



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

6.1. N / Navigator Curriculum – Life Skills

| | 2021– 2022 Autumn 1 Unit 1 SKILLS- AIMING HIGH | 2021– 2022 Autumn 2 Unit 2 SKILLS- AIMING HIGH | 2021– 2022 Spring 1 Unit 3 SKILLS- AIMING HIGH | 2021– 2022 Spring 2 Unit 4 SKILLS- AIMING HIGH | 2021– 2022 Summer 1 Unit 5 SKILLS- AIMING HIGH | 2021– 2022 Summer 2 Unit 6 SKILLS- AIMING HIGH |
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| Year 6.1.N | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>Can you outline what living independently means to yourself?</p> <p>Can you identify positive aspects of transition to independence?</p> <p>Can you identify the specific difficulties which people from different cultural backgrounds may experience in the transition to independence?</p> | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>Can you identify and comment on two key responsibilities of the tenant in a tenancy agreement?</p> <p>Can you identify and comment on two key responsibilities of the landlord in a tenancy agreement?</p> <p>Key skills and knowledge:</p> <p>Know the responsibilities for both tenant and landlord</p> | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>Can you identify and outline the skills a person would need to have in order to make living independently a success?</p> <p>Can you think how to gain these skills?</p> <p>Key skills and knowledge:</p> <p>Know the skills</p> | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>Can you identify a variety of situations that could be problematic?</p> <p>Can you outline ways of dealing with these situations?</p> <p>Key skills and knowledge:</p> <p>Understand how to overcome difficulties in independent living.</p> <p>Know the skills necessary for successful independent living.</p> | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>Recapping: Can you identify main hazards related to living on your own?</p> <p>Can you give some examples of how to deal with the problems?</p> <p>Can you identify and outline the skills a person would need to have in order to make living independently a success?</p> <p>Key skills and knowledge:</p> | <p>Topic: Developing skills for an independent life L1/L2</p> <p>Suggested Key Questions:</p> <p>To recap information on different methods of cooking. Consolidate the knowledge on preparing simple dishes, food hazards and food storage.</p> <p>Key skills and knowledge:</p> <p>Understand positive and negative aspects of the transition to independent living.</p> <p>Learners will know about living independently.</p> |

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| | <p><u>Key skills and knowledge:</u></p> <p>Understand positive and negative aspects of the transition to independence.</p> <p>Learners will know about living independently.</p> | <p>incorporated in tenancy agreement.</p> | <p>necessary for successful independent living.</p> | | <p>Understand positive and negative aspects of the transition to independence.</p> <p>Learners will know about living independently.</p> <p>Know the skills necessary for successful independent living.</p> | <p>Know the skills necessary for successful independent living.</p> |
| <p>Links to Gatsby Benchmarks:</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills they need to be able to work in different settings, independently.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in different settings, independently.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in different settings, independently.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in different settings, independently.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in different settings, independently.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in different settings, independently.</p> |

