

Prince's Trust Curriculum Sequence – Key Stage 4

	KS3 National Curriculum prior learning	By the end of the term, students can:	Year 10 Term 1 Induction, Teamwork, & Project-based Learning	Year 10 Term 2 Well-being Healthy Eating & Sexual Health	Year 10 Term 3 Community Project	Year 11 Term 1 Career Planning	Year 11 Term 2 Career Planning & Preparing for the World of Work	Year 11 Term 3 Managing Money
What we want our students to know and remember	Prince's Trust will be a new subject for students opting to take it at the beginning of Key Stage 4. To support this transition, the teacher holds 1:1 conversations with students to explain the nature, length, content of the courses and how it is delivered. Students also participate in an introductory taster lesson prior to the course starting to help with gaining a clear understanding of how the knowledge they have gained in other subjects (such as food technology, biology, PSHE, P.E. and RE) will be built upon in Prince's Trust. Students and their parents also attend a evening event to further explain the nature of the subjects which helps with a smooth transition into KS4.	Define the key tier 2 / 3 vocabulary :	teamwork contribute co-operate group equal leader co-ordinate participate adapt adjust improve assess role cohesive communicate flexible trust debrief design effective evaluate mitigate skills strategy tolerance outline plan resources delivery objectives outcome review improvement edit glossary brainstorming research brief questionnaire duration phase schedule	diet balanced diet nutrition fruits vegetables grains proteins dairy oils vitamins minerals persuasion norms influencer appeal consent contraception sexual transmitted infection (STI) boundaries intimacy pleasure respect pregnancy sexual orientation gender identity sexuality sexual orientation asexuality gender identity gender expression body image sexual self-esteem birth control reproduction miscarriage coercion	Community community impact citizen residents common ownership society support resources improvement (Students develop a wide range of vocabulary terminology related to their chosen community impact project.)	position vacancy candidate qualification achievements experience benefit role career CV (curriculum vitae) application form interview trial skills training application independent living income outgoings affordability salary on-call minimum wage 'per hour' 'per annum' fixed-term permanent temporary wage contract	employment employer employee national insurance pension income salary wage 'per hour' 'per anum' holiday pay sick pay redundancy terminate casual zero-hours on-call interpersonal skills communication management HR (human resources) appraisal targets performance payday	finances saving borrowing national minimum wage national living wage deductions earnings money management budget income expenditure mortgage rent credit credit card debit card insurance investment tax retirement pension social security loan debt national insurance national insurance number

			presentation draft (Students develop a wide range of vocabulary terminology related to their own specific, personal project.)					
	The core curriculum focus of both Prince's Trust and ASDAN is to prepare students for life beyond KS4. The courses offer the opportunity to create a better future through teaching the essential skills for education, employment and other valuable life skills.	Recall the knowledge:	Understand the characteristics of an effective team. Know the advantages of working in a team. Know to communicate effectively in a team. Know how to plan, deliver and review a personal project. (Students acquire knowledge specifically related to their own personal project.)	Know how a balanced diet contributes to a healthy lifestyle. Know benefits of eating a balanced diet. Know what should be avoided in a balanced diet. Know how culture and social media can impact on healthy eating choices. Know that consent must be informed and given voluntarily. Know some forms of contraception. Know some common STIs, their symptoms and how they can be treated. Know that sexual intercourse leads to conception and pregnancy. Know some gender identities.	Understand the needs of the students' wider community and how they can be met. Know which citizens in the local community need support.	Know the skills and qualities required for a chosen career path. Know what to consider when preparing for an interview. Know ways to create a good impression at an interview. Know how to complete an application to an appropriate standard for submission. Know the advantages and disadvantages of a chosen career path. Know the qualifications required for a chosen career path. Know how to enter a chosen career path. Know different methods for applying for different jobs. Know how to complete an application to an appropriate standard before submission.	Know the value of work and the advantages of being in work. Know the different types of employment and contracts. Know that employees receive a payslip and what the information means on such documents. Know how to undertake a job search online. Know what behaviours are expected in the workplace. Know a career option which is relevant to their skills and interests.	Know some services which banks provide. Know advantages of saving money. Know advantages and disadvantages of borrowing money. Know different ways that people can be paid for work. Know the difference between national minimum wage and national living wage. Know some deductions made from earnings.

