

KS4 Vocational overview Year 1 - Castledon College

Year 1	Autumn – Transportation Operations and Maintenance	Spring – Building and Construction	Summer– Building and Construction
Bike Maintenance	<p>Unit Title: Clean and Prepare a Cycle for Use</p> <p>1 - Be able to work safely when cleaning and preparing a cycle for use.</p> <ul style="list-style-type: none"> • Use appropriate Personal Protective Equipment and safety methods. • Safely handle and dispose of cleaning materials and substances used. • Safely handle and support a cycle during cleaning and preparation for use. <p>2 - Know about cycle cleaning and finishing products. State the function of:</p> <ul style="list-style-type: none"> • a solvent • b) a detergent • c) a lubricant. <p>3 - Be able to carry out the cleaning and preparation of a cycle for use.</p> <ul style="list-style-type: none"> • Use the materials required to carry out the cleaning and preparation of a cycle for use. • Demonstrate how to clean a cycle. • Demonstrate a basic safety check of a cycle. • Identify cosmetic damage of cycle components. • Prepare a cycle for use. 	<p>Unit Title: Wallpapering Skills</p> <p>1 - Be able to select equipment and materials for wallpapering.</p> <ul style="list-style-type: none"> • Indicate suitable tools and materials for the job. <p>2 - Be able to plan and prepare for the wallpapering task.</p> <ul style="list-style-type: none"> • Identify obvious defects in the surface to be papered. • Give an approximate number of complete drops needed to cover a specified surface area. • Set up a workstation in a given position. • Mix adhesive as directed. • Measure straight drops, making an allowance for trimming, and cut paper. • Mark a plumb line from a given starting point. <p>3 - Be able to wallpaper.</p> <ul style="list-style-type: none"> • Apply adhesive to the paper, ensuring even and complete coverage. • Fold paper before applying to wall. • Apply first drop to the plumb line and ensure subsequent drops are butted. • Smooth paper to minimise creases and bubbles. • Ensure internal angles are correctly finished. • Ensure external angles are correctly finished. • Trim excess paper and remove any excess paste. <p>4 - Be able to maintain tools and the working area.</p> <ul style="list-style-type: none"> • Clean all tools and make good the working area. 	<p>Unit Title: Painting Ceilings and Walls</p> <p>1 - Be able to prepare and maintain the work area for painting of ceilings and walls.</p> <ul style="list-style-type: none"> • Assist in assessment of site and identification of necessary actions. • Assist in identification of items to be removed and stored. • Apply dust sheets. • Maintain a clean and tidy working area at all times. • Reinstate work area upon completion of tasks. • Clean tools and equipment upon completion of tasks. <p>2 - Be able to maintain painting tools and equipment.</p> <ul style="list-style-type: none"> • Use relevant tools for specified tasks. • Use portable access equipment in accordance with safety guidelines. • Clean, check and store tools and equipment. • Report any deficiencies to supervisor. <p>3 - Be able to prepare one surface for painting.</p> <ul style="list-style-type: none"> • Assist in the assessment of surface condition to identify preparatory actions. • Assist in preparation of a surface using hand or power tools as required. <p>4 - Be able to paint a surface area.</p> <ul style="list-style-type: none"> • Select one type of paint for surface/area. • Follow manufacturer's instructions. • Apply paint as instructed. • Achieve a finish which meets specification.

