

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

6.1. N Vision Curriculum – Community Access

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>Topic: Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>What are the risks to personal safety? Ways to minimise the risks, What to do if you get lost; Do you know road information signs?</p> <p>Level 1 How do you describe the term 'diversity`?</p> <p>Can you outline different practices in relation to their food, drink, clothes, festivals and relationships?</p>	<p>Topic: Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>What are the risks to personal safety? Ways to minimise the risks, What to do if you get lost; Do you know road information signs?</p> <p>Level 1 Can you state why it is important to respect diversity in terms of tolerance?</p> <p>Can you outline the advantages of living in a diverse society? Level 2</p>	<p>Topic: Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Do you feel confident to cross the road independently with designated crossing? Do you feel confident to cross the road independently where there is no designated crossing?</p> <p>Are you able to identify similarities between diverse groups?</p> <p>Do you understand the importance of respecting diversity in a tolerant society?</p>	<p>Topic: Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Are you able to recognize the contributions of diverse groups to society?</p> <p>Describe the remit of different organizations working on equality issues.</p> <p>Key skills and knowledge:</p> <p>Understand the importance of</p>	<p>Topic: Recapping information/ skills check Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Recapping: Safety on the road Reading the bus timetable;</p> <p>Key skills and knowledge:</p> <p>Learners will know what is meant by diversity, know about different social groups and practices and be able to identify</p>	<p>Topic: Recapping information/ skills check Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Recapping: Key skills and knowledge:</p> <p>Learners will know what is meant by diversity, know about different social groups and practices and be able to identify similarities</p>

	<p>Level 2 How do you understand the term 'equality'? How do you understand the term 'diversity'?</p> <p>Key Skills and Knowledge:</p> <p>Learners will know about safety on the road, when we go out.</p> <p>Learners will know what is meant by diversity, know about different social groups and practices and be able to identify similarities between diverse groups (L1)</p> <p>Understand the importance of equality and diversity and its benefits to society (L2)</p>	<p>Do you understand what is meant by 'diversity in society'?</p> <p>Do you know about diverse social groups and their practices?</p> <p>Key Skills and Knowledge:</p> <p>To be able to identify steps to cross the road safely and identify dangers on the road.</p>	<p>Level 2 Can you illustrate ways in which diversity can benefit society? Can you differentiate between inequality and discrimination?</p> <p>Can you assess the possible effects of discrimination on individuals, organizations and communities?</p> <p>Can you describe ways in which stereotyping can be challenged?</p> <p>Key Skills and Knowledge:</p> <p>Learners will know about safety on the road, when we go out. Understand the importance of equality and diversity and its benefits to society</p>	<p>equality and diversity and its benefits to society</p>	<p>similarities between diverse groups (L1)</p> <p>Understand the importance of equality and diversity and its benefits to society (L2)</p>	<p>between diverse groups (L1)</p> <p>Understand the importance of equality and diversity and its benefits to society (L2)</p>
<p>Links to Gatsby Bench marks:</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 as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>