What we want our students to do	Despite Prince's Trust and ASDAN being a new subject for many in KS4, students build upon the skills that they have gained in other subjects (such as food preparation skills in food technology, the physical skills learnt in Physical Education as well as the <i>independent</i> learning skills developed through all subjects prior to starting in KS4. Teachers across the faculties liaise to ensure ambitious progression of all skills.	Demonstrate excellence in these skills:	Be able to take part in team activities. Be able to talk about activities participated in as a team member. Be able to learn from experiences of teamwork to improve own performance. Be able to identify their own contribution to team activities. Be able to: outline plan list resources deliver to agreed objectives present an outcome and review a project by stating something that went well and something that could be improved with their project.	To be able to select a healthy meal choice. To be able to prepare healthy meals to take to work. To be able to state ingredients needed for a healthy meal to take to work. To be able to review meal choices in terms of nutrient. To be able to give examples of how to make their diet healthier. To be able to name some common forms of contraception. To be able to suggest what to do when symptoms of STIs are given. To be able to name some gender identities and sexual orientations.	What is needed in this community? How do you know this need is the greatest need? What can you do to meet the needs of the citizens/ Which group in our community has a need?	To be able to complete a job application to an appropriate standard. To be able to create a good impression at a simulated interview. To be able to prepare some responses to give at interview. To ask for feedback from a real or simulated interview. To be able to identify job vacancies or training opportunities relevant to a chosen career option.	To be able to articulate the value of work and the advantages of being in work. To be able to identify the information contained on a payslip. To be able to undertake a job search online.	To be able to explain the difference between a mortgage and renting. To be able to explain the difference between national minimum wage and national living wage. To be able to explain the information on a payslip. To be able to complete a monthly household budget.
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Key assessment questions:			<p>What are the characteristics of an effective team?</p> <p>What is the value of teamwork?</p> <p>What is the solution for a team who does not have trust?</p> <p>Why does a team need effective communication?</p> <p>What are the advantages of working in a team?</p> <p>How does an effective team communicate?</p> <p>What part did you play in some team activities?</p> <p>If our team lacked teamwork, how would you solve this as a problem?</p> <p>What resources are needed for your project?</p> <p>What have you done well with this project?</p> <p>What could be improved and how could this be done?</p>	<p>Why is a balanced diet beneficial?</p> <p>What should be avoided in a balanced diet?</p> <p>How can social media impact on healthy eating choices?</p> <p>What are the factors that influence our dietary choices?</p> <p>How could you make your own diet more healthy?</p> <p>How can somebody give consent?</p> <p>Why is consent needed?</p> <p>How could you help someone who was unsure about what they are consenting to?</p> <p>What are some common types of contraception?</p> <p>What are some gender identities and sexual orientations?</p> <p>How does conception take place?</p> <p>If a friend is unsure about their gender identity, how could you help them?</p>	<p>What is needed in this community?</p> <p>What would happen if citizens of a community didn't make projects happen?</p> <p>How do you know this need is the greatest need?</p> <p>What can you do to meet the needs of the citizens/</p> <p>Which group in our community has a need?</p> <p>What is the value of community projects?</p> <p>Why do people get involved in community projects?</p>	<p>What skills and qualities are required for your chosen career path?</p> <p>Why do you need these skills?</p> <p>What would happen if you didn't have these skills?</p> <p>What questions would you ask someone in this career already?</p> <p>What do you need to consider when preparing for an interview?</p> <p>How can you create a good impression at an interview?</p> <p>What are some advantages and disadvantages of your chosen career path?</p> <p>What qualifications do you need for your chosen career path?</p> <p>By what methods can you apply for a job?</p>	<p>What are some advantages of going to work?</p> <p>What is a fixed term contract?</p> <p>What is the value of a contract?</p> <p>What would happen if employees did not have contracts?</p> <p>What would the solution be if you were not offered a contract?</p> <p>What is a temporary contract?</p> <p>What is a permanent contract?</p> <p>What information should be on a payslip?</p> <p>Can you show me how to do a job search online?</p> <p>What behaviours are expected in the workplace?</p>	<p>What is the difference between a mortgage and renting?</p> <p>Why do some people rent and some people buy a home?</p> <p>What are the advantages and disadvantages of both?</p> <p>What is the difference between national minimum wage and national living wage?</p> <p>What information does a payslip contain?</p> <p>Why do we need this information on a payslip?</p>
Disciplinary Rigour		<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 National Curriculum if applicable / KS4 qualification specification?</p>	<p>The Prince's Trust Achieve Programme is offered as an informal option at Key Stage 4 to help our students to acquire all of the crucial skills needed for adulthood and to steer them onto a pathway to employment and enterprise.</p> <p>It helps to develop the whole person by establishing confidence and opportunities to learn through alternative methods of study.</p> <p>Students are expected to develop their literacy and numeracy skills with the learning-rich opportunities offered to them during the informal sessions which have been carefully woven into their formal timetable.</p> <p>Students gain The Prince's Trust 'Achieve Award' at Entry Level 3 up to and including Level 2.</p>					