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Year 1	Autumn/Spring Half Term 1 - Animal Care and Veterinary Science	Spring Half Term 2 - Horticulture and Forestry	Summer - Horticulture and Forestry
Animal Care and Horticulture	<p>Unit Title: Assist with Maintaining the Health and Wellbeing of Animals</p> <p>1 - Be able to assess the physical state of an animal.</p> <ul style="list-style-type: none"> • Identify the visual signs of health in animals. • Identify the visual signs of ill health in animals. • State the procedures for reporting the health status of an animal in the following circumstances <ol style="list-style-type: none"> a) routine check b) animal is sick or injured. • State the records to be kept to help maintain the health of animals. • Record the health status of animals. • List signs of stress or pain in an animal. <p>2 – Be able to administer preventative care to animals.</p> <ul style="list-style-type: none"> • List the routes for administering preventative care. • Administer preventative care to animals. • Check animals for signs of ecto-parasites. • Restrain animals for preventative care. • Work in a way which complies with health and safety legislation. • List the routes for administering preventative care. • State how to dispose of waste. • State the importance of following instructions and reporting damaged/faulty equipment. <p>3 - Be able to deal with different animal emergency situations.</p> <ul style="list-style-type: none"> • Assist in an animal emergency situation. • Identify the visual signs of an animal emergency. • Identify potential hazards. • Report on potential hazards. • Identify the correct location of safety equipment. • State the procedures to be followed in the event of: <ol style="list-style-type: none"> a) fire b) sick/injured animals 	<p>Unit Title: Amenity Horticulture Skills</p> <p>1 - Be able to use relevant tools.</p> <ul style="list-style-type: none"> • Identify tools from a given range. • Use tools safely under supervision. • Clean tools safely after use under supervision. • Store tools safely after use under supervision. <p>2 - Know how to prepare land for planting and sowing.</p> <ul style="list-style-type: none"> • Assist in clearing the site. • Remove soil from first trench. • Fork bottom of trench to improve drainage. • Add compost. • Move soil from first trench to back, filling last trench. <p>3 - Know how to plant and maintain plants.</p> <ul style="list-style-type: none"> • Prepare site by removing weeds and debris. • Mark out plant positions. • Add fertiliser. • Position plants. • Work soil around plants. • Contribute to plant maintenance, as directed. <p>4 - Know how to prepare and turf an area.</p> <ul style="list-style-type: none"> • Prepare site, removing debris as directed. • Assist in laying turf in straight rows. • Water turf as part of the laying process. • Fill spaces with sand. • Mow grass under supervision. 	<p>Unit Title: Developing Skills in Garden Horticulture</p> <p>1 - Know about garden/allotment produce.</p> <ul style="list-style-type: none"> • Name three varieties of flower to grow on an allotment or in a domestic garden. • Name three varieties of vegetable to grown on and allotment or in a domestic garden. <p>2 - Know how to control weeds.</p> <ul style="list-style-type: none"> • Identify six different types of weeds. • Select and apply a control measure to eliminate three of the weeds identified. <p>3 - Be able to propagate plants.</p> <ul style="list-style-type: none"> • Sow two different kinds of seeds in open ground. • Sow two different kinds of seeds in a tray under glass. • Sow tubers. • Sow rooted plants. <p>4 - Be able to grow and care for plants grown from seed.</p> <ul style="list-style-type: none"> • Sow seed directly in ground. • Thin out sown seeds. • Sow seed in trays. • Prick out and plant in prepared ground. • Follow a given maintenance plan. • Identify any pests/diseases.

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	<p>c) escaped animal.</p> <ul style="list-style-type: none"> • State the procedure to be followed if there are potential hazards or damaged equipment. • Identify the location of both human and animal emergency and safety equipment. • State how to ensure the health, safety and wellbeing of self, others and animals when dealing with animal emergencies. 		
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Year 1	Autumn - Art	Spring – Art	Summer – Art
Art	<p>Unit Title: Developing Painting and Drawing</p> <p>1 - Be able to use materials to produce paintings and drawings</p> <ul style="list-style-type: none"> • Use experimental samples to produce paintings and drawings. • Use drawing techniques. • Use painting techniques to create texture and effect. • Mix primary and secondary colours. • Show how to use a grid for enlarging drawings. • Produce drawings and/or paintings chosen from still life, landscape, human figure or imagination. • Outline how each picture will be composed. • Choose media qualities that suit the design of the paintings or drawings. • Choose and mix colours for the paintings or drawings. • Identify aspects of own work, stating particular strengths. • Outline areas for improvement or development in own work. • Select and wear appropriate clothing. • Identify potential hazards in the working environment. • Clean work areas safely. • Store materials and equipment safely. 		
Home Cooking	Autumn - Basic Cooking	Spring – Using Cooking Skills in the Domestic Kitchen	Summer - Using Cooking Skills in the Domestic Kitchen
	<p>1. Be able to cook basic food items and dishes.</p> <ul style="list-style-type: none"> • Select the correct ingredients for basic dishes. • Choose the correct equipment and handle safely and hygienically. • Cook food items safely and hygienically. • Clean work areas and equipment safely and hygienically during and after cooking. • Identify what went well and suggest any improvements. 	<p>1. Understand how to plan and cost nutritionally balanced meals.</p> <ul style="list-style-type: none"> • Plan a two-course meal, taking into account basic nutritional value and costs. • Give reasons for choice of meal. <p>2. Be able to use fresh ingredients and convenience foods.</p> <ul style="list-style-type: none"> • Cook a meal using: <ul style="list-style-type: none"> • a) fresh ingredients 	

