

**Title of Rubric: KS5 Appropriate Dress.**

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In life-skills pupils will gain the knowledge to make a full contribution to their lives as adults.			
Intent for this topic:	In this unit pupils will understand what clothes to wear in different environments school/home/workplace. They will learn to put on uniforms independently for work experience placements and food technology lessons (tying aprons). They will have some knowledge of the correct PPE to use in simple tasks for example wearing gloves to clean the bathroom.			
Core vocabulary needed for this subject/topic:	Uniform Clothes - trousers, coat etc. Personal Protective Equipment			
Vocabulary pupils will have accessed in other topics or subject areas:	Appropriate Correct Sort Buy independent			
Key vocabulary taught within this topic:	Key vocabulary, used in context, spoken, signed or symbols: Clothes - trousers, coat etc. measure Budget Changing room Occasion Store/ shop , appropriate, suitable, health and safety			
Big Questions	What is an emergency? What would you do in an emergency? Give situations for students to problem solve.			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Food technology	Food technology	Carousel	Wearing appropriate clothing for FT
KS4	Food Tech Dof E Grow It	Bronze	Carousel Carousel	Tying apron. Wearing oven gloves. Wearing appropriate clothes for an expedition Wearing appropriate PPE when working on an allotment
Links to other subjects: English				

**RRS Articles:**

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Key vocabulary:** Used in context, spoken, signed or symbols:

- Measure
- Budget
- Changing room
- Occasion
- Store/ shop

	OU WTE1	OU E1	OU E2	OU E3
<b>Key learning:</b>				
<b><u>Subject specific knowledge</u></b>	<p>Knows different types of clothing.</p> <p>Knows the difference between an outfit for work or home when given two concrete examples.</p> <p>Knows how to access at least one type of clothes shop and can say what it sells using either sign or symbols.</p> <p>Use symbols to identify appropriate clothing for different settings such as school, home, workplace, food tech lessons.</p> <p>Identify PPE and match to different vocational tasks</p>	<p>Knows that clothes come in different sizes.</p> <p>Knows why they might visit a particular shop. E.g. I visit the shop to buy socks.</p> <p>Knows general routine of washing clothes.</p> <p>Knows how to access at least 3 different clothes shops.</p> <p>Identify appropriate clothing for different settings such as school, home, workplace, food tech lessons.</p> <p>Identify PPE required for tasks in vocational lessons.</p>	<p>Knows their own clothes size.</p> <p>Knows where they find the washing label on different items of clothing</p> <p>Knows the purpose of certain clothes shops e.g. I visit JB sports to buy football shirts.</p> <p>Describe the purpose and importance of using specific safety clothing for different practical activities.</p> <p>Evaluate the significance of adhering to dress codes.</p> <p>Identify some key aspects of online clothes shopping</p>	<p>Knows that the sizes of different brands are different.</p> <p>Knows how to convert between different sizes.</p> <p>Knows the meaning of different washing/care symbols.</p> <p>Knows how to plan a journey to reach a required clothes shop for a specific occasion.</p> <p>Identify, categorise and justify appropriate clothing for different settings such as school, home, workplace, food tech lessons.</p> <p>Evaluate the effectiveness and suitability of different PPE for specific practical activities.</p> <p>Explain the importance of online security and safe transactions while shopping for clothing.</p>
<b><u>Subject specific skills</u></b>	<p>When in community points to or names familiar shops e.g. Tesco</p> <p>Sorts clothes based on a set</p>	<p>Is able to locate an outfit suitable to wear to an event from a choice of three e.g. working on an allotment, going to a job interview.</p>	<p>Is able to tie and untie an apron.</p>	<p>. Is able to independently select an outfit in the correct size for a job interview using an online clothes shop,</p>

	<p>criteria e.g. work.</p> <p>Knows clothes that are suitable for different occasions.</p> <p>Is able to sort items of clothing based on a given criteria.</p> <p>Develop ability to independently put on and take off uniforms designed for work placements.</p> <p>With support, practice step-by-step process of correctly wearing specific uniforms.</p> <p>Acquire proficiency in tying and untying apron strings or fixing Velcro.</p>	<p>Practice and demonstrate the step-by-step process of correctly wearing specific uniforms.</p> <p>Master techniques to tie an apron.</p>	<p>Is able to independently select an outfit for a job interview using an online clothes shop,</p>	
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**Suggested activities**

Students sort/name items of clothing based on varying criteria's e.g. size, type, purpose, colour

Students to use the washing machine/dryer at the hub to wash/dry clothes/ Pupils will follow TSI/visual instructions to complete the task.

Students have opportunities to visit different types of clothing/shoe shops either supported or developing independent travel skills.

Students to use role play to develop communication skills that may be required when within a shop. E.g. asking for a particular item/size,

Students to use role play to develop skills in completing a transaction to purchase an item of clothing.

Dress code discussions. Look at examples in different environments ( school, workplace, formal events)

Role play scenarios

Use magazines to make posters of different attire

Practical dressing tasks...tying a tie. Fastening an apron

Fashion show or dress up day

**Online resources**

<https://www.google.co.uk/maps>

<https://www.twinkl.co.uk/resources/everyday-life/clothes/clothes-activities>

**Evidencing Work**

All pupils work will be evidenced within their work folder.

Work will be annotated regarding what has been achieved and self-evaluated by the pupil.

Practical tasks may be evidenced using photographs/ target setting forms.

