

North Ridge High  
School

# THE HUB



## Post 16 Curriculum

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# North Ridge High – KS5 curriculum overview

**Year 1: 26/27**

**Year 2: 27/28**

**Year 3: 28/29**

Maths

English

Life Skills

Health and Wellbeing

PHSCE

RE

Personal and Social development

Manufacturing

Food Technology

[Class Nightingale - North Manchester General Hospital](#)



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# North Ridge High – Mathematics curriculum long term planning Key Stage 5

**KS5 pupils access ASDAN accreditations (PSD, Employability or PP). This long term plan is intended to enable pupils to develop key functional mathematical knowledge and skills as well as support pupils in completing units for submission as appropriate.**

Pupil's access 1 discrete maths lesson a week in KS5. Pupils are then also taught and given opportunities to develop the knowledge and skills being taught in other areas of the curriculum to apply and embed.

1. become **fluent** in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate written algorithms and mental methods, underpinned by mathematical concepts
2. can **solve problems by** applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
3. can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

To support this, discrete lessons are taught in a methodical way using the spiral curriculum approach. Teachers plan and teach for 'mastery' in maths using key **C-P-A** approaches. Pupils are given time to truly master key skills that they can then apply to high level learning in small steps. Pupils are also supported to master skills by having ample opportunities to apply new knowledge and skills in other areas of the KS5 curriculum.

| <u>Subject area</u> | <u>Coordinator</u> | <u>Approx teaching time</u>       |
|---------------------|--------------------|-----------------------------------|
| Maths               | S.Thornton         | 1 x 1hr 30 discrete lesson a week |



Taught on rotation as a spiral curriculum, returning to the last skills and knowledge developed in that topic area.

Teachers are to use the whole school mathematic rubric that covers all levels to select key knowledge and skill targets for the topics below.

| Term  | Autumn 1                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                  |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maths | <p><b><u>Number:</u></b></p> <p>Pupils will develop the following skills:<br/>Properties of number, addition, subtraction, division, multiplication, fractions. Use of number in everyday life.</p> | <p><b><u>Money</u></b></p> <p>Pupils will develop the following skills:<br/>Identifying coins, making amounts using coins and notes. Finding change from a given amount. Knowing what you can afford with a given amount. Using money in everyday situations.</p> | <p><b><u>Measure:</u></b></p> <p><b>Length/Size:</b></p> <p>Pupils will explore the properties of shape and use this knowledge to identify the length and size of everyday object. Pupils will calculate the perimeter of shapes and use knowledge to create a furniture plan for a room.</p> <p><b>Capacity and weight:</b></p> <p>Pupils will develop skills to measure out ingredients using balance scales, digital scales and measuring jugs.</p> |          | <p><b><u>Time</u></b></p> <p>Pupils will develop their understanding of time by sequencing events, understanding the days of the week/months of the year. Reading analogue &amp; digital times. Reading timetables and learning how to manage their own time/ schedules</p> <p><small>*NOTE: The above areas cover a wide range of abilities. Select the areas your pupils are working at.</small></p> | <p><b><u>Money:</u></b></p> <p>Pupils will develop skills in understanding the value of money and what they can afford with a given amount. Pupils will learn to plan for the future by recognising key resources adults must budget for – knowing what is essential and unessential.</p> |



# North Ridge High – English curriculum long term planning Key Stage 5

|                                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                               | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                     | Spring 2 | Summer 1                                                                                                                                                                                                                                                                        | Summer 2 |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>YEAR 1</b>                                              | <b>Friends, relationships and community: Me and my world</b><br><br>Pupils will understand the difference in positive and negative friendships/relationships. Pupils will explore the concept of a befriender and how to write a profile about themselves/an advertisement for a befriender.                                                                           |          | <b>Good Health: Healthy inside and out</b><br><br>Pupils will explore the difference between being healthy and unhealthy: including eating habits, physical/mental health, sleep patterns. Pupils will write an explanation text on how to be healthy and instructions for making a healthy meal.                                            |          | <b>Employment: A new start</b><br><br>Pupils will explore what is employment and the different types of employment. Pupils will learn how to research different jobs and how to write a letter of application / complete a job application form                                 |          |
| <b>YEAR 2</b>                                              | <b>Independent Living: Take a break</b><br><br>Pupils will explore the benefits of leisure time and understand how to find facilities/activities that meet their interests. Pupils will explore different places of interest to them in the local community and write a travel guide advertising that place.                                                           |          | <b>Friends, relationships and community: People who help us</b><br><br>Pupils will explore ways in which different people in the community can help them. Pupils will recognise where to find different sources of help. Pupils will write a guide on what help is available in the community.                                               |          | <b>Employment: Face to face</b><br><br>Pupils will develop their communication skills to participate in face-to-face interviews. Pupils will write a script for a job interview and practice having face to face interviews                                                     |          |
| <b>YEAR 3</b>                                              | <b>Good Health: Drugs and Bugs</b><br><br>Pupils will explore the different types of professionals out there that can help them with their physical and mental health. Pupils will know the purpose of these professionals and know when to seek help. Pupils will develop skills in asking for an appointment, reading appointment letters, filling in medical forms. |          | <b>Independent Living: On my own</b><br><br>Pupils will know their own daily timetable and how to manage their own time. Pupils will develop skills in following instructions or how to complete online forms e.g. to book a holiday. Pupils will also focus on their options post 19 and write a plan for what they want for their future.. |          | <b>Employment: This is me</b><br><br>Pupils will explore what skills and qualities are needed for the workplace and for different job roles. Pupils will know what skills and qualities they have and use this knowledge to write/film personal statements for different roles. |          |
| Reading for Pleasure – Continuation across the entire year |                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                 |          |

