

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

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

	<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><b>Assessment outcomes:</b></p> <p>To demonstrate enjoyment and anticipate known events. <b>(P3)</b></p> <p>To recognise themselves and other people in pictures of the recent past. <b>(P4)</b></p>	<p>Year 8: Describe what weather is giving some examples.</p> <p>Year 9: Identify seasonal and daily weather patterns</p> <p><b>Assessment outcomes:</b></p> <p>Consistently recognise familiar: symbol; character or object..<b>(P3)</b></p> <p>Shows an awareness of different weather. <b>(P4)</b></p>	<p><b>Key skills and knowledge:</b></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><b>Assessment outcomes:</b></p> <p>Intentional exploration of the environment <b>(P3)</b></p> <p>Listens to staff talking about pictures <b>(P4)</b></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><b>Assessment outcomes:</b></p> <p>Communicate choice to an attentive adult <b>(P3)</b></p> <p>Names some common objects <b>(P4).</b></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><b>Assessment outcomes:</b></p> <p>Consistently recognise familiar: symbol; character or object..<b>(P3)</b></p> <p>Shows an awareness of different weather. <b>(P4)</b></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><b>Assessment outcome:</b></p> <p>Recognize familiar adults and may initiate interactions and activities. <b>(P3)</b></p> <p>Begin to associate people with different places. <b>(P4)</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b> 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> 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p><b>Gatsby Benchmark</b> 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>	<p><b>Gatsby Benchmark</b> 6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b> 5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>

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

			opportunities they are interested in.	opportunities they are interested in.		opportunities they are interested in.
<p><b><u>Topic 2</u></b> <b><u>Past and Present</u></b> Travel and transport.</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1. What forms of transport do we have?</li> <li>2. How has transport changed?</li> <li>3. How have cars changed?</li> <li>4. Who invented trains / planes?</li> <li>5. Can you compare travel and transport of the past, present and future?</li> </ol> <p><b><u>Key skills and knowledge:</u></b></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,</p>	<p><b><u>Topic 4:</u></b> <b><u>People, Culture and Communities</u></b> Celebrations and festivals</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1.What are celebrations?</li> <li>2. What celebrations do we all celebrate?</li> <li>3. What celebrations / festivals are important to me?</li> <li>4. How do people celebrate weddings around the world?</li> <li>5. Why do people celebrate Christmas?</li> <li>6. What gifts do we give on celebrations?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise a main religious festival.</p> <p>Year 8: Describe the main festivals of a religion.</p>	<p><b><u>Topic 6</u></b> <b><u>Natural World</u></b> On the Farm Growing.</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1.What are farms?</li> <li>2. Why are farms important?</li> <li>3. Can you name features on a farm?</li> <li>4. What animals live on a farm?</li> <li>5. What plants do you find on a farm?</li> <li>6. What jobs are on farms?</li> </ol> <p><b><u>Key skills and knowledge:</u></b></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><b><u>Topic 8</u></b> <b><u>People, Culture and Communities</u></b> Our school community</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1.Where do you live?</li> <li>2. What does our classroom look like?</li> <li>3. Where is our school?</li> <li>4. What are the human and physical features of our school?</li> <li>5. What is good about our school?</li> <li>6. What are other schools like?</li> </ol> <p><b><u>Key Skills and Knowledge:</u></b></p> <p>Year 7: Recognise /point to a map.</p> <p>Year 8: Use some keywords to describe the surroundings during fieldwork.</p>	<p><b><u>Topic 10</u></b> <b><u>Past and Present</u></b> Exploring Seaside holidays, past and present.</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1.What is a seaside?</li> <li>2. What do we know about the seaside now and in the past?</li> <li>3. What were some of the seaside traditions?</li> <li>4. What are similarities and differences between the seaside now and then?</li> <li>5. What do the people in Victorian times do at the beach?</li> <li>6. What did the people in Victorian times wear at the beach?</li> </ol> <p><b><u>Key Skills and Knowledge</u></b></p>	<p><b><u>Topic 12</u></b> <b><u>Natural World</u></b> Under the Sea.</p> <p><b><u>Key Questions:</u></b></p> <ol style="list-style-type: none"> <li>1.What are oceans?</li> <li>2. Where are the world oceans?</li> <li>3. What animals live in the ocean?</li> <li>4. What plants live in the ocean?</li> <li>5. How do we stay safe near the sea?</li> <li>6. How are oceans under threat?</li> </ol> <p><b><u>Key Skills and Knowledge</u></b></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>	

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

	<p>latest, past, present, future.</p> <p><b>Assessment outcomes:</b></p> <p>Communicate choice to an attentive adult <b>(P3)</b></p> <p>Names some common objects <b>(P4)</b>.</p>	<p>Year 9: Begin to compare the main festivals of world religion.</p> <p><b>Assessment outcomes:</b></p> <p>Participates in shared activities with less support. <b>(P3)</b></p> <p>Joins in with rituals and activities with actions and sounds. <b>(P4)</b></p>	<p><b>Assessment outcome</b></p> <p>Respond to options and choices with actions or gestures. <b>(P3)</b></p> <p>Beginning to react appropriately to different environments <b>(P4)</b></p>	<p>Year 9: Use basic geographical vocabulary to refer to key human features / physical features.</p> <p><b>Assessment outcomes:</b></p> <p>Makes a choice from more than two items. <b>(P3)</b></p> <p>Beginning to react appropriately to different environments. <b>(P4)</b></p>	<p>Year 7: Make some simple links to objects to 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><b>Assessment outcomes:</b></p> <p>Intentional exploration of the environment <b>(P3)</b></p> <p>Listens to staff talking about pictures <b>(P4)</b></p>	<p><b>Assessment outcomes:</b></p> <p>Begins to respond to pictures. <b>(P3)</b></p> <p>Beginning to be aware that specific actions cause an expected result. <b>(P4)</b></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>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>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>