

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

## 6.2. N Ether 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><b>Topic:</b> Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></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><b>Level 1</b> 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><b>Topic:</b> Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></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><b>Level 1</b> 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? <b>Level 2</b></p>	<p><b>Topic:</b> Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></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><b>Topic:</b> Understanding diversity within the community L1</p> <p>Equality and Diversity L2</p> <p>Aspects of `Getting about safely` outcomes to follow</p> <p><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></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><b>Key skills and knowledge:</b></p> <p><b>Understand the importance of</b></p>	<p><b>Topic:</b> 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><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b> <b>Recapping:</b></p> <p>Safety on the road Reading the bus timetable;</p> <p><b>Key skills and knowledge:</b></p> <p><b>Learners will know what is meant by diversity, know about different social groups and practices and be able to identify</b></p>	<p><b>Topic:</b> 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><b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p><b>Recapping:</b></p> <p><b>Key skills and knowledge:</b></p> <p><b>Learners will know what is meant by diversity, know about different social groups and practices and be able to identify similarities</b></p>

	<p><b>Level 2</b> How do you understand the term 'equality'? How do you understand the term 'diversity'?</p> <p><b>Key Skills and Knowledge:</b></p> <p><b>Learners will know about safety on the road, when we go out.</b></p> <p><b>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)</b></p> <p><b>Understand the importance of equality and diversity and its benefits to society (L2)</b></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><b>Key Skills and Knowledge:</b></p> <p><b>To be able to identify steps to cross the road safely and identify dangers on the road.</b></p>	<p><b>Level 2</b> 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><b>Key Skills and Knowledge:</b></p> <p><b>Learners will know about safety on the road, when we go out. Understand the importance of equality and diversity and its benefits to society</b></p>	<p><b>equality and diversity and its benefits to society</b></p>	<p><b>similarities between diverse groups (L1)</b></p> <p><b>Understand the importance of equality and diversity and its benefits to society (L2)</b></p>	<p><b>between diverse groups (L1)</b></p> <p><b>Understand the importance of equality and diversity and its benefits to society (L2)</b></p>
<p><b>Links to Gatsby Bench marks:</b></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 <b>Benchmark 4 – Linking Curriculum to learning</b> Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 <b>Benchmark 4 –</b> Linking Curriculum to learning <b>Benchmark 8 –</b> 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><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 <b>Benchmark 4 –</b> Linking Curriculum to learning <b>Benchmark 8 –</b> 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><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 <b>Benchmark 4 –</b> Linking Curriculum to learning <b>Benchmark 8 –</b> Personal Guidance Students to consider skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</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 <b>Benchmark 4 –</b> Linking Curriculum to learning <b>Benchmark 8 –</b> 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><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 <b>Benchmark 4 –</b> Linking Curriculum to learning <b>Benchmark 8 –</b> Personal Guidance Students to consider skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>

