



Determination **R**espect **E**ngagement **A**mbition **M**otivation **S**uccess

Trafford Alternative Education Provision

Dare to Dream

Travel And Tourism Curriculum

Intent:

At Trafford Alternative Education Provision, our Travel and Tourism curriculum is designed to inspire and equip students with the knowledge, skills, and experiences essential to understanding the dynamic and diverse world of travel and tourism. Our intent is to provide a curriculum that is engaging, relevant, and prepares students for further education and careers in this growing industry.

Purpose:

- To develop students' understanding of the travel and tourism industry, including its global impact and importance to the economy.
- To cultivate a sense of curiosity and appreciation for different cultures, environments, and communities.
- To equip students with practical skills and knowledge that can be applied in real-world scenarios within the travel and tourism sector.

Aims:

1. Knowledge and Understanding: Students will gain a comprehensive understanding of the travel and tourism industry, including its structure, key stakeholders, and the factors influencing its development.
2. Skills Development: Emphasis will be placed on developing a range of skills including research, communication, problem-solving, and customer service, which are essential for success in the industry.
3. Cultural Awareness: Students will explore different cultures and destinations, promoting an appreciation of diversity and the importance of cultural sensitivity in travel and tourism.
4. Sustainability and Ethics: The curriculum will address the importance of sustainable tourism practices and ethical considerations, encouraging students to think critically about the impact of tourism on communities and the environment.
5. Career Preparation: We aim to prepare students for further study and careers in travel and tourism by providing insights into various career paths and the skills required to succeed.



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Implementation

- Our curriculum will be delivered through a combination of classroom-based learning, practical activities, and real-world experiences, including field trips and guest speakers from the industry.

Assessment will be both formative and summative, with students demonstrating their understanding through projects, presentations, and written assessments

Impact

- Students will leave with a broad understanding of the travel and tourism industry and the skills necessary to pursue further education or a career in the sector.
- They will be equipped with a global perspective and an appreciation for cultural diversity, ready to engage with the world in a respectful and informed manner.

Accreditation /Qualifications

- AQA GCSE Travel and Tourism





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Food Technology

Intent

At Trafford Alternative Education Provision, our Food Technology curriculum is crafted to inspire and equip pupils with essential culinary skills, knowledge of nutrition, and an understanding of the importance of healthy eating. By engaging with this subject, pupils learn to appreciate the impact of food choices on their health and well-being, and gain practical skills that support independent living.

Purpose:

- To develop pupils' practical culinary skills, enabling them to prepare a variety of dishes confidently and safely.
- To foster an understanding of nutrition and the principles of healthy eating.
- To encourage creativity and innovation in food preparation and presentation.

Aims:

1. **Skill Development:** Pupils will acquire a range of cooking techniques and the ability to use kitchen equipment safely and effectively.
2. **Healthy Eating Knowledge:** The curriculum will provide pupils with a solid understanding of nutritional information, empowering them to make informed food choices.
3. **Cultural Awareness:** Pupils will explore a variety of cuisines, understanding the cultural significance of food and its role in society.
4. **Sustainability and Ethics:** Lessons will incorporate discussions on sustainable food practices and ethical considerations in food production and consumption.
5. **Achievement and Recognition:** Through the completion of AQA Unit Awards, pupils will gain recognition for their learning and achievements, motivating them to strive for excellence.

Implementation

- The curriculum is delivered through hands-on practical sessions, complemented by theoretical learning that reinforces the principles of nutrition and healthy eating.
- Pupils are assessed through a combination of practical tasks and reflective evaluations, aligned with the AQA Unit Awards criteria.




Determination Respect Engagement Ambition Motivation Success



Impact

- Pupils will leave with a comprehensive set of culinary skills and the confidence to apply these in real-world settings.
- They will understand the importance of healthy eating and be equipped to make choices that benefit their long-term health and well-being.
- Through exposure to diverse cuisines, pupils will develop a broader appreciation for food's cultural and social significance.

By addressing these key areas, our Food Technology curriculum empowers pupils to take control of their dietary choices and encourages a lifelong appreciation for food and nutrition.

Accreditation/Qualifications	
<ul style="list-style-type: none">• AQA Unit award Scheme	 The logo for the Unit Award Scheme (UAS) features a stylized human figure with arms raised, holding up a tree with colorful leaves (green, yellow, orange, red). Below the figure, the letters 'UAS' are written in a bold, blue font, with 'Unit Award Scheme' written in a smaller font underneath.





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Humanities Curriculum

At Trafford Alternative Education Provision, our Humanities curriculum, encompassing History, Geography, and Religious Education (RE), is designed to inspire and equip pupils with the knowledge and skills necessary to understand and engage with the world around them. Grounded in our core values of determination, resilience, engagement, ambition, motivation, success, and daring to dream, our curriculum aims to foster well-rounded, informed, and empathetic individuals.

