



CURIOSITY

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Academic Outline 2023-24

Curriculum Overview

T Level in Education and Early Years

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12: Education and Early Years	<p><u>Core Element 1-Wider Context</u> The differences between a range of childcare and education provision.</p> <p><u>Element 2- Supporting Education</u> Supporting children’s and young people’s education is complex. In this element, we look at the education frameworks in England and also the skills that adults need to work effectively with children and young people which include providing feedback.</p> <p><u>Element 3- Safeguarding, Health and Safety and Wellbeing</u> An important aspect of your role is to know and understand how to safeguard children and young people.</p>	<p><u>Element 1-Wider Context</u></p> <p><u>Element- 4 Behaviour</u> This element looks at the many factors affecting behaviour, including a child’s stage of development and their self-concept. Adults require an understanding of the three elements that make up self-concept, these are: self-image, self-esteem and ideal self, all of which are covered within this element.</p> <p><u>Element 5- Parents, Families and Carers</u> In this element you will consider the important role of parents, families and carers in the lives of babies, children and young people. When working within education and childcare, professional relationships with primary carers contribute to best practice and improved outcomes.</p> <p><u>Element 6- Working with others</u> In this element, you will consider the range of diverse services that can be accessed</p>	<p><u>Element 6- Working with others</u></p> <p><u>Element 7- Child Development</u> In this element, we look at the stages and patterns of expected development from infancy to adolescence. We look at attachment theories and how they affect healthy social and emotional development as well as the development and importance of friendships.</p> <p><u>Element 8-Observation and Assessment</u> Whatever type of educational setting you are going to work in, you will need to know about and use observation and assessment.</p> <p><u>Element 9- Reflective Practice</u> Whatever your role, whether you work in a school or an early year setting, you will need to</p>	<p><u>Element 10- Equality and Diversity</u> As part of their role in any school or early years setting, adults will need to promote equality, diversity and inclusion. This is important so that all children and young people are involved, respected and given full access to the curriculum as well as the wider life of the school, college or early years setting.</p> <p><u>Element 11- Special Educational Needs and Disability</u> The statutory duties and responsibilities supporting children/young people with Special Educational Needs and Disabilities (SEND) in relation to the following guidance:</p> <ul style="list-style-type: none"> • Early Years: guide to the 0 to 25 SEND code of practice • Schools: guide to the 0 to 25 SEND code of practice • Further education: guide to the 0 to 25 SEND code of practice 	<p><u>Core Skills 1</u></p> <p><u>Core Skills 2</u></p> <p><u>Core Skills 3</u></p> <p><u>Core Skills 4</u></p> <p>CS1 Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding</p> <p>CS2 Work with others to plan and provide activities to meet children’s and young people’s needs</p> <p>CS3 Use formative and summative assessment to track children’s and students’ progress to plan and shape educational opportunities</p>	<p><u>Retrieval of all elements</u></p> <p><u>Core Skills 1</u></p> <p><u>Core Skills 2</u></p> <p><u>Core Skills 3</u></p> <p><u>Core Skills 4</u></p> <p><u>ENGLISH SKILLS</u> Convey technical information to different audiences Present information and ideas Create texts for different purposes and audiences Take part in/lead discussions</p> <p><u>DIGITAL SKILLS</u> Use digital technology and media effectively Process and analyse numerical data securely</p>



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		by parents/carers, families, children and young people to offer support and guidance.	be able to engage in reflective practice.	<p><u>Element 12- English as an additional language</u></p> <p>This element looks at the process by which a new language is learnt, the factors affecting how easily children and young people can pick up a new language and also how practitioners can support children.</p>		
Year 13:						

Curriculum Overview

Subject	T Level Education and Early Years	Year group	12/13
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		



