CoDA Curriculum

Vocational Studies



Improving the life chances of all students

Why study Vocational?

We offer the Pearson BTEC Level 1 Award/Certificate in Vocational Studies at CODA to give our students the opportunity to experience more than one vocational sector where they have not yet decided on a specific sector to follow, it allows our students to develop knowledge, understanding and skills related to different vocational sectors and in turn motivating our students to progress to higher level qualifications or employment in a specific sector improving their life chances. We tailor our curriculum to match the interests and strengths of individual groups allowing us to maximise accessibility and engagement for our students. The subject allows students to develop cross-cutting employability skills through carrying out practical activities in a vocational context, we encourage students to self-plan a trip, visit vocational contexts, local primary schools and other related contexts. This engages our students in learning which is relevant to them and provides opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in their working and personal life after CODA.

			The curriculum will include:		
A self-evaluation of students	Exploration of a healthy	An investigation of how	A study of travel and tourism	An investigation into different	Students undertaking
own strengths an weaknesses	balanced diet and how this	career progression can be	destinations and the	exercise and fitness activities	practical activities that
and how to overcome these.	can be encouraged in children	beneficial to individuals	opportunity to self-plan and	and facilities and the	provide them with the
			undertake a class visit.	opportunity to plan and	opportunity to develop life
				execute a fitness activity in	skills such as planning healthy
				school or the local	and practical meals and
				community.	recognising sugar content in
					foods.

Vocational Curriculum Intent Y9 - 11 (BTEC Level 1)

Students will be t	aught and assessed on their ability to
	 Understand personal strengths and weaknesses
Unit 10	 Understand the importance of recognising personal skills and qualities
	Understand goal-setting
	Be able to carry out research to find out about a chosen destination
Unit 6	 Be able to plan a visit to a chosen travel and tourism destination
onico	 Be able to use personal skills to take part in a visit
	Know how own actions contributed to the success of the visit
	Understand Career Progression
Unit 11	 Be able to assess skills and qualities for career progression
	Be able to plan short-term goals for career progression
	Know about healthy eating for children
Unit 8	 Know about activities and experiences to encourage children to eat healthily
onico	 Be able to plan, prepare and participate in activities to encourage children to eat healthily
	 Be able to assess own personal skills in supporting healthy eating activities
	 Know about different exercise and fitness activities and facilities
Unit 11 (2)	 Know how to take part in exercise and fitness safely
0111 (2)	 Be able to demonstrate work skills through participation in exercise and fitness activities
	Be able to review own performance

The opportunity to practically demonstrate the ability to use communication skills when working with staff, other students, members of the public and people in the local community.

