

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

## 6.2 N Class - Navigator Curriculum – *Life skills / 2 Lessons weekly*

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
Y12,13, 14	<p><b>Topic:</b></p> <p><b>Customer service skills EL3/ L1</b> <b>AIM E&amp;D skills</b></p> <p><b><u>PFA topic discussion – living independently, responsibilities, issues;</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you outline the benefits of good customer service?</p> <p>Can you give examples of good practice in customer service?</p>	<p><b>Topic:</b></p> <p><b>Customer service skills EL3/ L1</b> <b>AIM E&amp;D skills</b></p> <p><b><u>PFA topic discussion – living independently, responsibilities, issues;</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Can you demonstrate appropriate ways of communicating with customers verbally?</p> <p>Demonstrate how non-verbal communication can be used positively in a face-to-face situation.</p>	<p><b>Topic:</b></p> <p><b>Customer service skills EL3/ L1</b> <b>AIM E&amp;D skills</b></p> <p><b><u>PFA topic discussion (job applications skills, qualities)</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p>Give examples of ways to respect the needs of customers from different cultures and backgrounds.</p> <p>Give an example of a response to a complaint made by a customer.</p>	<p><b>Topic:</b></p> <p><b>Customer service skills EL3/ L1</b> <b>AIM E&amp;D skills</b></p> <p><b><u>PFA topic discussion (job applications skills, qualities)</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>Recapping knowledge gained on customer service skills</u></b></p> <p><b><u>PFA content SOLAR strands assessment;</u></b></p>	<p><b>Topic:</b></p> <p><b>PFA topic discussion</b> <b>Job applications skills, qualities</b></p> <p><b><u>Money skills, budgeting, paying rent, applying for job seeker allowances;</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>PFA content SOLAR strands assessment;</u></b></p>	<p><b>Topic:</b></p> <p><b>PFA topic discussion</b> <b>Job applications skills, qualities</b></p> <p><b><u>Money skills, budgeting, paying rent, applying for job seeker allowances;</u></b></p> <p><b><u>Suggested Key Questions:</u></b></p> <p><b><u>PFA content SOLAR strands assessment;</u></b></p>

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<p>Can you outline how poor customer service can affect:</p> <ul style="list-style-type: none"> <li>• customers</li> <li>• an organization?</li> </ul> <p>Can you identify why it is important to make a good first impression?</p> <p>Can you identify ways of creating a positive first impression when communicating:</p> <ul style="list-style-type: none"> <li>• face to face</li> <li>• on the telephone</li> <li>• in writing?</li> </ul> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Learners will know about the possible impacts of good and bad customer service and will know how to make a good first impression when dealing with customers through a variety of media. They will also know about client confidentiality, respecting and meeting the needs of customers with diverse backgrounds and dealing with</b></p>	<p>Identify why it is important to maintain customer confidentiality.</p> <p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Learners will know about the possible impacts of good and bad customer service and will know how to make a good first impression when dealing with customers through a variety of media. They will also know about client confidentiality, respecting and meeting the needs of customers with diverse backgrounds and dealing with customer complaints.</b></p>	<p><b><u>Key Skills and Knowledge:</u></b></p> <p><b>Learners will know about the possible impacts of good and bad customer service and will know how to make a good first impression when dealing with customers through a variety of media. They will also know about client confidentiality, respecting and meeting the needs of customers with diverse backgrounds and dealing with customer complaints.</b></p>	<p><b><u>Key Skills and Knowledge:</u></b></p>	<p><b><u>Key Skills and Knowledge:</u></b></p>	<p><b><u>Key Skills and Knowledge:</u></b></p>
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	<p><b>customer complaints.</b></p>					
	<p><b><u>Suggested Key Questions:</u></b></p> <p>Initial assessment: describe a picture task. Use as diagnostic tool for writing skills. Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]?</p>	<p>Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text] Q5 Example: Write a letter to the Minister for Education</p>	<p><b><u>Suggested Key Questions:</u></b></p> <p><b>P1:</b> Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]?</p> <p><b>P2:</b> Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the</p>	<p><b><u>Suggested Key Questions:</u></b></p> <p><b>Spoken assessment:</b> -Why are you choosing this topic? -What does informal/formal mean?</p> <p>Q5 examples: -Who are we writing to? -What format do we need to write in? -What is an effective structure?</p>	<p><b><u>Suggested Key Questions:</u></b></p> <p><b>P1:</b> Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]?</p> <p><b>P2:</b> Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the</p>	<p><b><u>Suggested Key Questions:</u></b></p> <p><b>P1 Q5:</b> -How will you ensure the start and finish of your description are powerful? -Explain when the writer changes his length of sentences. - Why do you think he does this? -“I go to the shops” - Write this in three different tenses. -What other characters, objects, themes or places would you expect to see in this kind of story?</p>

