

# Much More Than Just a School Carousel Curriculum

## INTENT:

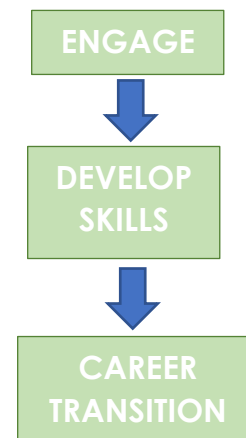
Park's Much More than Just a School Carousel offers a unique opportunity for students to participate in a range of valuable, experiences outside of the classroom.

The carousel aims to:

- Mitigate against the effects of privation through exposure to new and challenging environments
- Support student wellbeing by sharing experiences that are beneficial to physical and mental health
- Develop student aspiration and prepare them for the working world

## We will develop Attainment, Resilience and Autonomy by:

- *Inspiring students to find what they love to do*
- *Empowering students to develop new skills*
- *Support students in making informed career decisions*



Skills and knowledge	Wellbeing	Environment
<ul style="list-style-type: none"> <li>• Students understand the importance a range of industries and the opportunities that exist with them</li> <li>• Students are given opportunities to Prepare, Practise and Perform key skills</li> <li>• Students take practical steps towards making informed career choices</li> </ul>	<ul style="list-style-type: none"> <li>• Students find joy and satisfaction in new experiences and skills</li> <li>• Students are involved and inspired to develop new skills</li> <li>• Students understand that green spaces are beneficial to mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>• Students experience diverse, out of classroom, working environments</li> <li>• Students are positive advocates for sustainability</li> <li>• Students understand their role in the wider world and how their career choices impact on the wider world</li> </ul>

## Horticulture and Animal care

Students spend time at Park's small holding, using teamwork skills and building resilience when tackling physical activity. Students develop problem solving approaches and learn about growing crops and animal care.

	Knowledge		Skills		Vocabulary	
Stage 1	<b>Horticulture</b> <ul style="list-style-type: none"> <li>List the steps required in bed preparation in correct order.</li> <li>State the problems that can occur when plants are planted at incorrect depth.</li> <li>State reasons for applying organic mulch.</li> <li>Identify when plants need to be watered.</li> <li>Know how to water a bed, border or plants in containers with guidance</li> <li>Know how to cultivate land by single digging or forking with close supervision.</li> <li>Care for a planted area under supervision</li> <li>Support plants on wires, frames or trellis under supervision</li> <li>Sow seeds outdoors in drills by hand under supervision</li> <li>Sow seeds indoors in containers under close supervision</li> <li>State the problems that can occur when watering plants</li> <li>State how to cultivate land by single digging or forking</li> <li>Identify the tasks involved in caring for a planted area</li> <li>State the tasks involved in supporting plants on wires, frames or trellis</li> <li>List steps in sowing seeds outdoors</li> <li>State why the depth of drill is important.</li> </ul>	<b>Animal Care</b> <ul style="list-style-type: none"> <li>Name different stages of a pig/goat's life.</li> <li>State quantity and cost of animal food required each day/year.</li> <li>Know the lifespan of our pigs and the route to being our food.</li> </ul>	<b>Horticulture</b> <ul style="list-style-type: none"> <li>Prepare ground for sowing or planting under supervision</li> <li>Be able to plant container grown plants with close guidance</li> <li>Know how to prepare soil and apply organic mulch</li> <li>List the steps required in bed preparation in correct order</li> <li>State the problems that can occur when plants are planted at incorrect depth</li> <li>State reasons for applying organic mulch</li> <li>Identify when plants need to be watered</li> <li>Know how to water a bed, border or plants in containers with guidance</li> <li>Know how to cultivate land by single digging or forking with close supervision</li> </ul>	<b>Animal Care</b> <ul style="list-style-type: none"> <li>With close guidance feed and water animals from outside pens</li> <li>Transport straw and woodchip safely and use it to provide comfort for animals</li> <li>Care for a planted area under supervision</li> <li>Support plants on wires, frames or trellis under supervision</li> <li>Sow seeds outdoors in drills by hand under supervision</li> <li>Sow seeds indoors in containers under close supervision</li> </ul>	<b>Horticulture</b> <p>Mulch Organic (as in 'from once-living things' rather than artificial chemical-free) Compost, wood chip, inorganic</p> <p>Polytunnel Rake, spade, shovel, hoe, weed proof membrane, secateurs, fork</p>	<b>Animal Care</b> <p>Trellis, frame, ties Drill (straight line of sowing) Peat, growing medium, Pricking out, dibber, irrigation, module</p>

Stage 2	<ul style="list-style-type: none"> <li>As above and state the tasks involved in pricking out.</li> </ul>	<ul style="list-style-type: none"> <li>Know industrial living conditions for pigs, including area required to be labelled 'free range'</li> <li>Know the difference between hay and straw and what they are used for on a farm.</li> </ul>	<ul style="list-style-type: none"> <li>Prick out seedlings singly under supervision</li> <li>Plus all stage 1 skills with less supervision</li> </ul>	<ul style="list-style-type: none"> <li>With some guidance feed and water animals in a way that ensures a fair distribution of food</li> <li>Calculate quantities of food required</li> </ul>	Trellis, frame, ties Drill (straight line of sowing) Peat, growing medium, Pricking out, dibber, irrigation, module	Sexual maturity
Stage 3	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Animal care: Know the difference between free range and organic</li> </ul>	<ul style="list-style-type: none"> <li>All the above but moving towards completely independent work, perhaps after being shown once</li> </ul>	<ul style="list-style-type: none"> <li>As above working independently, including within the pens</li> <li>With guidance, maintain animal housing and enclosures, including using power tools</li> </ul>		Organic