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		<ul style="list-style-type: none"> • b) convenience foods. <ol style="list-style-type: none"> 3. Be able to use and maintain a range of domestic kitchen equipment. <ul style="list-style-type: none"> • Identify examples of domestic kitchen equipment used to produce a meal. • Use domestic kitchen equipment to produce a meal. • Clean and store the equipment used. 4. Be able to use a variety of food preparation methods. <ul style="list-style-type: none"> • Identify different food preparation methods. • Produce a dish using a range of food preparation methods. 5. Understand the importance of health and safety in a domestic kitchen. <ul style="list-style-type: none"> • Identify the main health and safety risks in a domestic kitchen. • Outline how to respond to health and safety risks in a domestic kitchen.
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Year 1	Autumn – Drama	Spring – Drama	Summer – Drama
Drama	<p>Unit Title - Basic Performing Arts Skills</p> <ol style="list-style-type: none"> 1. Be able to express feelings, emotions or ideas through mime, dance and acting. <ul style="list-style-type: none"> • Illustrate an individual idea through mime, dance or acting. • Illustrate a group idea through a dramatic improvisation. • Perform a simple sequence of movements through mime demonstrating feelings, emotions or ideas. • Perform a simple sequence of movements through dance demonstrating feelings, emotions or ideas. • Perform a simple sequence of movements through drama demonstrating feelings, emotions or ideas. 2. Be able to prepare for a performance. <ul style="list-style-type: none"> • Use performance, technical or administrative skills to prepare for a simple performance. 3. Be able to use performance space. 	<p>Unit Title – Creating Drama</p> <ol style="list-style-type: none"> 1. Be able to generate ideas for drama. <ul style="list-style-type: none"> • Use different strategies to generate possible ideas for drama. 2. Be able to capture text ideas. <ul style="list-style-type: none"> • Use different methods to capture text ideas. 3. Be able to capture production ideas <ul style="list-style-type: none"> • Use different methods to capture production ideas. 	<p>Unit Title – Using the Body in a Dramatic Context</p> <ol style="list-style-type: none"> 1. Be able to use the body to show contrasting moods/emotions <ul style="list-style-type: none"> • Identify body movements to portray contrasting moods/emotions • Use body movements to portray contrasting moods/emotions 2. Be able to use the body to show contrasting characters/roles <ul style="list-style-type: none"> • Identify body movements to portray contrasting characters/roles • Use body movements to portray contrasting characters/roles 3. Be able to use mime to show contrasting situations <ul style="list-style-type: none"> • Identify mime skills to portray contrasting situations • Perform a mime portraying contrasting situations

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	<ul style="list-style-type: none"> Use performance space to illustrate an idea, in line with health and safety guidelines. 		
Year 1	Autumn – Sport	Spring – Sport	Summer - Sport
Sport	<p>Unit Title - Taking part in Exercise and Fitness</p> <ol style="list-style-type: none"> Know about different exercise and fitness activities and facilities <ul style="list-style-type: none"> Describe different exercise and fitness activities Identify different exercise and fitness facilities Know how to take part in exercise and fitness safely <ul style="list-style-type: none"> Describe an induction process for an exercise and fitness activity Describe warm up and cool down activities. Be able to demonstrate work skills through participation in exercise and fitness activities <ul style="list-style-type: none"> Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> - time management skills - appropriate dress for the activity - following instructions provided by the activity leader - following health and safety guidelines before, during an activity Be able to review own performance <ul style="list-style-type: none"> Identify own strengths and areas for improvement in exercise and fitness activities Suggest ways of improving own performance in one activity. 	<p>Unit – Planning own Fitness Programme</p> <ol style="list-style-type: none"> Know the components of physical fitness. <ul style="list-style-type: none"> Describe the components of physical fitness. Be able to assess own fitness level. <ul style="list-style-type: none"> Assess own fitness level. Be able to plan and use own fitness <ul style="list-style-type: none"> With guidance plan own fitness programme with set targets. Know how to overcome barriers that may affect achievement of fitness goals. <ul style="list-style-type: none"> Identify barriers to achieving fitness goals. Identify ways to overcome barriers. Be able to review own fitness programme. <ul style="list-style-type: none"> Assess the results of own fitness programme. 	