YEAR 9 BTEC LEVEL 1 FIRST AWARD IN VOCATIONAL STUDIES 500/9124/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	The units for year 10 and 11 will be decided by	the class teacher towards the end of year 9. At the	nis point we will evaluate whether the cohort are	suited to studying for the BTEC Level 1 Certificate	e in Vocational Studies.		
Y10	The course allows flexibility in unit selection an	d therefore the units are selected based on the r	eeds and interests of the group with a spiral curr	iculum in mind and building upon the skills the st	udents have already developed during year 1 of	the course. The curriculum is based on the	
&	students interests to maximise the opportunity			0.1	, , , , , , ,		
	https://gualifications.poarcon.com/content/do	mo (on /qualifications /htos ontry lovel lovel 1 an	d lovel 1 introducton (vecational studies 11 htm)				
Y11	11 https://qualifications.pearson.com/content/demo/en/qualifications/btec-entry-level-level-1-introductory/vocational-studies-l1.html.						
	Unit 10: Self-Assessment	Unit 6: Planning a Visit	Unit 11: Career Progression	Unit 8: Encouraging Children to Eat Healthily	Unit 11: Taking Part in Exercise and Fitness	Unit 11: Taking Part in Exercise and Fitness	
				Introduction to unit	M/501/7248	M/501/7248	
	Introduction to BTEC and BTEC processes Introduction to course	Introduction to unit	Introduction to unit	L/O: Know about healthy eating for children	Introduction to unit	Assessment – Students should take it in turn	
		L/O: Be able to carry out research to find out	L/O: Understand Career Progression			to run an exercise and fitness activity. This	
	Introduction to unit	about a chosen destination	Explore career progression – what	What is a healthy balanced diet?	L/O: Know about different exercise and	will be an assessed task and they will lead the	
	1 (O) Understand a group of strengths and	Introduction to case study	is a career?	What are healthy eating principles	fitness activities and facilities	group/class.	
	L/O: Understand personal strengths and weaknesses	 Research methods Researching three appropriate 	 How can people progress in their careers? 	for children?Explore healthy eating needs of	Explore and actively participate in different exercise and fitness	L/O: Be able to demonstrate work skills	
	Explore what strengths and	destinations	How does career progression	children aged 0-3 years	activities (Minimum of 5)	through participation in exercise and	
	weaknesses are and encourage	Choosing an appropriate	benefit people? Case study	Explore healthy needs of children	Explore different exercise and	fitness activities. During the assessment the	
	students to identify own strengths	destination	examples	aged 3-5 years	fitness facilities	students will demonstrate:	
	and weaknesses and explain why they are personal strength and	L/O: Be able to plan a visit to a chosen travel	 How does work and study support career progression 	Meal planningNHS Eatwell and Sugar Swap	L/O: Know how to take part in exercise and	 time management skills dressing appropriately dress for the 	
	weaknesses	and tourism destination		campaign	fitness safely	activity	
		• Plan in detail a visit to a travel and	L/O: Be able to assess skills and qualities for	Trip to supermarket (ASDA) using sugar	Explore induction processes for	following instructions provided by	
	L/O: Understand the importance of recognising personal skills and qualities	tourism destination, using own	career progression	calculation app.	different exercise and fitness	the activity leader	
	Explore what skills and qualities are	research dataPlan the cost of the visit, using own	 Explore how personal skills, qualities and experience are 	L/O: Know about activities and experiences to	activities (Opportunity for visit to a gym)	 following health and safety guidelines before, during and after 	
	including why they are different	research data	relevant to career progression	encourage children to eat healthily	Explore warm-up and cool-down	activities	
	Students to explore their own skills	• Planning an itinerary and timings of	Self-evaluation, research areas of	Explore activities to encourage	activities		
	and qualitiesStudents to explore how skills and	the day. (Mathematical skills)	work or study suited to own	children to eat healthily	Trial and test different warm up	Group evaluations Self-evaluations	
	 students to explore now skills and qualities can be used in work and 	Assessment – Undertake a self-planned visit	personal skills, qualities or experience – Careers Match Quiz	 Test and trial activities to encourage children to eat healthily 	and cool down activities	Self-evaluations	
Y9	personal life – case studies to be	(Matlock Bath, Elvaston Castle or other	Use careers match activity or own	Evaluate tested activities to		Student will then use the evaluation data to:	
	used	suitable destination chosen by group)	interests to support the planning of	encourage children to eat healthily		L/O: Be able to review own performance	
	L/O: Understand goal-setting		short-term goals for career			 Identify their own strengths and areas for improvement in exercise 	
	Explore why it is important to set	L/O: Be able to use personal skills to take part in a visit – during the visit student will:	progression using sources for information and guidance for own	Assessment – External visit to nursery or pre- school to undertake healthy eating activity.		and fitness activities	
	short and long-term goals.	DEMONSTRATE wearing	career progression	school to undertake healthy eating activity.		Identify ways of improving own	
	Look at appropriate personal long-	appropriate clothing	Use research on career and course	L/O: Be able to plan, prepare and participate		performance in one activity	
	term goalSet personal short-term goals	DEMONSTRATE keeping to time	options from sources of information and guidance to skills	in activities to encourage children to eat		Assessment activity opportunity – visit to	
	 Explore ways to achieve short-term 	 DEMONSTRATE carrying out health and safety preparations 	map own relevant skills, qualities	healthily. During the visit students will be expected to demonstrate:		local primary school to run exercise classes	
	goals – celebrity case studies	DEMONSTRATE appropriate	and experiences	self-management skills		(PE lessons).	
	Explore how skills, qualities and	behaviour	Explore and create short-term goals	a positive contribution as a team			
	strengths can help in achieving short-term goals	Students will spend a lesson	that will help progress own career	member			
	Short-renni goals	evaluating how they demonstrated the above.	 Explore and create short-term goals that will help identify a timeline for 	 safe practice communication skills 			
	Coursework write up time.		achieving the short term career	Self and peer evaluation of visit.			
		L/O: Know how own actions contributed to	progression goals	L/O: Be able to assess own personal skills in			
	Coursework deadline.	the success of the visit	 Explore and evaluate appropriate recourses for achieving the short 	supporting healthy eating activities			
		 Students will peer and then self- assess how their actions 	resources for achieving the short term career progression goals	Assess skills used during visit Coursework write up time.			
		contributed to the success of the	p. 60. 20010 - 60.00	Coursework deadline.			
		visit	Coursework write up time.				
		Coursework write up time.	Coursework deadline.				
		Coursework deadline.					