Purpose:

- To cultivate a deep understanding of the past, present, and future, encouraging pupils to appreciate the complexity and diversity of human experience.
- To develop critical thinking and analytical skills that empower pupils to interpret and engage with local, national, and global issues.
- To promote respect, empathy, and understanding of diverse cultures, beliefs, and perspectives.

Aims:

1. **Determination and Resilience:** Pupils will be encouraged to explore challenging concepts and questions, developing the resilience to pursue knowledge and understanding despite obstacles.
2. **Engagement and Ambition:** Through immersive and interactive learning experiences, pupils will be actively engaged in their studies, fostering ambition to explore new ideas and perspectives.
3. **Motivation and Success:** By setting high expectations and providing tailored support, we aim to motivate pupils to achieve personal success and recognize their potential to impact the world positively.
4. **Dare to Dream:** Our curriculum encourages pupils to dream big, envisioning a future where they contribute as informed, compassionate citizens.

Implementation:

- The curriculum will be delivered through a blend of traditional instruction, experiential learning, and project-based activities, allowing pupils to apply their knowledge in meaningful contexts.



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- Cross-curricular links will be made to demonstrate the interconnectedness of historical events, geographical phenomena, and religious beliefs.

Impact:

- Pupils will leave with a comprehensive understanding of the Humanities, equipped with the skills and values necessary to navigate and contribute to a complex and interconnected world.
- They will develop a sense of identity, community, and global citizenship, prepared to engage with the challenges and opportunities of the future.

Through this curriculum, we aim to inspire pupils to become lifelong learners, driven by curiosity, empathy, and a commitment to making a positive difference in the world.

Accreditation/Qualifications

- AQA Unit Award Scheme



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Digital Functional Skills

Intent

At Trafford Alternative Education Provision, our intent for offering the Digital Functional Skills course at Entry Level 3/Level 1 is to equip our students with essential digital skills that are critical for both personal and professional success in today's technology-driven world. We aim to:

1. **Develop Practical Digital Skills:** Provide students with hands-on experience and understanding of key digital tools and applications to enhance their capability in everyday digital tasks.
2. **Enhance Problem-Solving Abilities:** Encourage students to apply digital skills to solve real-world problems, promoting critical thinking and adaptability.
3. **Support Employability:** Increase students' employment prospects by ensuring they possess the necessary digital skills required in the modern workplace.
4. **Promote Independence and Confidence:** Foster a sense of independence and self-confidence in students by empowering them to navigate digital environments effectively and securely.
5. **Encourage Lifelong Learning:** Instill a mindset of continuous learning and adaptation to evolving digital technologies, preparing students for future educational and career opportunities.

Implementation

- **Curriculum Design:** The course will be structured to include a mix of theoretical knowledge and practical application, ensuring a comprehensive understanding of digital concepts.
- **Assessment Methods:** Students will be assessed through a combination of practical tasks, projects, and formal exams to evaluate their proficiency in digital skills.
- **Resources and Support:** Provide access to modern digital tools and resources, along with dedicated support from qualified educators to facilitate effective learning.

Impact



- Curriculum Design: The course will be structured to include a mix of theoretical knowledge and practical application, ensuring a comprehensive understanding of digital concepts.
- Assessment Methods: Students will be assessed through a combination of practical tasks, projects, and formal exams to evaluate their proficiency in digital skills.
- Resources and Support: Provide access to modern digital tools and resources, along with dedicated support from qualified educators to facilitate effective learning.

Accreditation

- Digital Functional Skills-Pearson. Entry Level 3/Level 1



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Citizenship

Citizenship Curriculum Intent Statement

At Trafford Alternative Education Provision, our Citizenship curriculum is designed to inspire and equip pupils with the knowledge, skills, and values necessary to navigate and contribute positively to society. Through our GCSE Citizenship program, we aim to develop informed, active, and responsible citizens who are prepared to engage with the complexities of the modern world.

Purpose:

- To deepen pupils' understanding of the political, legal, and economic structures that shape society.
- To empower pupils to think critically and engage thoughtfully with contemporary social issues.
- To foster a sense of identity, community, and global citizenship.

Aims:

1. **Knowledge and Understanding:** Pupils will explore the workings of democracy, justice, and the rule of law, as well as their rights and responsibilities as citizens.
2. **Critical Engagement:** We aim to cultivate pupils' ability to critically analyze information, engage in debates, and form reasoned arguments on societal issues.
3. **Active Participation:** Pupils will be encouraged to participate actively in their communities, understanding the importance of civic engagement and social responsibility.
4. **Cultural Awareness:** The curriculum will promote diversity, encouraging pupils to appreciate different cultures and perspectives.
5. **Global Perspective:** Pupils will explore global issues, fostering an understanding of interconnectedness and the impact of their actions on the wider world.