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Year 1	Autumn - Forest Schools	Spring – Forest School	Summer – Forest School
Forest School	Unit Title - Finding out about Forest Schools <ol style="list-style-type: none"> 1. Know about Forest Schools. <ul style="list-style-type: none"> • Identify the main features of Forest Schools. 2. Know how to choose an outdoor learning environment. <ul style="list-style-type: none"> • List different types of outdoor environment where children can explore. • Describe one chosen outdoor environment where children could learn. • Identify safety issues for children in the chosen environment. 	Unit Title - Carrying out a Land-based (an Agriculture, Horticulture or Forestry) Project <ol style="list-style-type: none"> 1. Be able to select and plan for a Land-based (agriculture, horticulture or forestry) project. <ul style="list-style-type: none"> • Agree an area of investigation for a Land-based (agriculture, horticulture or forestry) project. • Give reasons for selecting the focus for their project. • State what they hope to achieve and identify some of the key actions they will need to take. • Agree schedule to enable them to meet deadlines. 2. Be able to undertake research for a Land-based (agriculture, horticulture or forestry) project. <ul style="list-style-type: none"> • Identify key sources of information relevant to the project. • Collect information from different sources. 3. Be able to undertake activity to complete a Land-based (agriculture, horticulture or forestry) project. <ul style="list-style-type: none"> • Carry out agreed actions to complete the project. • Use appropriate skills to complete the project. 4. Be able to present a Land-based (agriculture, horticulture or forestry) project. <ul style="list-style-type: none"> • Provide a clear description of the project including what was achieved and how it was achieved. 5. Be able to assess Land-based (agriculture, horticulture or forestry) project outcomes and own performance. State what went well and where improvements could have been made to the project. 	
Year 1	Autumn – Lifesaving	Spring – Lifesaving	Summer – Lifesaving
Lifesaving (ROOKIE LIFEGUARD PROGRAMME Bronze, Silver and Gold. Life support and Personal survival award)	Swimming competency: - Assessment Fitness, Rescue and stroke knowledge, <ul style="list-style-type: none"> • Throwing rescue: 10-15m • Reaching rescue: 2-4m • Wading rescue: 8-10m • Initiative rescue: 2 casualties. Self-Rescue and Survival • Survival Swim: 5 minutes continuous swimming (clothed) • Defensive ‘feet up’ position 	RLSS bronze and silver award Swim/stamina, Rescue and aquatic knowledge, <ul style="list-style-type: none"> • Accompanied rescue: 25m swim, 20-25m accompanied • Tow with an aid: 25m swim, 20-25m tow • Clothing tow: 25m, 20-25m tow • Support tow: 25m swim, 20-25m tow • Initiative rescue: 3 casualties Self-Rescue and Survival <ul style="list-style-type: none"> • Survival Swim: 10 minutes continuous swimming (clothed) 	RLSS gold award and life support <ul style="list-style-type: none"> • Extended arm tow: 50m swim, 20-25m tow or Chin tow: 50m swim- 20-25m tow • Cross-chest tow: 50m swim - 20-25m tow • Support tow: 50m swim, 20-25m tow <ul style="list-style-type: none"> • In water rescue breathing • Initiative rescue: 4 casualties Self-Rescue and Survival <ul style="list-style-type: none"> • Survival Swim: 15 minutes continuous swimming (clothed) Life Support1 This award is designed members of the community. It teaches how to assess if a casualty is breathing, perform basic life support (CPR) and diagnose and treat choking. Manage regurgitation and recovery position Assessment and questioning on competency: - swim test 500m If successful in year 1 will move onto RLSS National Pool Lifeguard Qualification in year 2 with first aid at work and defibrillator training

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