## North Ridge High – Life Skills curriculum long term planning Key Stage 5

|               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2 | Summer 1                                                                                                                                                                                                                                                                   | Summer 2 |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>YEAR 1</b> | <b>Home management/ Living independently</b><br><br>Pupils will explore the skills needed to maintain a clean home e.g. household cleaning tasks, making the bed, doing the laundry.<br><br>Pupils will recognise dangers in the home and who to contact for different issues, including how to find somewhere to live, dealing with landlords and their rights as tenants.                                                                                          |          | <b>Preparing for work</b><br><br>Pupils will explore key skills needed to develop being in the workplace, including how to follow instructions, organising themselves, time keeping, professional behaviour.                                                                                                                                                                                 |          | <b>Issues affecting our community</b><br><br>Pupils will explore issues that affect them and their community, including: racism, homophobia, sexism. Knowing their rights and where to find help. As well as gaining an understanding of politics and their right to vote. |          |
| <b>YEAR 2</b> | <b>Money management</b><br><br>Pupils will learn the importance of money and how to manage their own money safely. Pupils will identify sources of income/ regular outgoings and know where to find financial support. Pupils will recognise the components of a payslip and why this is important.                                                                                                                                                                  |          | <b>Travelling independently</b><br><br>Pupils will identify different forms of transport and how to use them. Pupils will develop road safety skills. Pupils will develop skills to plan and complete short journeys within the community including on foot and on public transport. Pupils will also learn about the dangers of being out in the community and how to keep themselves safe. |          | <b>Personal hygiene and health</b><br><br>Pupils will understand key factors to maintain their health and hygiene. Pupils will know the importance of the local health services, why they are important and what happens at health appointments.                           |          |
| <b>YEAR 3</b> | <b>Appropriate Dress/ Buying your own clothes</b><br><br>Pupils will know what types of clothing are appropriate to wear for different seasons, activities or places. Pupils will know their own clothing measurements and develop skills in putting on items of clothing correctly. Pupils will know how to purchase clothes/try on clothes in a shop. Pupils will also know the purpose of different clothes shops and know which ones to go to for a set purpose. |          | <b>Accessing local leisure facilities</b><br><br>Pupils will identify the purpose of different leisure facilities. Pupils will plan and complete journeys to different leisure facilities. Places to visit could include: library, MOSI, The Lowery, The Art Gallery.                                                                                                                        |          | <b>Personal safety in the community and online</b><br><br>Pupils will learn about the dangers found in society including: gangs, prevent, county line. Pupils will know how to use different forms of technology and the dangers that can happen online.                   |          |



## North Ridge High – Health and Wellbeing curriculum long term planning Key Stage 5

|        | Autumn 1                                                                                                                                                                                                                                                                  | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                    | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                | Summer 2 |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|        | <b>Fitness and Nutrition</b> <ul style="list-style-type: none"><li>- Engaging in a range of fitness activities including circuits, team games, using the gym.</li><li>- Understanding how to maintain a healthy diet and the consequences of an unhealthy diet.</li></ul> |          | <b>Yoga</b> <ul style="list-style-type: none"><li>- Pupils will complete a range of yoga poses and learn how to flow between poses into simple sequences.</li><li>- Pupils will follow staff led sequences and develop skills to create and lead their own flows.</li></ul> |          | <b>Leisure</b> <ul style="list-style-type: none"><li>- Exploring leisure activities within the local community</li><li>- Making choices of what activity learners want to engage in</li><li>- Understanding how to communicate and interact with peers including turn taking.</li></ul> |          |
| Notes: |                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                         |          |

