate and climate change.</li> </ol>

# Programme: Voyager - Preview Unit

## Course of Study: World Studies

### Subject Area: Technology

#### Unit Content:

##### a. Fashion

The student will learn about and experience a range of fashion items from a chosen era and experience assembling an outfit.

##### b. Food for Sale and Packaging

The student will learn about and experience a range of packaging suitable to promote their homemade food items.

##### c. Jewellery

The student will learn about and experience different techniques for making jewellery.

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#### Resources

##### *Fashion*

Catalogues e.g. Littlewoods

Company websites for fashion items such as [www.next.co.uk](http://www.next.co.uk)

Visits to Charity Shops and ask them to collect specific items

Commercially available drawing and designing programmes

Local FE college fashion shows and exhibitions

The Clothes Show

##### *Food for Sale and Packaging*

Local craft fairs

[www.craft-fair.co.uk](http://www.craft-fair.co.uk)

Visit to a farmers' or WI market

[www.localfoodadvisor.com](http://www.localfoodadvisor.com)

Supermarket e.g.

[www.sainsburys.co.uk](http://www.sainsburys.co.uk)

##### *Jewellery*

Artists in residence such as rural arts for jewellery making

Visit to a local museum/library resource

Victoria and Albert Museum

[www.vam.ac.uk](http://www.vam.ac.uk)

For supplies

[www.hobbycraft.co.uk](http://www.hobbycraft.co.uk)

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Technology</b> <b>Unit:</b> <b>a. Fashion</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>Fashion.</b></p>	<p>Take an item to pieces and make up a paper pattern. Re-assemble with support.</p> <p>From a selection of clothes choose an outfit suitable for various occasions.</p> <p>Mix and match accessories to make an outfit suitable for different occasions.</p>	<ul style="list-style-type: none"> <li>• early mathematics: shape</li> <li>• early mathematics: measure</li> <li>• early mathematics: sequencing and sorting</li> <li>• developing skills for the workplace: looking and acting the part</li> <li>• developing self-awareness skills: all about me</li> <li>• engaging with the world around you: objects</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Encounter</b> Characterised by presence and reflex responses relating to fashion.</li> <li>2. <b>Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to fashion.</li> <li>3. <b>Interest</b> Characterised by more consistent and differentiated reactions relating to fashion.</li> <li>4. <b>Supported participation</b> Characterised by cooperation and engagement relating to fashion.</li> <li>5. <b>Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to fashion.</li> <li>6. <b>Development</b> Characterised by remembered responses and intentional communication relating to fashion.</li> <li>7. <b>Exploration</b> Characterised by concentration, recall and observation relating to fashion.</li> <li>8. <b>Initiation</b> Characterised by established responses and conventional communication relating to fashion.</li> <li>9. <b>Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to fashion.</li> <li>10. <b>Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to fashion.</li> </ol>

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Technology</b> <b>Unit</b> <b>b. Food for Sale and Packaging</b>			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p><b>Food for Sale and Packaging.</b></p>	<p>Make preserves and design different labels for the jars suitable to the contents.</p> <p>Make a collection of commercially bought labels and make comments.</p> <p>Make and package items for a mini enterprise i.e. Biscuits or scones.</p>	<ul style="list-style-type: none"> <li>• early mathematics: shape</li> <li>• early mathematics: sequencing and sorting</li> <li>• developing learning skills: learning to learn</li> <li>• dealing with problems</li> <li>• engaging with the world around you: objects</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to food for sale and packaging.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to food for sale and packaging.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to food for sale and packaging.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to food for sale and packaging.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to food for sale and packaging.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to food for sale and packaging.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to food for sale and packaging.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to food for sale and packaging.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to food for sale and packaging.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to food for sale and packaging.</li> </ol>

<b>Course of Study</b> <b>World Studies</b> <b>Subject Area</b> <b>Technology</b> <b>Unit</b> <b>c. Jewellery</b>			
<b>Learning Objectives</b>	<b>Sample Teaching Activities</b>	<b>Examples of Personal Progress Units</b>	<b>Sets – Differentiated Learning Outcomes</b>
<p>The student will learn about and experience:</p> <p><b>Jewellery.</b></p>	<p>Making and decorating papier maché beads for use.</p> <p>Using Fimo to create beads.</p> <p>Florist's coloured wire to twist and make bracelets, pendants and brooches.</p> <p>Make up packaged kits.</p>	<ul style="list-style-type: none"> <li>• early mathematics: shape</li> <li>• early mathematics: measure</li> <li>• dealing with problems</li> <li>• engaging with the world around you: objects</li> </ul> <p><b>Refer to introduction (p21) for NDAQ codes</b></p>	<ol style="list-style-type: none"> <li><b>1. Encounter</b> Characterised by presence and reflex responses relating to jewellery.</li> <li><b>2. Early awareness</b> Characterised by fleeting attention and inconsistent responses relating to jewellery.</li> <li><b>3. Interest</b> Characterised by more consistent and differentiated reactions relating to jewellery.</li> <li><b>4. Supported participation</b> Characterised by cooperation and engagement relating to jewellery.</li> <li><b>5. Active involvement</b> Characterised by recognition, anticipation and proactive responses relating to jewellery.</li> <li><b>6. Development</b> Characterised by remembered responses and intentional communication relating to jewellery.</li> <li><b>7. Exploration</b> Characterised by concentration, recall and observation relating to jewellery.</li> <li><b>8. Initiation</b> Characterised by established responses and conventional communication relating to jewellery.</li> <li><b>9. Consolidation</b> Characterised by the formation of skills, knowledge, concepts and understandings relating to jewellery.</li> <li><b>10. Application</b> Characterised by the application of skills, knowledge, concepts and understandings relating to jewellery.</li> </ol>