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YEAR 10 BTEC LEVEL 1 FIRST CERTIFICATE IN VOCATIONAL STUDIES 500/8987/0

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The units for year 11 will be decided by the class	teacher towards the end of year 10.			1	
The course allows flexibility in unit selection and the opportunity to improve the life chances of ou https://qualifications.pearson.com/content/dem	ur students.			udents have already developed. The curriculum	is based on the students interests to maximise
 Introduction to BTEC and BTEC processes Introduction to course Introduction to unit L/O: Understand personal strengths and weaknesses Explore what strengths and weaknesses are and encourage students to identify own strengths and weaknesses and explain why they are personal strength and weaknesses L/O: Understand the importance of recognising personal skills and qualities are including why they are different Students to explore their own skills and qualities Students to explore how skills and qualities can be used in work and personal life – case studies to be used I/O: Understand goal-setting Explore why it is important to set short and long-term goals. Look at appropriate personal long- term goal Set personal short-term goals Explore how skills, qualities and strengths can help in achieving short-term goals Coursework write up time. Coursework deadline.	 Unit 6: Planning a Visit Introduction to unit L/O: Be able to carry out research to find out about a chosen destination Introduction to case study Research methods Research methods Research methods Research methods Choosing an appropriate destinations Choosing an appropriate destination L/O: Be able to plan a visit to a chosen travel and tourism destination, using own research data Plan in detail a visit to a travel and tourism destination, using own research data Plan the cost of the visit, using own research data Planning an itinerary and timings of the day. (Mathematical skills) Assessment – Undertake a self-planned visit (Matlock Bath, Elvaston Castle or other suitable destination chosen by group) L/O: Be able to use personal skills to take part in a visit – during the visit student will: DEMONSTRATE wearing appropriate clothing DEMONSTRATE carrying out health and safety preparations DEMONSTRATE appropriate behaviour Students will spend a lesson evaluating how they demonstrated the above. L/O: Know how own actions contributed to the success of the visit Coursework write up time. 	 Unit 11: Career Progression Introduction to unit L/O: Understand Career Progression Explore career progression – what is a career? How can people progress in their careers? How does career progression benefit people? Case study examples How does work and study support career progression L/O: Be able to assess skills and qualities for career progression Explore how personal skills, qualities and experience are relevant to career progression Self-evaluation, research areas of work or study suited to own personal skills, qualities or experience – Careers Match Quiz Use careers match activity or own interests to support the planning of short-term goals for career progression Use research on career and course options from sources of information and guidance to skills map own relevant skills, qualities and experiences Explore and create short-term goals that will help progress own career Explore and create short-term goals that will help identify a timeline for achieving the short term career progression goals Explore and evaluate appropriate resources for achieving the short term career 	 Unit 8: Encouraging Children to Eat Healthily Introduction to unit L/O: Know about healthy eating for children What is a healthy balanced diet? What are healthy eating principles for children? Explore healthy eating needs of children aged 0-3 years Explore healthy needs of children aged 3-5 years Meal planning NHS Eatwell and Sugar Swap campaign Trip to supermarket (ASDA) using sugar calculation app. L/O: Know about activities and experiences to encourage children to eat healthily Explore activities to encourage children to eat healthily Test and trial activities to encourage children to eat healthily Evaluate tested activities to encourage children to eat healthily. During the visit students will be expected to demonstrate: self-management skills a positive contribution as a team member safe practice communication skills Self and peer evaluation of visit. L/O: Be able to assess own personal skills in supporting healthy eating activities Assess skills used during visit Coursework write up time. Coursework deadline.	Unit 11: Taking Part in Exercise and Fitness M/501/7248 Introduction to unit L/O: Know about different exercise and fitness activities and facilities • Explore and actively participate in different exercise and fitness activities (Minimum of 5) • Explore different exercise and fitness facilities L/O: Know how to take part in exercise and fitness safely • Explore induction processes for different exercise and fitness activities (Opportunity for visit to a gym) • Explore warm-up and cool-down activities • Trial and test different warm up and cool down activities	Unit 11: Taking Part in Exercise and Fitness M/501/7248 Assessment – Students should take it in turn to run an exercise and fitness activity. This will be an assessed task and they will lead the group/class. L/O: Be able to demonstrate work skills through participation in exercise and fitness activities. During the assessment the students will demonstrate: time management skills dressing appropriately dress for the activity following instructions provided by the activity leader following health and safety guidelines before, during and after activities Group evaluations Self-evaluations Student will then use the evaluation data to: L/O: Be able to review own performance Identify their own strengths and areas for improvement in exercise and fitness activities Identify ways of improving own performance in one activity Assessment activity opportunity – visit to local primary school to run exercise classes (PE lessons).

