Holy Cross
CATHOLIC HIGH SCHOOL

Alternative Curriculum: NOCN

	Enrichment and Personal Development	Links to Careers in Alternative Curriculum	Catholicity in the Curriculum
Year 10	• Develop independence through practical life skills, including cooking, budgeting and household management. • Develop confidence, resilience and communication skills through first aid, community participation and collaborative projects. • Explore active citizenship through identifying and responding to community needs. • Develop responsible decision-making and digital citizenship through online safety education. • Develop teamwork, leadership and problem-solving skills through	• The presentation skills unit has links to careers in education, sales and marketing as learners develop communication, public speaking, organisation and confidence. • The food and nutrition unit has links to careers in hospitality, catering, nutrition and food production. Learners develop practical cookery skills, an understanding of healthy eating, food safety and hygiene. • The gardening skills unit has links to careers in horticulture, landscaping, grounds maintenance and environmental conservation. Learners develop practical skills in planting, maintaining and caring for plants. • The active citizenship unit has links to careers in public services, community development, youth work and social care. Learners develop an understanding of their role within the community, the importance of volunteering, equality and diversity.	• Creation and the environment: pupils learn to appreciate creation by growing and caring for their own plants, including the importance of organic nutrients. • Option for the poor: pupils plan and research healthy meal ideas on a budget, considering their nutritional value, to equip them with life skills. • The common good: pupils research, connect and interact with an organisation in the community, such as Derian house and Chorley Help the Homeless, to appreciate the importance of different roles. • Dignity of the human person: pupils reflect on the importance of diversity in the community including the negative effects of discrimination and prejudice.
Year 11	• • Develop employability skills through job applications, interview preparation and career planning. • • Develop financial literacy, budgeting and informed decision-making for adulthood. • • Explore post-16 pathways, career options and future aspirations. • • Develop healthy relationship skills, respect, communication and personal responsibility. • • Develop positive habits that support physical health, wellbeing and independence. • • Prepare for adult life by understanding risk, rights, responsibilities and the law.	• The personal development unit has links to careers in education, health & social care and public services. Learners develop self-awareness, confidence, communication, leadership and decision-making skills. • The career planning unit encourages pupils to explore careers that interest them while developing transferable skills relevant to sectors such as recruitment, business and education. Learners research career pathways, investigate the labour market and topical issues affecting career planning. • The undertaking group work unit develops valuable employability skills that are applicable across a wide range of career sectors, including business, construction, hospitality, healthcare, retail, public services and engineering. • The participation in sport unit has links to careers in sport & leisure, health & fitness and the armed forces. It helps learners develop resilience, teamwork, leadership and discipline.	• The dignity of work and participation: pupils understand health and safety procedures and regulation in the workplace including the minimum wage to prepare them for future employment. • The common good: pupils work as a group to improve their leadership skills looking at teamwork, communication and resilience so they can make a positive impact on society. • Peace: pupils reflect on the importance of justice and reconciliation within sport. • The dignity of work and participation: pupils research a career and find out about the role of trade unions and regulators to ensure equal rights.

Key areas of focus in this unit of work

Subject specific knowledge

Assessment (including both formative and summative)

Interdisciplinary Learning

Progression of learning

Key Stage 2/3 Transferrable Skills

PE: Working together as a team, leadership skills, developing physical skills
Food and Nutrition: understanding basic food health and safety principles, food preparation and cooking skills.
English: speaking and listening
History: research skills, source reliability
Science: biology of plants, photosynthesis