**Potential Curriculum links**

Science- linked to plants/ cells  
English-creative writing opportunities/ transactional writing- instructions  
Geography- climate- other potential topics?  
Food tech

## Park Design and Print

Students spend time at Park's print shop, working as a team to complete a problem solving challenge, learning about printing processes and having an introduction to design.

	Knowledge	Skills	Vocabulary
Stage 1	<p>Paper sizes- what they are and what they might be used for. Where to locate them in the print shop.</p> <p>How a booklet is made- from the document that is sent electronically to the finished product that they may see in school.</p> <p>Know what key machines in the print shop do.</p> <p>Understand how the job roles and service provided by PDP relates to them- for example the student planner.</p> <p>An introduction to design skills and processes.</p> <p>Know the job roles involved in this business.</p>	<p><b>Guided:</b></p> <p>Teamwork</p> <p>Problem-solving skills.</p> <p>Planning skills- looking at other models</p> <p>Design task- create a real life product</p> <p>Creativity</p>	<p>Guillotine, SRA3, Simplex and duplex printing, Layout, Colour, Graphic designer, Printer, Manager, Stapling</p>
Stage 2	<p>Recall key information from first visit- in terms of job roles, key machinery and processes</p> <p>Understand the finishing processes such as binding and why this is important.</p>	<p><b>Structured:</b></p> <p>Teamwork</p> <p>Problem-solving skills.</p> <p>Planning skills- looking at other models</p> <p>Design task- create a real life product</p> <p>Creativity</p>	<p>Production presses, Folding and creasing, Wide format printing, Negative space, Layout, Binding- wire and coil binding, Stapling</p>
Stage 3	<p>Recall and present key information from last visit.</p> <p>Understand the structure of the print-use numeracy skills to work out number of copies per page</p>	<p><b>Independent:</b></p> <p>Teamwork</p> <p>Problem-solving skills.</p> <p>Planning skills- looking at other models</p> <p>Design task- create a real life product</p> <p>Creativity</p>	<p>Font</p> <p>Image</p> <p>Use of bleed</p> <p>Use of colour</p> <p>Saddle stitching</p> <p>Imposition</p>

### Potential Curriculum links

Tech/art/media- design processes/colour etc

English- presentational devices?

## Catering

Experience of a working catering environment. Application of the 4C's to a real-life catering establishment.

	Knowledge	Skills	Vocabulary
Stage 1	How to apply their knowledge of 4C's to real life catering establishments.	Putting into Practise their Health and Hygiene knowledge. Cleaning, Chilling, Cross contamination prevention, cooking skills.	Cross- Contamination, Chilling, Cooking , Cleaning
Stage 2	Job roles in the kitchen: Georges-Auguste Escoffier	How to prepare a dish by having a specific role to fulfil. Teamwork with other chefs.	Kitchen Brigade, Georges-Auguste Escoffier, Head Chef, Sous Chef, Chef de partie, Commis Chef, Kitchen porter
Stage 3	Catering management- fulfilling the role of Head chef	Management, organisation and delegation.	Hotel Manager Executive chef Job allocation Contracts

### Potential Curriculum links

Picked up in food tech- compliments curriculum. Evidence from this will be used in student portfolios  
English- review writing?

Maths links- key numeracy skills- weights/measures

H&S

Potential science links

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**Media-in draft**

**Media**  
*An experience of journalism and an introduction to media skills which leads to creation of a real-life product.*

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Stage 1</b>	Camera shots Roles within a journalism team Editing skills-	Students assigned responsibilities of sound, camera, presenter and director. Drawing and replicating camera angles. Researching and script writing Creating a mini broadcast.	Camera shots- which ones?  Zoom/ focus/ white balance
<b>Stage 2</b>			
<b>Stage 3</b>			

**Potential Curriculum links**

English

Photography?

## Apex

An experience of construction skills and their relevance to real life settings.

	Knowledge	Skills	Vocabulary
Stage 1	N/A	N/A	N/A
Stage 2	Health and Safety rules on a building site including PPE. Know basic brickwork/plastering/wallpapering procedures.	Learning the skill of laying a brick/plastering a wall/wallpapering a wall using specific techniques and procedures.	PPE – Personal Protective equipment Bricks Frog Mortar/Board Trowel
Stage 3	Advanced Health and Safety rules on a building site including PPE. Know brickwork types /plastering types.	Developing the skill of laying a brick/plastering a wall/ wall using specific techniques and procedures. Skill increases by complexity of application.	PPE – Personal Protective equipment Bricks Frog Mortar/Board Trowel Hawk Mixer

### Potential Curriculum links

Technology at Key Stage 3