YEAR 11 BTEC LEVEL 1 FIRST AWARD IN VOCATIONAL STUDIES 500/9124/4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 10: Self-Assessment Introduction to BTEC and BTEC processes Introduction to course	Unit 6: Planning a Visit Introduction to unit	Unit 11: Career Progression	Unit 8: Encouraging Children to Eat Healthily Introduction to unit	Unit 11: Taking Part in Exercise and Fitness M/501/7248	Unit 11: Taking Part in Exercise and Fitness M/501/7248 Assessment – Students should take it
Introduction to unit	L/O: Be able to carry out research to find out about a chosen destination	 L/O: Understand Career Progression Explore career progression – 	L/O: Know about healthy eating for children	L/O: Know about different exercise and	turn to run an exercise and fitness activity. This will be an assessed task
Introduction to unit L/O: Understand personal strengths and weaknesses • Explore what strengths and weaknesses are and encourage students to identify own strengths and weaknesses and explain why they are personal strength and weaknesses L/O: Understand the importance of recognising personal skills and qualities • Explore what skills and qualities are including why they are different • Students to explore their own skills and qualities • Students to explore their own skills and qualities • Students to explore how skills and qualities can be used in work and personal life – case studies to be used L/O: Understand goal-setting • Explore why it is important to set short and long-term goals. • Look at appropriate personal long-term goal • Set personal short-term goals • Explore ways to achieve short- term goals – celebrity case studies • Explore how skills, qualities and strengths can help in achieving short-term goals Coursework write up time. Coursework deadline.			 children What is a healthy balanced diet? What are healthy eating principles for children? Explore healthy eating needs of children aged 0-3 years Explore healthy needs of children aged 3-5 years Meal planning NHS Eatwell and Sugar Swap campaign Trip to supermarket (ASDA) using sugar calculation app. L/O: Know about activities and experiences to encourage children to eat healthily Explore activities to encourage children to eat healthily Test and trial activities to encourage children to eat healthily Evaluate tested activities to encourage children to eat healthily Evaluate tested activities to encourage children to eat healthily 	L/O: Know about different exercise and fitness activities and facilities • Explore and actively participate in different exercise and fitness activities (Minimum of 5) • Explore different exercise and fitness facilities L/O: Know how to take part in exercise and fitness safely • Explore induction processes for different exercise and fitness activities (Opportunity for visit to a gym) • Explore warm-up and cool- down activities • Trial and test different warm up and cool down activities	activity. This will be an assessed task a they will lead the group/class. L/O: Be able to demonstrate work ski through participation in exercise and fitness activities. During the assessme the students will demonstrate: • time management skills • dressing appropriately dress the activity • following instructions provid by the activity leader • following health and safety guidelines before, during and after activities Group evaluations Self-evaluations Student will then use the evaluation of to: L/O: Be able to review own performat • Identify their own strengths and areas for improvement i exercise and fitness activities • Identify ways of improving o performance in one activity Assessment activity opportunity – visi local primary school to run exercise classes (PE lessons).
	Coursework deadline.	Coursework deadline.			
			Coursework write up time. Coursework deadline.		