# North Ridge High – PHSCE curriculum long term planning Key Stage 5

|                                                                  | Autumn 1                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1 | Summer 2 |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| YEAR 1                                                           | <p>Looking after our school/ Rules of the school – Class Charters</p> <p><a href="#">Links to RRSA articles 12, 28 &amp; 29</a></p> <p>Pupils will identify the school rules and their rights as young people. Pupils will create a class charter identifying their rights and complete pupil voice booklets.</p> | <p><b>UNICEF: Understanding my rights and the rights of others</b></p> <p><a href="#">Links to RRSA articles 1 &amp; 2 + all others</a></p> <p>Pupils will identify their rights and their rights of others. Recognise when someone's rights are not met and the impact this has. Pupils will know what responsibility they have to achieving their rights.</p> | <p><b>The world's largest lesson – Global Issues (UNICEF)</b></p> <p><a href="#">Links to RRSA articles: 12,14 &amp; 24</a></p> <p><b>Spring 1 pupils will focus on goal 10- Reduced inequalities</b></p> <p>Pupils will explore world poverty, and the inequalities affecting people around the world.</p> <p><b>Spring 2 pupils will focus on goal 13- Climate Action</b></p> <p>Pupils will explore issues affecting the environment and climate including pollution, deforestation, littering and the actions we can take to reduce our carbon footprint.</p> | <p><b>Relationships and sex education</b></p> <p><a href="#">Links to RRSA articles: 17, 19 &amp; 34</a></p> <p>Pupils will explore different relationships and appropriate behaviours linked to different relationships. Different family structures and safe/unsafe relationships. Pupils will learn about maintaining good hygiene and looking after their sexual health. They will also understand appropriate touch and consent</p> |          |          |
| YEAR 2                                                           |                                                                                                                                                                                                                                                                                                                   | <p><b>Global issues: Fairtrade</b></p> <p><a href="#">Links to articles: 28, 31 &amp; 32</a></p> <p>Pupils will be understanding how Fairtrade supports local communities around the world, where Fairtrade products are produced and how to recognise these products.</p>                                                                                      | <p><b>Recognising my needs and self-awareness</b></p> <p><a href="#">Links to articles: 8, 12 &amp; 13</a></p> <p>Pupils will know their own personal needs and interests, skills and qualities. Pupils will learn strategies to help self manage their emotions</p>                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |
| YEAR 3                                                           |                                                                                                                                                                                                                                                                                                                   | <p><b>Environmental Action</b></p> <p><a href="#">Links to article: 19</a></p> <p>Pupils will identify issues affecting climate change and what changes they can make to have a positive impact on the environment.</p>                                                                                                                                         | <p><b>Making compromises and conflict resolution</b></p> <p><a href="#">Links to articles: 12, 14 &amp; 19</a></p> <p>Pupils will identify conflicting situations and recognise ways to manage these situations</p>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |
| <b>Notes:</b>                                                    |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |
| Autumn 1: Pupil Voice Booklets for their EHCP Review             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |
| Autumn 2: Updating One Page Profiles and School Council Election |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |
| Summer 2: Pupil reports                                          |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |          |



## North Ridge High – Religious Education curriculum long term planning Key Stage 5

|        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2 | Spring 1                                                                                                                                        | Spring 2 | Summer 1                                                                                                                  | Summer 2 |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------|----------|
| YEAR 1 | <b>Living:</b><br>Is religion a power for peace or a cause for conflict in the world today?<br><i>Christian, Muslim, non-religious e.g. humanist</i>                                                                                                                                                                                                                                                                                                                                                       |          | <b>Believing:</b><br>Do we need to prove God’s existence?<br><i>Christian, Buddhist and/or Muslim, non-religious worldviews (e.g. Humanist)</i> |          | <b>Expressing:</b><br>Should religious buildings be sold to feed the starving? <i>Christians, Muslims and/or Sikhs.</i>   |          |
| YEAR 2 | <b>Believing:</b><br>Does living Biblically mean obeying the whole bible?                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | <b>Living:</b><br>Does religion Help people to be good?<br><i>Buddhist, Christian, Muslim, Sikh, non-religious e.g. Humanist</i>                |          | <b>Expressing:</b><br>How can people express the spiritual through music and art?                                         |          |
| YEAR 3 | <b>Living:</b><br>What is good and what is challenging about being a teenage Sikh/ Buddhist Muslim in Britain today?                                                                                                                                                                                                                                                                                                                                                                                       |          | <b>Believing:</b><br>Why is there suffering? Are there any good solutions? <i>Christian and Buddhist</i>                                        |          | <b>Expressing:</b><br>Should Happiness be the purpose of life? <i>Christian, Buddhist and non-religious e.g. humanist</i> |          |
| Notes: | All topics in the new agreed RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.<br><br><u><b>Believing:</b></u> Religious beliefs, teachings, sources; questions about meaning, purpose and truth.<br><br><u><b>Expressing:</b></u> Religious and spiritual forms of expression; questions about identity and diversity.<br><br><u><b>Living:</b></u> Religious practices and ways of living; questions about values and commitments. |          |                                                                                                                                                 |          |                                                                                                                           |          |



