



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 - Geography/2 Lessons

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
2021/22	<p>Topic: The Rainforest.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a rainforest? 2) What are the 4 layers of the rainforest? Emergent layer, Canopy layer, understory layer, forest floor. 3) What grows where? Birds plants animals on each layer. 4) How do plants grow? Soil, water, sun. <p>Key skills and knowledge:</p> <p>Year 7:</p>	<p>Topic: The Rainforest.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 5) Where do the Kayapo tribe live? 6) A day in the life of a Kayapo Tribe child? 7) What do they make their homes out of? 8) How does it differ to you? <p>Key skills and knowledge:</p> <p>Year 7: Realise the difference between land and water.</p> <p>Year 8: Recognise what continents</p>	<p>Topic: The Vikings.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is migration? 2) Where did the Vikings settle? 3) What was life like for them? Life of a Viking girl. Compare to modern day children. 4) What was life like for a Viking boy? Compare to modern day children. <p>Key skills and knowledge:</p> <p>Year 7: Sound out keywords: city, town, village.</p> <p>Year 8:</p>	<p>Topic: The Vikings.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 5) What were their homes made out of? 6) Can you find these materials today? Compare to modern housing (brick) 7) Do we dress the same? 8) Where did the Vikings go? <p>Key skills and knowledge:</p> <p>Year 7: Sound out keywords, United Kingdom, England, Wales, Scotland, Northern Ireland, Village, sea, beach.</p> <p>Year 8:</p>	<p>Topic: Mountains</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) How are mountains formed? 2) Where is Scafell Pike? 3) How high is it? 4) What do mountains do? (Link to water cycle) <p>Key skills and knowledge:</p> <p>Year 7: Recognise/point to a map.</p> <p>Year 8: Use some keywords to describe the surroundings during fieldwork.</p>	<p>Topic: Mountains</p> <p>Key questions:</p> <ol style="list-style-type: none"> 5) How do mountains support the eco system? 6) What is the temperature and oxygen levels like? 7) Where is the highest mountain in the world? <p>Key skills and knowledge:</p> <p>Year 7: Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> <p>Year 8: Point out different physical features around the UK. Cliff, Beach,</p>

	<p>Point out key forms of weather, using pictures or words.</p> <p>Year 8: Describe what weather is giving some examples.</p> <p>Year 9: Identify seasonal and daily weather patterns.</p> <p>Assessment outcomes:</p> <p>Begins to explore materials in different ways. E.g. presses down into wet sand; playdough. (P3)</p> <p>Begin to associate activities with different places. (P4).</p> <p>Pre and post topic tests.</p>	<p>and countries are.</p> <p>Year 9: Name and locate the world's seven continents and five oceans.</p> <p>Assessment outcomes:</p> <p>Respond to options and choices with actions or gestures. (P3)</p> <p>Beginning to be aware that specific actions cause an expected result. (P4)</p> <p>Pre and post topic tests.</p>	<p>Use some words to describe the environment.</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</p> <p>Remembers learned responses over extended periods (P3)</p> <p>Becoming familiar with places frequently visited.. (P4)</p> <p>Pre and post topic assessments.</p>	<p>Use some basic language to describe the UK</p> <p>Year 9: Use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>Assessment outcomes:</p> <p>Seeks attention, eye contact and gesture oration. (P3)</p> <p>Can handle artifacts and materials given to them. (P4)</p> <p>Pre and post topic assessments.</p>	<p>Year 9: Use simple fieldwork and observational skills to study physical features or a surrounding area.</p> <p>Assessment outcomes:</p> <p>Greets known people and initiates interactions and activities. (P3)</p> <p>Shows an awareness of different weather. (P4)</p> <p>Pre and post topic assessments.</p>	<p>forest.</p> <p>Year 9: Use basic geographical vocabulary to refer to key physical features.</p> <p>Assessment outcomes:</p> <p>Can apply potential solutions to problems. (P3)</p> <p>Beginning to react appropriately to different environments. (P4)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. 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. 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. 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. 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. 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. Students to consider what skills are needed to access the opportunities they are interested in.</p>