

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## Class - **Discovery Curriculum** – Community Access /4 lessons every two weeks/

Year	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
Year 12,13, 14	<p><b>Topic:</b> Getting about safely E1</p> <p>AQUAS Road safety in the community with support. 742018</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you cross the road safely with support using (a) a pelican crossing (b) a zebra crossing (c) a subway crossing? Can you identify a possible risk to personal safety when going out? Can you participate in identifying two safety strategies before going out? Can you participate in identifying a strategy for dealing with an unexpected situation?</p> <p><b>Key questions &amp;knowledge:</b></p>	<p><b>Topic:</b> Getting about safely E1</p> <p>AQUAS Road safety in the community with support. 742018</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify two road information signs? Can you identify something to watch out for on a journey? Can you cross road safely using designated pedestrian crossing?</p> <p><b>(ROAD SAFETY WEEK)</b></p> <p>Can you cross the road safely with support using (a) a pelican crossing (b) a zebra crossing (c) a subway crossing?</p>	<p><b>Topic:</b> Getting about safely E1</p> <p>AQUAS Road safety in the community with support. 742018</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify different ways to be safe in the dark? Can you identify safe routes to local amenities by day and by night? Can you identify appropriate clothing to be worn when it is dark?</p> <p><b>Key questions &amp;knowledge:</b></p> <p><b>To be able to recognize how to be safe in the dark- be safe-be seen.</b></p>	<p><b>Topic:</b> Getting about safely E1</p> <p>AQUAS Road safety in the community with support. 742018</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify some clothes that make you appropriate to wear in the dark? Can you state an example of when a building may need to be evacuated? Can you recognize that a building was being evacuated?</p> <p><b>Key skills &amp; knowledge:</b></p> <p><b>To be able to know</b></p>	<p><b>Topic:</b> Getting about safely E1</p> <p>AQUAS Road safety in the community with support. 742018</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know what to do in case of the fire emergency? Can you cooperate and follow instructions to evacuate a building as part of a fire drill?</p> <p><b>Key skills &amp;knowledge:</b></p> <p><b>To be able to know basic things about local community.</b></p> <p><b>To be able to recognize how to be safe in the dark- be</b></p>	<p><b>Topic:</b> Recapping the information, embedding skills and knowledge</p> <p><b>AIMING HIGH SKILLS</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify own responsibilities in the local community? Recapping the skills and knowledge on time, my local community.</p> <p><b>Key skills &amp;knowledge:</b></p> <p><b>To be able to cross the road safety on Zebra crossing, with support.</b></p> <p><b>To be able to recognize a dangerous situation when going out.</b></p> <p><b>To be able to</b></p>

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	<p><b>To be able to cross the road safely on Zebra crossing, with support.</b>  <b>To be able to recognize a dangerous situation.</b></p>	<p>Can you cross road safely using designated pedestrian crossing?</p> <p>Can you identify a possible risk to personal safety when going out?</p> <p>Can you identify two road information signs?</p> <p><u><b>Key skills &amp; knowledge:</b></u></p> <p><b>To be able to cross the road safely on Zebra crossing, with support.</b></p> <p><b>To be able to recognize a dangerous situation when going out.</b></p>		<p><b>basic things about local community.</b></p> <p><b>To be able to recognize how to be safe in the dark- be safe-be seen.</b></p> <p><u><b>Road safety skills:</b></u></p> <p><b>To be able to recognize how to be safe in the dark- be safe-be seen.</b></p> <p><b>To be able to recognize an emergency. To take part in a fire drill.</b></p>	<p><b>safe-be seen.</b></p> <p><u><b>Road safety skills:</b></u></p> <p><b>To be able to recognize how to be safe in the dark- be safe-be seen.</b></p> <p><b>To be able to recognize an emergency. To take part in a fire drill.</b></p>	<p><b>recognize how to be safe in the dark- be safe-be seen.</b></p> <p><b>To be able to recognize an emergency. To take part in a fire drill.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are</p>	<p><b>Benchmark 2, –</b> Learning from the Career and Labor Market information.  <b>Benchmark 3 –</b> Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to perform tasks at the workplace. What skills are needed for different roles they are interested in and what qualifications are needed for these roles.</p>

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