## North Ridge High –Personal and Social Development (PSD) curriculum long term planning Key Stage 5

|               | Autumn 1                                                                                                                                                                                                                                                                   | Autumn 2 | Spring 1                                                                                                                                                                  | Spring 2 | Summer 1                                                                                                                                                                          | Summer 2 |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>YEAR 1</b> | <b>Community Action</b> <ul style="list-style-type: none"><li>- Exploring the local community and ways to make a positive change within the community e.g. recycling, litter picking.<ul style="list-style-type: none"><li>- Raising money for charity</li></ul></li></ul> |          | <b>Understanding Technology</b> <ul style="list-style-type: none"><li>- Identifying technology and understanding how to use it safely in the home and community</li></ul> |          | <b>Environmental Awareness</b> <ul style="list-style-type: none"><li>- Exploring global environmental issues</li><li>- Understanding how they can help the environment.</li></ul> |          |
| <b>YEAR 2</b> | <b>Making the most of leisure time</b> <ul style="list-style-type: none"><li>- Exploring leisure options in their local area, making choices of leisure activities and taking part in them for a period of time.</li></ul>                                                 |          | <b>Parenting Awareness</b> <ul style="list-style-type: none"><li>- Exploring the practicalities faced by new parents and identifying sources of support.</li></ul>        |          | <b>Preparation for Work</b> <ul style="list-style-type: none"><li>-Writing CV's, identifying skills and qualities, role playing interviews and applying for jobs.</li></ul>       |          |
| <b>YEAR 3</b> | <b>Personal Safety</b> <ul style="list-style-type: none"><li>- Students will learn how to use equipment in the home safely e.g. vacuum cleaner.</li><li>- Students will develop independent travel skills</li></ul>                                                        |          | <b>Healthy Living</b> <ul style="list-style-type: none"><li>- Students will understand the importance of regular exercise and a healthy diet</li></ul>                    |          | <b>Working as part of a group.</b> <ul style="list-style-type: none"><li>- Identifying a project and working as a team to complete the project e.g. social event</li></ul>        |          |
| <b>Note:</b>  |                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                           |          |                                                                                                                                                                                   |          |



## North Ridge High –Personal and Social Development (Personal Progress) curriculum long term planning Key Stage 5

|               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2 | Spring 1                                                                                                                                                                                                                               | Spring 2 | Summer 1                                                                                                                                                                                                                                     | Summer 2 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>YEAR 1</b> | <b>Keeping Safe</b><br>Pupils will understand how to follow simple safety routines within school, the home and local community                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Caring for the Environment</b><br>Pupils will learn about the positive and negative impact humans can have on the natural environment and take part in tasks to improve their local environment.                                    |          | <b>Travel in the Community</b><br>Pupils will explore different places in the local community by travelling on foot, using local or private transport                                                                                        |          |
| <b>YEAR 2</b> | <b>Developing independent living skills: being healthy</b><br>Pupils will be taking part in activities to promote physical and mental wellbeing and recognising what they can do to keep themselves healthy.                                                                                                                                                                                                                                                                                                                        |          | <b>Preparing drinks and snacks</b><br>Pupils will know how to prepare a range of drinks and snacks safely.<br>Pupils will develop basic household skills by learning how to tidy up after themselves after making a drink or snack     |          | <b>Using a community facility over time</b><br>Pupils will understand the purpose of different community facilities. Pupils will visit a chosen community facility over a period and develop their independence when accessing the facility. |          |
| <b>YEAR 3</b> | <b>Enterprise projects</b><br>Pupils will be involved in the planning, production and sale of products or hosting of an event to raise money for a charity.                                                                                                                                                                                                                                                                                                                                                                         |          | <b>Developing independent living skills: looking after your own environment</b><br>Pupils will learn how to keep their homes clean and why this is important. Pupils will develop skills to safely complete different household tasks. |          | <b>Out and About</b><br>Pupils will explore different facilities within the community and know their purposes including leisure facilities, shops and restaurants/ cafes.                                                                    |          |
| <b>Note:</b>  | <b>Pupils following the engagement steps pathway in KS5 will complete the following units in replacement to the ones above</b><br><br><b>Year 1 Autumn term:</b> Developing Independent Living Skills – having your say and <b>Year 1 Spring term:</b> Engaging in the world around you: the natural environment<br><br><b>Year 2 Spring term:</b> Engaging with people and Friends<br><br><b>Year 3 Autumn term:</b> Engaging in creative activities and <b>Year 3 Spring term:</b> Engaging in the world of work: work experience |          |                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                              |          |
|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                              |          |