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<p>Curriculum intent:</p>	<p>The vision of the Education and Early Years Department at Landau Forte is to give learners the opportunity to develop sector-specific knowledge and skills in a positive learning environment. We believe that students deserve a broad and ambitious curriculum. Students will develop their knowledge and understanding by applying their learning skills in a work-related context. Students are supported and encouraged to take responsibility for their own learning and develop skills that are essential for the modern- day workplace.</p> <p>The students will experience working to deadlines; working from a prescribed brief; presenting information effectively; and accurately completing administrative tasks and processes.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> · Opportunities to gain a broad understanding and knowledge of the Health and Social Care sector. · Give students are more focused understanding of health and social care through the selection of optional specialist unit. · Leadership & Character – participate in lesson through collaborative learning structures; work together in pairs, groups and teams. Lead peers and through different topics develop self-esteem, confidence and resilience. · Give students the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life. · Knowledge/Theory – Develop an understanding of ‘human life span development’, and the importance of ‘health and social care values in the sector’. Students will develop vocabulary and support knowledge through role-play, visit to local health and social care settings and case studies <p>Our pedagogy is underpinned by:</p> <ul style="list-style-type: none"> · Clear modelling of specific skills/concepts and high-quality teacher instruction. · Using errors as a learning opportunity and building resilience. · The importance of given students’ regular opportunities to improve their work. · Students to understand what they are doing well and how they need to improve. · A range of strategies to deepen knowledge so that it is committed to the long-term memory.
<p>Threshold Concepts (TCs):</p>	<p>TC1: Able to apply case studies within the context of questions and theories.</p> <p>TC2: Ability to understand all aspects relating to health – physical, intellectual, emotional, mental impacts with the causes and changes of these.</p> <p>TC3: To understand the development of humans from infancy to later adulthood, the changes and effects throughout life relating to environmental and genetic factors.</p> <p>TC4: To be able to recite relevant government education/health legislation and can apply this to case studies and the workplace. E.g., safeguarding issues, data protection, and equality.</p> <p>TC5: Have an enthusiasm, motivation and deeper thinking towards real-life topics. Ideas transferred to classroom discussions with an evaluation.</p>
<p>KS4 National Curriculum summary:</p>	<ul style="list-style-type: none"> · Sociology: Research methods- quantitative and qualitative, culture, identity, health, illness, disability and the body, inequalities in health. · Psychology: Theories of development; Ainsworth, Bowlby, Piaget, Gessell, Chomsky, Henry and Cummings. Research methods. · PHSE: role and workplaces in the H&SC Sector, sex and relationships, identity, cultural differences and work experience · BTEC Sport: Body systems; respiratory, cardiovascular, musculoskeletal and energy · Biology: cells, body systems, blood, organ functions and bones









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Learner skills:	Critical thinking  Critical Thinking	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
The Big Question	Year 12: How does the EYFE support development throughout all life stages?					



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Big picture questions:	Element 1: How do we identify the different educational providers?	Component 5: How does behaviour impact a child and the others education and to meet mile stones?	Component 9: Why is reflective practice important?	Component 10: As professionals how do we promote diversity and equality?	Component 11: What are the statutory duties and responsibilities supporting children/young people with Special Educational Needs and Disabilities?	Component 12: How do professionals support children and young people to pick up a new language?
Content (Linked to TCs):	To develop and understanding of different providers and putting them into context within case scenarios. TC1	To understand the different forms of behaviour and how it effects our PIES throughout later life. TC2 To understand the impact our/others such as role models have had on us as professionals TC5	To develop reflective practices of WWW and EBI from observations and the importance of the development through our lives. TC3 To develop deeper thinking towards observations. Ideas transferred to classroom discussions with an evaluation. TC5	To be able to identify the difference between diversity and equality and how theories link to the importance. TC1 To develop knowledge of how this links to the PIES and the impact this has. TC2	To develop knowledge and understanding of relevant government education/health legislation. TC4	To develop knowledge of EAL and the importance in a real life scenario. TC5 To understand how and why people speak different languages and other types of communication. TC3



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Key vocabulary:	Ofsted Early Identification Tailored Intervention Spiral curriculum	DBS Education, health and care (EHC) plan Further Education Colleges	Tertiary college Safeguarding Inclusive Practice DfE	Regulated activity Designated Safeguarding Lead (DSL) PPE Hazard	Risk Assessment PPE	Social referencing Gender transition
Assessment:	Teacher assessments Low stakes quizzes End of topic assessments	Teacher Assessment Low stakes quizzes End of topic assessments	End element Assessments	Teacher assessment Low stakes quizzes End of topic assessments	Teacher assessment Low stakes quizzes End of topic assessments	End Element Assessment
Key/Historical misconceptions in this unit:						
Sequencing:	We have chosen to sequence the curriculum like this because of the explicit exam board guidance of an effective assessment plan within externally provided assessment windows This sequencing allows for synoptic topics to be assessed last and allows for the progression of learner skills to apply to external examination situations.					
Values	This scheme of work promotes the school values of Compassion, Curiosity and Courage by encouraging opportunities for new skills and rules, fostering engagement and curiosity. Compassion is promoted through competition, with aspects of respect and sportsmanship, as well as the peer feedback. Courage is promoted, tested and developed through exposure to challenge across all sports and concepts, developing resilience to overcome this.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include wider career opportunities through engagement with interviewing professionals.					



