

Class 7N- Navigator Curriculum – SHIN / 1 Lessons weekly

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 7N	<p>Topic: Time & self-organization skills</p> <p>Suggested Key Questions:</p> <p>Do you know the days of the week? Do you know the months of the year? Do you know when the calendar: Autumn, Winter, Spring and Summer is marked? Do you know timetable of the day – different activities Do I understand what being well organized means? Do you know what being punctual means? Do you know the consequences of somebody who is not punctual? Do you know how to tell the time? Do you know hours, half an hour, quarter to and past the hour?</p>	<p>Topic: Personal safety Road safety</p> <p>Suggested Key Questions:</p> <p>Do you know how to keep safe at home? Do you know how to keep safe when you are in the community? Do you know how to stay safe on the road? Do you know what different crossings are? Do you know the green code? Road safety assessment- independent travelers/ supported. Do you know what does it mean `Be bright be seen`?</p> <p>Key skills and knowledge:</p>	<p>Topic: Personal safety/</p> <p>Suggested Key Questions:</p> <p>Do you understand assertiveness? Do you know when to say `no`? Do you know when to stay alert, e.g. when a stranger approaches you and asks about directions. Do you know what to do when someone offers you things e.g. sweets, cigarettes? Do you know what the dangers in your community are? Do you know how to stay safe online?</p> <p>Key skills and knowledge:</p> <p>To be able to identify personal situations which are not safe. To be able to give examples of some</p>	<p>Topic: Developing independent living skills: personal hygiene</p> <p>Suggested Key Questions:</p> <p>Can you identify dangers to ourselves if we do not wash our hands properly? Can you identify how many times a day we need to wash our body? Can you name some products we need to wash our body? Do you know how and when do we need to brush our teeth? Do you know what is `first impression` and why it important?</p> <p>Key skills and knowledge:</p>	<p>Topic: Self-awareness & employability skills</p> <p>Suggested Key Questions:</p> <p>Do you know your personal details? Do you know the area where do you live? (continent, country, city, district,) Do you understand your background, ethnicity? Can you identify different backgrounds of people you know, could be from your class or people you know. Why is personal identity and background important? Do you know the differences and similarities between you and your friends? Do you know what qualities you have,</p>	<p>Topic: Self-awareness & employability skills</p> <p>Suggested Key Questions:</p> <p>What is your favourite subject? How can this impact on your future? Do you know what skills do you have? What is the difference between skills and qualities? What are the skills employers are looking for? Do you know what job categories are in the world of work e.g. Administration, Art & Design? Can you give examples of a few jobs from different categories? Can you match some jobs according to your skills?</p> <p>Key skills and knowledge:</p>

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

<p>Can you tell how many minutes to and past the time? Do you know different devices to measure the time?</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to read a calendar – days, months, dates- more advanced students independently, less advanced students with some support.</p> <p>Defining the quality-organized. To show the knowledge of the timetable, to be able to follow the timetable, knowing the building, different rooms. Preparing themselves for the lessons, follow instructions.</p> <p>To be able to tell the time- according to the level- less able students with support, more advanced student independently. Assessment of the time.</p>	<p>To be able to identify safety rules on the road. To be able to identify a trusted person.</p> <p>Defining personal / road safety. Practical activities on the playground- traffic lights to be used. Teacher's statement, observation, check list to be filled in, road safety assessment.</p>	<p>solutions to these situations.</p> <p>Defining 'stranger-danger' Defining 'being assertive'.</p> <p>Do you know what you would do if you felt worried, uncomfortable or unsafe?</p> <p>SOLAR assessment:</p>	<p>To be able to identify basic hygiene rules.</p> <p>To know how to keep clean.</p> <p>Rules to wash hands Rules to brush teeth. Knowing how to wash our body.</p> <p>To be able to identify equipment to brush your teeth.</p> <p>To understand the importance of 'first impression'.</p>	<p>e.g. patience, hard work, punctuality?</p> <p><u>Key skills and knowledge:</u></p> <p>To be able to introduce yourself to another person, identifying your own personal traits, characteristics.</p> <p>Defining self-awareness. Defining personal details. Understand personal identity background and ethnicity.</p>	<p>To be able to identify own skills and qualities.</p> <p>To be able to identify own likes and dislikes.</p> <p>Defining self-awareness. Defining skills. Simple description of personal skills, examples, evidence, check list worksheets, practical activities.</p>
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Links to Gatsby Benchmark.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.
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