## North Ridge High – Manufacturing curriculum long term planning Key Stage 5

| YEARS 1-3                                                                                                                                                                                                                                                                    | Autumn 1                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                            | Summer 1                                                                                                                                                  | Summer 2                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                              | <b>Health and Safety</b><br>Pupils will learn about the key features of health and safety within the workplace including: understanding health and safety signage, the purpose of PPE and following safety instructions. | <b>Quality Control</b><br>Pupils will develop an understanding of good and bad quality products, how to quality check products and what happens to unsellable quality products– how are the materials reused? | <b>Understanding a Production Line</b><br>Pupils will learn about how production lines work within factory settings to ensure products are all the same. Pupils will learn to develop manufactured products working within a production line. | <b>Sustainability</b><br>Pupils will know the impact of global warming and the finite resources on the earth. Pupils will know what NRGC does to reduce their carbon footprint and reduce waste within the company. | <b>Design</b><br>Pupils will use digital and creative skills to design their own and new products to be sold within the gift company including packaging. | <b>Marketing</b><br>Pupils will use digital media to create promotional materials for the gift company including posters, reels and promotional videos. |
| <b>Notes:</b><br><br>Taught on rotation as a spiral curriculum, returning to the last skills and knowledge developed in that topic area.<br><br>Curriculum may be taught in a different order to meet the learning needs of the pupils or to meet any business requirements. |                                                                                                                                                                                                                          |                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                           |                                                                                                                                                         |

## North Ridge High – Food Technology curriculum long term planning Key Stage 5

| YEARS                                                                                                                                                                 | Autumn 1                                                                                                                             | Autumn 2                                                                                                                                                                | Spring 1                                                                                                                                                         | Spring 2                                                                                                                     | Summer 1                                                                                                                                                                        | Summer 2                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-3                                                                                                                                                                   | <b>Potatoes</b><br>Pupils will learn about the diversity of potatoes and create a range of dishes with potato as the main ingredient | <b>Entertaining others</b><br>Pupils will learn about different foods that are used as part of celebration meals, including deserts which are famous at Christmas time. | <b>Convenience foods</b><br>Pupils will know what foods are found at convenience foods and how to use these foods either by cooking them on the hob or microwave | <b>‘Fakeaway’</b><br>Pupils will take their favourite takeaway and make a healthier version to take home for their families. | <b>Food from other cultures</b><br>Pupils will explore cuisine from various cultures e.g. Chinese, Indian, Thai, Spanish. Pupils will make dishes linked to a specific culture. | <b>Picnics and Lunchboxes</b><br>Pupils will recognise which foods are classed as finger foods and create a range of items to share with their families. |
| <p style="text-align: center;"><b>Notes:</b></p> <p style="text-align: center;">The dishes created within each topic to be decided at teachers/pupils discretion.</p> |                                                                                                                                      |                                                                                                                                                                         |                                                                                                                                                                  |                                                                                                                              |                                                                                                                                                                                 |                                                                                                                                                          |



## North Ridge High – Class Nightingale North Manchester General Hospital

| YEAR 1                                                                                                    | Autumn term                        |                                     | Spring term                |       | Summer term                      |
|-----------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------|----------------------------|-------|----------------------------------|
| PSD                                                                                                       | Health and safety in the workplace |                                     | Maintaining Work Standards |       | Learning Through Work Experience |
| Maths                                                                                                     | Number                             | Money – budgeting for a celebration | Time                       | Money | Time/ money - planning a trip    |
| <b>Notes:</b>                                                                                             |                                    |                                     |                            |       |                                  |
| PSD modules are accredited by ASDAN Employability                                                         |                                    |                                     |                            |       |                                  |
| Class Nightingale follow the same curriculum plan for English, PSHE and RE as the rest of the department. |                                    |                                     |                            |       |                                  |