Implementation:

- Our curriculum will be delivered through engaging lessons that combine theoretical knowledge with practical activities, including discussions, debates, and project-based learning.
- Students will have opportunities to participate in real-world experiences, such as community projects and mock elections, to apply their learning.
- Assessment will be both formative and summative, focusing on pupils' ability to apply their understanding in varied contexts.

Impact:



- Pupils will leave with a comprehensive understanding of their roles as citizens and the skills needed to contribute positively to society.
- They will be equipped to engage with democratic processes, challenge injustices, and participate actively in their communities.

Through this curriculum, we aim to nurture informed, confident, and engaged citizens who are ready to take on the challenges and opportunities of the future, both locally and globally.

Accreditation

- GCSE Citizenship



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ICT/Computing

Purpose:

At Trafford Alternative Education Provision, our Computing curriculum at KS3 and KS4, informed by the National Centre for Computing Education, is designed to equip students with critical skills and knowledge that prepare them for the digital world. We aim to foster a deep understanding of computational thinking, digital literacy, and the ethical implications of technology, ensuring students are well-prepared for future academic and career pursuits.

Aims:

Deep Understanding of Computing Concepts:

Students will develop a robust understanding of fundamental computing concepts, including algorithms, programming, data representation, and computer systems. This foundational knowledge prepares them for advanced study and application in real-world contexts.

Enhanced Problem-Solving Skills:

Through engaging with complex problems and projects, students will enhance their logical reasoning and problem-solving skills. They will learn to decompose problems, design algorithms, and implement solutions using appropriate programming languages.

Digital Literacy and Ethical Awareness:

Our curriculum emphasises digital literacy, enabling students to use technology safely, responsibly, and effectively. Students will explore the ethical and societal impacts of technology, fostering an awareness of issues such as data privacy, cybersecurity, and digital citizenship.

Preparation for Further Education and Careers:

By aligning with the National Centre for Computing Education's standards, our curriculum prepares students for further education and careers in computing and related fields. Students will gain practical experience with industry-standard tools and technologies, enhancing their employability and readiness for the future.

Engagement and Enjoyment:

We aim to create an engaging and enjoyable learning environment where students are motivated to explore computing concepts creatively and collaboratively. This positive experience encourages lifelong learning and curiosity in the field of computing.

Implementation:



Student Achievement:

Students' progress and achievement will be monitored through a combination of formative and summative assessments, including projects, quizzes, and practical coding tasks. Success will be measured by students' ability to apply computing concepts and skills in various contexts.

Feedback and Reflection:

Regular feedback from students and teachers will inform ongoing curriculum development and improvement. Student reflections on their learning experiences will provide insights into the curriculum's effectiveness and impact on their personal and academic growth.

Impact:

We will track students' progression to further education and careers in computing and related fields, evaluating the curriculum's role in supporting their aspirations and success.



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Options Programme

Intent

At Trafford Alternative Education Provision, our options programme is designed to offer students a broad and balanced curriculum, promoting personal growth, well-being, and skill development through a variety of engaging activities. Our intent is to:

1. **Foster Diverse Skill Development:** Provide students with opportunities to explore and develop skills across various disciplines, including sport, technology, and creative arts.
2. **Enhance Physical and Mental Well-being:** Promote physical health through activities like Football, Kickboxing, and Scooting, while also focusing on mental well-being with initiatives like Girls Confidence Building and Craft.
3. **Encourage Teamwork and Social Skills:** Develop students' ability to work collaboratively and build social skills through group activities such as Lego projects and team sports.
4. **Promote Engagement and Motivation:** Offer a range of activities that cater to diverse interests and talents, increasing student engagement and motivation in their educational journey.
5. **Support Career and Life Skills:** Equip students with practical skills that are valuable for future career opportunities and everyday life, such as Food Tech and Driving Range practice.

Implementation

- **Student-Centric Approach:** Allow students to opt into activities based on their interests, providing them with a sense of ownership and choice in their learning journey.
- **Varied Activity Offerings:** Include a wide range of activities like Gaming, Sport, and Craft to ensure a holistic development of each student.
- **Qualified Instruction and Support:** Ensure activities are led by qualified instructors who provide guidance and support tailored to each student's needs and abilities.

Impact

By participating in the options programme, students will gain a diverse set of skills and experiences, contributing to their personal development and preparing them for future educational and career paths. They will also have the opportunity to earn AQA Unit Awards, recognising their achievements and efforts in each activity.