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Date W/C	WK	Alexandra	Faye	Assessment	Placement
04/09	1	Element 2- Supporting Education (Guided 56 hours)	Element 1-Wider Context (Guided hours 64)	Maths and English assessment	1 Hour session a week with placement coordinator
	2	Element 2- Supporting Education	Element 1-Wider Context		1 Hour session a week with placement coordinator
	3	Element 2- Supporting Education	Element 1-Wider Context		1 Hour session a week with placement coordinator
	4	Element 2- Supporting Education	Element 1-Wider Context		1 Hour session a week with placement coordinator
	5	Element 2- Supporting Education	Element 1-Wider Context		1 Hour session a week with placement coordinator
	6	Element 3- Safeguarding, Health and Safety and Wellbeing (Guided 20 hours)	Element 1-Wider Context	Element 2 Assessment	1 Hour session a week with placement coordinator
	7	Element 3- Safeguarding	Element 1-Wider Context		Go out and see placement
			Half Term 2 weeks		



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	8	Element- 4 Behaviour (Guided 24 hours) Placement Prep	Element 1-Wider Context	Element 3 Assessment	Wednesday and Friday
	9		One week Placement- 30 hours		
	10	Element 4 -Behaviour	Element 1-Wider Context		Wednesday and Friday
	11	Element 4 -Behaviour	Element 6- Working with others (Guided 14 hours)	Element 1 Assessment	Wednesday and Friday
	12	Element 5- Parents, Families and Carers (Guided 24 hours)	Element 6- Working with others	Element 4 Assessment	Wednesday and Friday
	13	Element 5- Parents, Families and Carers	Element 6- Working with others		Wednesday and Friday
	14	Element 5- Parents, Families and Carers	Element 6- Working with others		Wednesday and Friday
			Christmas Half Term 2 weeks		
	15	Element 7- Child Development (Guided 40 hours) Start ESP	Element 6- Working with others Start ESP	Element 5 Assessment	Wednesday and Friday
	16	Element 7- Child Development	Element 8-Observation and Assessment (Guided 16 hours)	Element 6 Assessment	Wednesday and Friday
	17	Element 7- Child Development	PPE Mock		
	18	Element 7- Child Development	Element 8-Observation and Assessment		Wednesday and Friday
	19	Element 7- Child Development	Element 9- Reflective Practice (Guided 26 hours)	Element 8 Assessment	Wednesday and Friday
	20	Element 7- Child Development	Element 9- Reflective Practice		Wednesday and Friday
	21	Element 7- Child Development	Element 9- Reflective Practice		Wednesday and Friday
			Half Term 1 week		
	22	Element 11- Special Educational Needs and Disability (Guided hours 14) Feedback for PPE	Element 9- Reflective Practice	Element 7 Assessment	Wednesday and Friday



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	23	Mock ESP Ran over two weeks- students off curriculum delivery			Wednesday and Friday
	24				Wednesday and Friday
	25	Element 12- English as an additional language (Guided 12 hours)	Element 10- Equality and Diversity (Guided 12 hours)	Element 9 Assessment	Wednesday and Friday
	26	Element 12- English as an additional language	Element 10- Equality and Diversity		Wednesday and Friday
		Easter Half Term- 2 Weeks Revision sessions to run			
	27	Core Skills 1 ESP	Core Skills 2 ESP	Element 10 and 12 Assessment	Wednesday and Friday
	28	Core Skills 2 ESP	Core Skills 4 ESP	Paper A and B PPE	Wednesday and Friday
	29	ESP Core Assessment Window- To be sat over 5 full days- Students to be off timetable and only in placement 1 day to accommodate revision			Wednesday and Friday
	30				Wednesday and Friday
	31	Retrieval Paper A	Retrieval Paper A		Wednesday and Friday
	32	Retrieval Paper A	Retrieval Paper A		Wednesday and Friday
		Half Term 1 week			
	33	Retrieval Paper B	Retrieval Paper B		Wednesday and Friday
	34	Retrieval Paper B	Retrieval Paper B		Wednesday and Friday
	35	Start Year 2 Performance outcomes			Wednesday and Friday
	36	Start Year 2 Performance outcomes			Wednesday and Friday



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	37		Baby Placement 1 week 30 hours		
	38	Start Year 2 Performance outcomes			Wednesday and Friday
	39	School/PVI placement optional if above 50% attendance.		Mandatory placement if below 50% attendance	