

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

## 3Q1/2/3 - Quest Curriculum – 2 Lessons weekly

Year	2024 – 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 – 2025 Spring 1 Unit 3	2024 – 2025 Spring 2 Unit 4	2024 – 2025 Summer 1 Unit 5	2024 – 2025 Summer 2 Unit 6
	<p><b>Topic:</b> The Romans</p> <p><b>Key questions:</b></p> <p>1) Who were they? Map work, historical artefacts.</p> <p>2) What did they bring to the UK?</p> <p>3) Do we still use these things?</p> <p><b>Key skills and knowledge:</b> observe and use pictures, photographs and artefacts to find out about the past;</p>	<p><b>Topic:</b> The Romans</p> <p><b>Key questions:</b></p> <p>3) Do we still use these things?</p> <p>4) How to recognise a Roman soldier?</p> <p>5) What words could you use to describe the armour.</p> <p>Build your own armour.</p> <p><b>Key skills and knowledge:</b> start to use stories or accounts to distinguish between fact and fiction;</p>	<p><b>Topic:</b> The Tudors</p> <p><b>Key questions:</b></p> <p>1) Who are the Tudors?</p> <p>2) Who is Henry VIII?</p> <p>3) Describe the dress at the time for men and women.</p> <p><b>Key skills and knowledge:</b> observe or handle evidence to ask simple questions about the past;</p> <p><b>Assessment outcomes:</b></p>	<p><b>Topic:</b> The Tudors</p> <p><b>Key questions:</b></p> <p>3) Describe the dress at the time for men and women.</p> <p>4) How does it differ from the dress we wear today?</p> <p>5) What foods did they eat?</p> <p><b>Key skills and knowledge:</b> observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p>	<p><b>Topic:</b> The Victorians</p> <p><b>Key questions:</b></p> <p>1) Who were the Victorians?</p> <p>2) Who was Queen Victoria?</p> <p>3) Explore the types of dress for both men and women.</p> <p><b>Key skills and knowledge:</b> sequence pictures from different periods</p>	<p><b>Topic:</b> The Victorians</p> <p><b>Key questions:</b></p> <p>3) Explore the types of dress for both men and women.</p> <p>4) What foods did they eat?</p> <p>5) Compare to the current lifestyle of today.</p> <p><b>Key skills and knowledge:</b> know and recount episodes from stories and significant events in history;</p> <p><b>Assessment outcomes:</b></p>

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	<p><b>Assessment outcomes:</b></p> <p>Listens to staff talking about pictures <b>(P4)</b></p> <p>With some prompting or support, answer simple questions about historical artefacts and buildings. <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Assessment outcomes:</b></p> <p>Listens to staff talking about pictures <b>(P4)</b></p> <p>To sequence events independently. <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Names some common objects <b>(P4).</b></p> <p>To order events independently. <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Assessment outcomes:</b></p> <p>Names some common objects <b>(P4).</b></p> <p>Explore historical characters from the past. <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Assessment outcomes:</b></p> <p>Names a single property of an object or animal <b>(P4).</b></p> <p>To take part in past events and listen and respond to familiar stories about their own past <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Names a single property of an object or animal <b>(P4).</b></p> <p>To begin to communicate about activities and events in the past in response to personal items from their own early childhood. <b>(P5)</b></p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>