NOCN
Year 10 Curriculum Plan

Holy Cross CATHOLIC HIGH SCHOOL

Autumn		Spring	Summer
Presentation Skills	Food and Nutrition	Gardening Skills	Active Citizenship
• Understand uses and styles of presentation • Understand the planning and preparation of a presentation • Be able to deliver a presentation • Know to how to review their own performance	• Know the nutritional value of common foods for children and young people • Know other considerations to take account when preparing food for children and young people • Know the importance of food safety in relation to the preparation and storage of food for children and young people	• Identify garden and allotment produce • Control weeds • Grow and care for plants grown from seed • Use methods to improve plant yield	• Know about the social diversity of citizens in the local community. • Know the importance of active participation in the local community
• Key words and terminology: audience, presentation style, visual aid, research, sources, animation, transition, hyperlink, peer assessment, smart target • Model presentations shared for pupils to peer review • PowerPoint skills (inserting video, hyperlinks, copy and paste images) • Identify reliable sources and debate the pros and cons of each • Key characteristics of a strong presentation • Pupils deliver a presentation on a topic of their choice • Write a poem about their chosen topic • Performance poetry shared (Akala, John Agard, Amanda Gorman) and pupils perform their poem • Listen and respond to questions • Gather and respond to feedback of their presentation • Create a SMART target based upon their feedback	• Key words and terminology: carbohydrates, protein, dairy, nutrition, food allergy, coeliac, halal, haram, macronutrients, micronutrients, cross-contamination, food hygiene, legislation • Pupils research what constitutes a healthy meal (Eatwell Guide) • Pupils cook a healthy meal based on their research • Understanding nutrition • Micronutrients: Vitamin C, Calcium and Iron • Macronutrients: carbohydrates, proteins and fats • Understanding food labels • What is a balanced diet? • Portion sizes (preparing food for children and young people) • Plan 3 meal guides for children of varying ages (3–4-year-old, 5–10-year-old, 11–16-year-old) • Presentation of food – plating, colour, arrangement of food, different textures • Identifying allergies and outlining the effects of them • Food restrictions and cultural groups: Jewish dietary laws, vegetarian, pescatarian and vegans – benefits and challenges faced by these groups • Food safety principles: personal hygiene, ingredients, handling, temperature, environment and legislation	• Key words and terminology: agriculture, horticulture, compost, fertiliser, soil (pH), germination, propagation, photosynthesis, irrigation, crop rotation, pruning, transplanting, seedling, mulch, cloche • Benefits of gardening (wellbeing) • Understanding what an allotment is, the purpose of it and how to care for it • Understanding the difference between and allotment and a garden • Describe suitable plants for an allotment and for a garden • Describe characteristics of different plants and flowers (tomato, cucumbers, sunflowers and potatoes plus pupil choice) • Weeding (which is the most effective method) – practical completion of this • Measuring the pH of the soil • What is plant yield? • Implement a plant maintenance plan (pupils have individual areas of responsibility) • Research pest control methods and implement these if necessary • Plant maintenance and care (mulching and pruning)	• Key words and terminology: citizen, citizenship, community, social diversity, population, tension, charity, social groups discrimination, sexual orientation • Define and understand social diversity • Describe the diversity of the population in the local community (Chorley) through research and data collection using various sites including the Office of National Statistics • Pupils understand what a census is and why this information is collected by the government • Explore why social diversity can sometimes lead to tensions in a community through the idea of misunderstandings, misinformation and fear • Describe an organisation or activity that has been associated with the local community • Pupils explain their own interaction within an organisation or activity that promotes social diversity • Explain how taking an active part in the local community can help to reduce tension between different social groups
Formative: Unit PPT tasks receive teacher command marking. Self and peer review of presentations. Summative: Teacher assessment grid based on pupils' presentation. Retrieval quizzes of key vocabulary and knowledge.	Formative: Unit PPT tasks receive teacher command marking. Summative: Teacher assesses if pupils have met unit criteria based on work produced. Retrieval quizzes of key vocabulary and knowledge.	Formative: Unit PPT tasks receive teacher command marking. Summative: Teacher feedback on plants and plant maintenance plan (before and after photos). Retrieval quizzes of key vocabulary and knowledge.	Formative: Unit PPT tasks receive teacher command marking. Summative: Teacher feedback on pupils' participation or interaction with a local organisation. Retrieval quizzes of key vocabulary and knowledge.
English: Study of poetry and oracy skills (GCSE Spoken English). Computer Science: Basic PowerPoint skills. History: Evaluating the reliability of sources. Personal Development: Employability skills.	Food and Nutrition: Food safety, nutritional value and presentation of food. PE: Macro and micronutrients. Maths: Weighing and measuring ingredients. Personal Development: Healthy eating, food safety legislation (Citizenship), careers in the hospitality industry. RE: Different cultural diets and norms (Judaism).	Science: Plant cells and photosynthesis. Personal Development: Benefits of time outdoors, careers related to horticulture. Geography: Physical landscapes and soil formation, weathering, erosion. Ecosystems including nutrient cycling, food webs, biodiversity.	Mathematics: Data collection and interpreting data Computer Science: Microsoft Office skills RE: Diversity, different cultures and religion History: Discussion of a census Personal Development: Citizenship, tolerance, immigration.
In Year 11, pupils complete a Personal Development unit where pupils embed their self-review skills and create SMART targets. During the Undertaking Group Work unit pupils utilise presentation skills by presenting to a Year 7 tutor group.	Pupils develop the ability to follow instructions chronological which is used during the Gardening Skills unit.	Pupils develop their ability to research independently and gather reliable information which is used across several units including Investigating a Career in Year 11.	Pupils understand diversity and the concept of community and working together. This is later developed in the 'Undertaking Group Work' unit that is completed in Year 11.

