

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

Class - Discovery Curriculum – World Around Us

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
	<p><u>Topic 1:</u> <u>People, Culture and Communities</u> Me and my family.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. Who is in your family? 2. Can you describe your family? 3. How does your family care for you? 4. How are families different? 5. How is your family special? 6. Can you make your family tree? <p><u>Key Skills and Knowledge</u></p> <p>Year 7: Order some simple phases in life. Baby, toddler, teen, adult, elderly.</p>	<p><u>Topic 3</u> <u>Natural World</u> Weather</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What is weather? 2. What is the weather like where we live? 3. How does Weather affect us? 4. What are weather symbols? 5. How can weather be dangerous? 6. What is hot and cold weather? <p><u>Key Skills and Knowledge:</u></p> <p>Year 7: Understand the difference between different weathers, hot and cold.</p> <p>Year 8: Describe what weather is</p>	<p><u>Topic 5:</u> <u>Past and Present</u> Houses and Homes</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What is your house like? 2. Can you describe the similarities and differences between different houses? 3. Can you describe features common to all modern homes? 4. What were homes like in the past? 5. What were Tudor houses like from the outside? 6. What were Victorian houses like from inside? 	<p><u>Topic 7:</u> <u>Past and Present</u> Toys</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What are toys like today? 2. Can you describe your favourite toy? 3. What toys did Victorian children play with? 4. What were early 20th Century toys like? 5. What are modern toys made of? 6. How have toys changed over time? <p><u>Key skills and knowledge:</u></p> <p>Year 7: Use simple words to describe it.</p>	<p><u>Topic 9:</u> <u>Natural World</u> Seasons</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. Can you name the four seasons? 2. How are the seasons different? 3. How do the trees change through the seasons? 4. How does the weather change across the four seasons? 5. What do you wear in each season? 6. How are animals affected by the seasons? <p><u>Key Skills and Knowledge:</u></p>	<p><u>Topic: 11</u> <u>People, Culture and Communities</u> People who help us.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. Do you know what it means to have a job? 2. Can you recognize and name people who help us? 3. Do you know who the emergency services are? 4. What uniform do people who help us wear? 5. What transport do people who help us drive? 6. How do doctors and nurses help us? <p><u>Key Skills and Knowledge:</u></p>

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	<p>Year 8: Describe memories and changes that have happened in their own lives.</p> <p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p>Assessment outcomes:</p> <p>To demonstrate enjoyment and anticipate known events. (P3)</p> <p>To recognise themselves and other people in pictures of the recent past. (P4)</p>	<p>giving some examples.</p> <p>Year 9: Identify seasonal and daily weather patterns</p> <p>Assessment outcomes:</p> <p>Consistently recognise familiar: symbol; character or object.. (P3)</p> <p>Shows an awareness of different weather. (P4)</p>	<p>Key skills and knowledge:</p> <p>Year 7: Point to pictures of the past.</p> <p>Year 8: observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Year 9: explain that there are different types of evidence and sources.</p> <p>Assessment outcomes:</p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p>	<p>Year 8: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Year 9: Construct informed responses about one aspect of life or a key event in the past.</p> <p>Assessment outcomes:</p> <p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p>	<p>Year 7: Sound out keywords: Sunny, Rain, Cloudy, Snow.</p> <p>Year 8: Describe what weather is giving some examples.</p> <p>Year 9: Identify seasonal and daily weather patterns</p> <p>Assessment outcomes:</p> <p>Consistently recognise familiar: symbol; character or object.. (P3)</p> <p>Shows an awareness of different weather. (P4)</p>	<p>Year 7: Pupils start being aware of stranger-danger situations, they will start to recognise a trusted adult from an untrusted person.</p> <p>Year 8: Pupils are aware of stranger-danger situations, they will be able to recognise a trusted and untrusted person from given choices.</p> <p>Year 9: Pupils will identify the number of emergency services.</p> <p>Assessment outcome:</p> <p>Recognize familiar adults and may initiate interactions and activities. (P3)</p> <p>Begin to associate people with different places. (P4)</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>

