



Discovery

Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

Class - **Discovery Curriculum** – *Healthy Minds/2 Lessons weekly*

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
3D 2021/22	<p>Topic: Journeys and Pilgrimages</p> <p>Being reflective and self critical.</p> <p>Key Questions;</p> <ol style="list-style-type: none"> 1. What is a pilgrimage? 2. What is the miracle of Lourdes? 3. What make this a pilgrimage? 4. What is the Hajj? 5. How do Muslims celebrate this? <p>Key skills and knowledge:</p> <p>Year 7: Recognise a main religious festival.</p>	<p>Topic: Expressing faith</p> <p>Remembering roots. Being loyal and steadfast.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What is Prayer? 2. How does prayer help a believer? 3. How willing am I /we to make sacrifices? Prayer times. 4. How do believers of faith show their loyalty/make sacrifices? <p>Christian prayer Muslim prayer Hindu prayer Sikh prayer Jewish prayer</p>	<p>Topic: Places of worship</p> <p>Participating and willing to lead.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Am I setting a good example for others to follow? 2. What makes a good leader? 3. From where does religious authority come from and how do you recognise it? 4. Do you need a place of worship to gain the respect and love of God? 5. Do we need the ritual of visiting places of worship? 	<p>Topic Buddhism</p> <p>Being regardful of suffering. Being silent developing a sense for the sacred.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How do we cause/contribute to suffering? 2. How have Buddhists responded to suffering? 3. Who is Buddha? How did his enlightenment influence people today? 4. How do believers of Buddhism practice and develop their contemplation? <p>Story of Buddha</p>	<p>Topic: Faith and commitment</p> <p>Being temperate and exercising self discipline and cultivating serene contentment.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What is a baptism? 2. What happens during a baptism? 3. Is there an age range? 4. What is a Bat/bat Mitzvah? 5. How old do you need to be to have this party? 6. Why is it important to the Jewish community? 	<p>Topic: Social Harmony</p> <p>Creating Unity and Harmony</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What does a sense of unity and harmony cost? 2. How do believers of faith create a sense of community and harmony? 3. How does religion drive us to do things we may normally wouldn't. 4. How far would you go to protect something you believe in? 5. What makes people different? Discrimination Rosa Parks

	<p>Year 8: Describe the main festivals of a religion.</p> <p>Year 9: Begin to compare the main festivals of world religions.</p> <p>Assessment outcome:</p> <p>Can demonstrate an appreciation of stillness and quietness. (P4)</p> <p>Pre and post topic assessments.</p>	<p>Buddhist prayer</p> <p>Key skills and knowledge:</p> <p>Year 7: Take part or recognise a religious ritual.</p> <p>Year 8: Explain religious rituals and ceremonies and the meaning of them.</p> <p>Year 9: Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Assessment outcomes:</p> <p>To repeat action with minimal prompts. (P4)</p> <p>Pre and post topic assessments.</p>	<p>6. What are the main features of these buildings?</p> <p>7. How do you show respect? Do people have specific roles?</p> <p>Mosque Church Gurdwara Synagogue Vihara Mandir</p> <p>Key skills and knowledge:</p> <p>Year 7: Point out religious stories through pictures and keywords.</p> <p>Year 8: Retell religious stories and suggest meanings in the story.</p> <p>Year 9: Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Assessment outcomes:</p> <p>Use religious vocabulary to describe some key features of different religious groups. (P10)</p> <p>They can recognise diversity in forms of religious, spiritual. (P11)</p> <p>Pre and post topic assessments.</p>	<p>8 Fold Path 4 Noble Truths (HA) Temples and shrines Monkey King story</p> <p>Key skills and knowledge:</p> <p>Year 7: Sound out words to describe religious artefacts.</p> <p>Year 8: Observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Year 9: Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Assessment outcomes:</p> <p>Can suggest meanings different forms of religious expression. (P10)</p> <p>They can recognise moral expression, within and between religions. (P11)</p> <p>Pre and post topic assessments.</p>	<p>Baptism Bar/ Bat mitzvah Communion Funerals</p> <p>Key skills and knowledge:</p> <p>Year 7: React with sounds or words to name religious symbols.</p> <p>Year 8: Name religious symbols and the meaning of them.</p> <p>Year 9: Begin to identify religious symbolism in different forms of art and communication.</p> <p>Assessment outcome:</p> <p>Can link religious stories to sacred texts and different faith groups. (P10)</p> <p>They are able to make links between their own and others responses. (P11)</p> <p>Pre and post topic assessments.</p>	<p>Martin Luther King Gandhi (religious influence over their actions)</p> <p>Key skills and knowledge:</p> <p>Year 7: Suggest/ point out some beliefs of a religion.</p> <p>Year 8: Describe the main beliefs of a religion.</p> <p>Year 9: Describe the key teachings and beliefs of a religion.</p> <p>Assessment outcomes:</p> <p>Can respond to questions that cause wonder regarding God and people. (Why do bad things happen) (P10)</p> <p>They can suggest possible reasons for similarities with different religions. (P11)</p> <p>Pre and post topic assessments.</p>
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<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>
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