NOCN
Year 11 Curriculum Plan

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Autumn		Spring	Summer
Personal Development	Investigating a Career	Undertaking Group Work	Taking Part in Sport
• Know about my own strengths, weaknesses and skills • Know my own skills and investigate ways of self-improvement • Understand their current life situation and relationships • Be able to make positive decisions (scenario – possible decisions – explain reasoning) • Be able to set personal objectives and action plans for self-improvement	• Know the purpose of career planning • Be able to explore own career options • Know about the impact of topical issues on work sectors • Know about issues relating to regulations in a career sector	• Understand the concept of group work • Be able to plan group work activities • Be able to undertake group work activity • Be able to evaluate a group's performance	• Be able to identify benefits of taking part in a sport • Understand the health and safety requirements of a selected sport • Understand how to warm up for a selected sport • Be able to participate in a selected sport • Be able to review own performance
• Key words and terminology: personal strength, personal weakness, skill, confidence, independence, communication, teamwork, leadership, decision making, relationship, goal, action plan • Pupils to identify personal strengths and personal weaknesses • Assess the impact of their identified strengths for the future in relation to personal life, work and training • Assess the impact of their identified weaknesses for the future in life, work and training • Identify and assess personal skills learned in life, work, training • Describe how the identified skills may be used in the future • Describe their current life situation including home situation, relationships (support networks – who are their role models – do their relationships have a positive/negative impact on them) • Consider and understand the impact of making positive decisions • Explain the reasons for the decisions made • Identify personal goals • Record personal goals • Produce an action plan	• Key words and terminology: career, career planning, employment trends, job description, qualifications salary, progression route, further education, degree, regulatory body, reliable sources • Be able to define career planning • Describe how employment trends affect career planning • Research career opportunities across a chosen sector • Assess the quality and relevance of information sources • Assess their own career options with identified progression routes in that field • Describe a topical issue which has had an impact on a work sector • Describe the perception of a work sector in the media • Describe the role of a regulatory body associated with a career or work sector • Describe the impact that a regulatory body can have in practice in a career or work sector	• Key words and terminology: group work, teamwork, communication, responsibility, leadership, accountability, conflict, collaboration, constructive feedback, evaluation, goal • Demonstrate and outline the key characteristics of effective groups • Describe the advantages/disadvantages of working as part of a group • Describe three examples of working groups they may have been a part of or likely to be in the future • Plan a group work activity • Identify their overall group aims, individual roles/ responsibilities, any potential areas of conflict and key time frames involved • Undertake a group work activity demonstrating the ability to work with other group members, use effective communications, provide constructive feedback to peers and form an appropriate response to feedback from other group members • For the group work activity, pupils must evaluate their overall performance and their own individual performance within the group	• Key words and terminology: physical health, social benefits, participation, fitness, health and safety, risk, equipment, warm-up, rules, tactics, technique, performance • Describe the physical/ social health benefits of taking part in a sport • Assess their own individual requirements when selecting a sport to participate in • Identify a sport that will meet their own requirements and justify why • Describe the health and safety considerations for their selected sport • Define how identified health and safety issues can be addressed • Define suitable warm up activities for their selected sport • Be able to perform a warm-up activity • Describe the equipment requirements for their selected sport • Describe the main rules and tactics of the sport • Participate in a sport over a given period with evidence • Define the main skills and techniques required to participate in their selected sport • Describe aspects of participation in sport which have gone well for them • Review/evaluate how their performance could be improved in the future
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PD: covers a range of topics including self-awareness, wellbeing, relationships, decision-making, goal setting, resilience and citizenship. Pupils look at making informed decisions, understanding responsibilities, developing independence and participating positively in society. English: speaking and listening during discussions, explaining reasoning, presenting ideas, reflective writing, using key vocabulary accurately, writing action plans.	PD: progression routes in employment. English: research, evaluating sources, presenting findings. Computer Science: Online research, digital literacy, source reliability. Maths: interpreting employment trends and salary data.	English: speaking and listening, discussion, constructive feedback. PE: teamwork, leadership, cooperation, evaluating performance.	PE: physical skills, fitness, tactics, performance evaluation. Science: human body, exercise, muscles, health and fitness. Maths: measuring performance, timing, scoring and analysing results.
Level 2/3 in a related sector in College, Apprenticeships, Supported Employment, Traineeships, Personal Development programmes and Volunteering.	A Levels, T Levels, BTEC/Vocational Courses, Apprenticeships, Further Education and Work experience placements.	Level 2/3 in a related sector including Apprenticeships, Vocational Courses, Public Services, Business, Health & Social Care, Hospitality, Construction, Team-based work placements.	Level 2/3 in a related sector, such as: Sport & Exercise Science, Public Services, Health & Social Care, Coaching, Fitness Industry, Outdoor Education, Armed Forces, Uniformed Protective Services, Leisure & Recreation.