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		explaining your point of view on this statement.	different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text]		different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text]	-What would the differences be in having a character tell the story or an independent narrator telling the story?
	<p><b><u>Suggested reading and resources:</u></b></p> <p><i>The Landlady</i> by Roald Dahl <i>Brick Lane</i> by Monica Ali <i>Small Island</i> by Andrea Levy <i>Dominicana</i> by Angie Cruz <i>The Kite Runner</i> by Khalid Hosseini</p> <p><b>Task:</b> Write a story about a character arriving somewhere new. (Question 5) <b>Task:</b> Describe a picture (Question 5)</p>	<p><b><u>Suggested reading and resources:</u></b></p> <p>A letter about ragged schools <a href="http://bl.uk/collection-items/a-letter-about-ragged-schools">bl.uk/collection-items/a-letter-about-ragged-schools</a>).</p> <p>News article about a modern school eg <a href="http://siliconrepublic.com/careers/finland-education-schools-slush">siliconrepublic.com/careers/finland-education-schools-slush</a>.</p> <p><b>Task:</b> Write a speech to explain what you think makes a good education. <b>Task:</b> Write an article in which you argue for or against the statement ‘More should be done in schools and colleges to prepare students for the world of work.</p>	<p><b><u>Suggested reading and resources:</u></b></p> <p><b>Paper 1:</b> <i>The Unexpected Inheritance of Inspector Chopra</i> by Vaseem Khan <i>The Beat Goes On</i> by Ian Rankin <i>The Guest List</i> by Lucy Foley</p> <p><b>Paper 2:</b> Unsolved mysteries of crime: <a href="http://victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf">victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf</a> <i>My Life on Devil’s Island</i> <a href="http://victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf">victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf</a> <a href="http://theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works">theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works</a></p>	<p><b><u>Suggested reading and resources:</u></b></p> <p><b>Spoken assessment:</b> Select a topic/ create a presentation. Task: Write a <b>letter</b> to your local newspaper in response to this statement ‘Prisons are like a holiday camp and do nothing to deter criminals.’</p>	<p><b><u>Suggested reading and resources:</u></b></p> <p><b>Paper 1:</b> <i>The Unexpected Inheritance of Inspector Chopra</i> by Vaseem Khan <i>The Beat Goes On</i> by Ian Rankin <i>The Guest List</i> by Lucy Foley</p> <p><b>Paper 2:</b> ‘All cyclists fear bad drivers’, <i>The Guardian</i>, 2016 Source B: 19<sup>th</sup>-century literary non-fiction ‘On a bicycle in the streets of London’, an article published in a magazine in 1896. <i>Morning Glass</i> by Mike Doyle</p>	<p><b><u>Suggested reading and resources:</u></b></p> <p>AQA Mark Scheme P1 Q5. Examples of answers from P1 Q5. <b>Examples of short stories:</b> <i>The Tell-Tale Heart</i> by Edgar Allen Poe <i>The Lottery</i> by Shirley Jackson <i>The Signalman</i> by Charles Dickens.</p>

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<p><b>Links to Gatsby Benchmarks:</b></p>	<p>4. Linking curriculum learning to careers: Achieving a GCSE in English Language will open more doors to careers.</p>	<p>4. Linking curriculum learning to careers: Achieving a GCSE in English Language will open more doors to careers.</p>	<p>4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.</p>	<p>4. Linking curriculum learning to careers: The importance of being able to speak formally in job interviews/ at work.</p>	<p>4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.</p>	<p>4. Linking curriculum learning to careers: Becoming a writer/ author/ journalist.</p>
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