



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 - History/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 |
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| 2021-2022 | <p>Topic: The Romans</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who were they? 2) What did they bring to the UK? 3) Do we still use these things? 4) How to recognise a Roman soldier? 5) What words could you use to describe the armour. <p>Key skills and knowledge:</p> <p>Year 7: Point to pictures of the past.</p> <p>Year 8: Observe and use</p> | <p>Topic: The Romans</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who were they? 2) What did they bring to the UK? 3) Do we still use these things? 4) How to recognise a Roman soldier? 5) What words could you use to describe the armour. <p>Key skills and knowledge:</p> <p>Year 7: Hold an artefact.</p> <p>Year 8: Observe or handle</p> | <p>Topic: The Tudors</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who are the Tudors? 2) Who is Henry VIII? 3) Describe the dress at the time for men and women. 4) How does it differ from the dress we wear today? 5) What foods did they eat? <p>Key skills and knowledge:</p> <p>Year 7: Use simple words to describe it.</p> <p>Year 8: observe or handle evidence to find answers to simple questions</p> | <p>Topic: The Tudors</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who are the Tudors? 2) Who is Henry VIII? 3) Describe the dress at the time for men and women. 4) How does it differ from the dress we wear today? 5) What foods did they eat? <p>Key skills and knowledge:</p> <p>Year 7: Complete some sequence of events.</p> <p>Year 8: sequence pictures from different periods.</p> | <p>Topic: The Victorians</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who were the Victorians? 2) Who was Queen Victoria? 3) Explore the types of dress for both men and women. 4) What foods did they eat? 5) Compare to the current lifestyle of today. <p>Key skills and knowledge:</p> <p>Year 7: Recount parts of a story.</p> <p>Year 8: know and recount episodes from stories and</p> | <p>Topic: The Victorians</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who were the Victorians? 2) Who was Queen Victoria? 3) Explore the types of dress for both men and women. 4) What foods did they eat? 5) Compare to the current lifestyle of today. <p>Key skills and knowledge:</p> <p>Year 7: Sound out historical terminology. Past, present, old, new.</p> |

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| | <p>pictures, photographs and artefacts to find out about the past.</p> <p>Year 9: Explain that there are different types of evidence and sources.</p> <p>Assessment outcomes:</p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p> <p>Pre and post topic assessments.</p> | <p>evidence to ask simple questions about the past.</p> <p>Year 9: Choose and select evidence and say how it can be used to find out about the past.</p> <p>Assessment outcomes:</p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p> <p>Pre and post topic assessments.</p> | <p>about the past on the basis of simple observations.</p> <p>Year 9: Construct informed responses about one aspect of life or a key event in the past.</p> <p>Assessment outcomes:</p> <p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p> <p>Pre and post topic assessments.</p> | <p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p>Assessment outcomes:</p> <p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p> <p>Pre and post topic assessments.</p> | <p>significant events in history.</p> <p>Year 9: explain how people and events in the past have influenced life today.</p> <p>Assessment outcomes:</p> <p>Consistently select correct symbol to represent main character in a book (P3)</p> <p>Names a single property of an object or animal (P4).</p> <p>Pre and post topic assessments.</p> | <p>Year 8: show an understanding of historical terms, such as monarch, parliament.</p> <p>Year 9: Present, communicate and organise ideas about the past using models, drama role play.</p> <p>Assessment outcomes:</p> <p>Consistently select correct symbol to represent main character in a book (P3)</p> <p>Names a single property of an object or animal (P4).</p> <p>Pre and post topic assessments.</p> |
| <p>Links to Gatsby Benchmarks:</p> | <p>Gatsby Benchmark 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 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 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 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 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 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> |