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<p><u>Topic 2</u> <u>Past and Present</u> Travel and transport.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What forms of transport do we have? 2. How has transport changed? 3. How have cars changed? 4. Who invented trains / planes? 5. Can you compare travel and transport of the past, present and future? <p><u>Key skills and knowledge:</u></p> <p>Year 7: Complete some sequence of events.</p> <p>Year 8: sequence pictures from different periods.</p> <p>Year 9: use words and phrases such as: old, new, earliest, latest, past, present, future.</p> <p>Assessment outcomes:</p>	<p><u>Topic 4:</u> <u>People, Culture and Communities</u> Celebrations and festivals</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What are celebrations? 2. What celebrations do we all celebrate? 3. What celebrations / festivals are important to me? 4. How do people celebrate weddings around the world? 5. Why do people celebrate Christmas? 6. What gifts do we give on celebrations? <p><u>Key Skills and Knowledge:</u></p> <p>Year 7: Recognise a main religious festival.</p> <p>Year 8: Describe the main festivals of a religion.</p> <p>Year 9: Begin to compare the main festivals of world religion.</p>	<p><u>Topic 6</u> <u>Natural World</u> On the Farm Growing.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What are farms? 2. Why are farms important? 3. Can you name features on a farm? 4. What animals live on a farm? 5. What plants do you find on a farm? 6. What jobs are on farms? <p><u>Key skills and knowledge:</u></p> <p>Year 7: Use keywords to label.</p> <p>Year 8: Use some words to describe the environment.</p> <p>Year 9: Use basic geographical vocabulary to refer to key human features – farm.</p> <p>Assessment outcome</p> <p>Respond to options and choices with</p>	<p><u>Topic 8</u> <u>People, Culture and Communities</u> Our school community</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. Where do you live? 2. What does our classroom look like? 3. Where is our school? 4. What are the human and physical features of our school? 5. What is good about our school? 6. What are other schools like? <p><u>Key Skills and Knowledge:</u></p> <p>Year 7: Recognise /point to a map.</p> <p>Year 8: Use some keywords to describe the surroundings during fieldwork.</p> <p>Year 9: Use basic geographical vocabulary to refer to key human features / physical features.</p>	<p><u>Topic 10</u> <u>Past and Present</u> Exploring Seaside holidays, past and present.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What is a seaside? 2. What do we know about the seaside now and in the past? 3. What were some of the seaside traditions? 4. What are similarities and differences between the seaside now and then? 5. What do the people in Victorian times do at the beach? 6. What did the people in Victorian times wear at the beach? <p><u>Key Skills and Knowledge</u></p> <p>Year 7: Make some simple links to objects to the past.</p> <p>Year 8: Observe and use pictures,</p>	<p><u>Topic 12</u> <u>Natural World</u> Under the Sea.</p> <p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. What are oceans? 2. Where are the world oceans? 3. What animals live in the ocean? 4. What plants live in the ocean? 5. How do we stay safe near the sea? 6. How are oceans under threat? <p><u>Key Skills and Knowledge</u></p> <p>Year 7: Realise the difference between land and water.</p> <p>Year 8: Use some words to describe the environment.</p> <p>Year 9: Name and locate the world’s seven continents and five oceans.</p> <p>Assessment outcomes:</p>
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	<p>Communicate choice to an attentive adult (P3)</p> <p>Names some common objects (P4).</p>	<p>Assessment outcomes:</p> <p>Participates in shared activities with less support. (P3)</p> <p>Joins in with rituals and activities with actions and sounds. (P4)</p>	<p>actions or gestures. (P3)</p> <p>Beginning to react appropriately to different environments (P4)</p>	<p>Assessment outcomes:</p> <p>Makes a choice from more than two items. (P3)</p> <p>Beginning to react appropriately to different environments. (P4)</p>	<p>photographs and artefacts to find out about the past.</p> <p>Year 9: Explain that there are different types of evidence and sources.</p> <p>Assessment outcomes:</p> <p>Intentional exploration of the environment (P3)</p> <p>Listens to staff talking about pictures (P4)</p>	<p>Begins to respond to pictures. (P3)</p> <p>Beginning to be aware that specific actions cause an expected result. (P4)</p>
	<p>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</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>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>