

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

Class 6.4. - Explorer Curriculum – Community Access /4 Lessons every other week/

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year: 12, 13,14	<p>Topic: Getting about safely E2/3</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Can you identify possible risks to personal safety when going out?</p> <p>Can you identify a way to minimize risks to personal safety when going out?</p> <p>Can you identify a strategy for dealing with an unexpected situation?</p> <p>Can you identify three road information signs and state their meaning.</p> <p>Key Skills and Knowledge:</p>	<p>Topic: Getting about safely E2/3</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Can you identify different things to watch out for on a journey?</p> <p>Can you cross the road safely using designated pedestrian crossing?</p> <p>Can you cross the road safely where no pedestrian crossing is available?</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>Topic: Getting about safely E2/3</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Can you identify different ways to be safe in the dark?</p> <p>Can you identify safe routes to local amenities by day and by night?</p> <p>Can you identify appropriate clothing to be worn when it is dark?</p> <p>Key Skills and Knowledge:</p> <p>To be able to identify the best clothing to be seen in the dark. Be safe- be seen phrase to be learnt.</p>	<p>Topic: Getting about safely E2/3</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Can you identify features of clothes that make them appropriate to wear in the dark?</p> <p>Can you give an example of when a building may need to be evacuated?</p> <p>Can you state how you would recognize a building was being evacuated?</p> <p>Key skills and knowledge:</p> <p>To be able to state what to do in case of an emergency. To take part in a fire drill.</p>	<p>Topic: Recapping information/ skills check Getting about safely E2/3 Identity, Equality and Diversity L1</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Recapping:</p> <p>Can you state two things you should do when a building is being evacuated.</p> <p>Follow procedures to evacuate a building during a fire drill.</p> <p>Key skills and knowledge:</p> <p>To be able to state what to do in case of an emergency. To take part in a fire drill.</p>	<p>Topic: Recapping information/ skills check Identity, Equality and Diversity</p> <p>SKILLS- AIMING HIGH</p> <p>Suggested Key Questions:</p> <p>Recapping:</p> <p>Can you independently go to Assembly Point in our school?</p> <p>Do you know what to do in the fire emergency at home?</p> <p>Key skills and knowledge:</p> <p>To be able to recognize an emergency. To take part in a fire drill.</p>

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	To identify personal safety risks and know what to do in unexpected situations.				To be able to use common date formats.	
Links to Gatsby Benchmarks:	<p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>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.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>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.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>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.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>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.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>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.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;</p>