

Class 9N– 9 Navigator Curriculum – SHIN / 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 9 (8035) Paper 1 Living with the physical environment	<p>Topic: <u>Personal safety/ First Aid</u></p> <p>Suggested Key Questions:</p> <p>Do you know basic types of personal safety? (being alone at home, home safety, being on the road, knowing emergency numbers, internet safety, hygiene-being safe from germs, bacteria)</p> <p>Do you know how to resist pressure and persuasion from others to do things you think are too risky?</p> <p>Do you know when people need First Aid?</p> <p>Do you know how to apply basic First Aid?</p> <p>Key skills and knowledge:</p>	<p>Topic: <u>Personal safety/ Road safety.</u></p> <p>Suggested Key Questions:</p> <p>Can you identify any dangerous things children/teenagers do while walking, cycling or in cars?</p> <p>Do you know how to stay safe when out?</p> <p>Do you know how to keep safe on the road?</p> <p>Do you know the rules of online safety?</p> <p>How can you show assertiveness?</p> <p>Road safety week</p> <p>Key skills and knowledge:</p> <p>To identify online safety rules.</p>	<p>Topic: <u>Safety at home/ emergency services</u></p> <p>Suggested Key Questions:</p> <p>Do you know potential hazards in the home?</p> <p>Do you know how to prevent potential hazards in the home?</p> <p>Can you explain the differences between various types of emergencies e.g. Medical, Fire, Police?</p> <p>What would you do to secure the home?</p> <p>Do you know what to do to prevent somebody breaks in?</p> <p>Key skills and knowledge:</p> <p>To be able to explain what an emergency is.</p>	<p>Topic: <u>Safety at home/ dealing with a fire</u></p> <p>Suggested Key Questions:</p> <p>Can you identify what to do in case you see a fire?</p> <p>Can you identify main steps what should you do in case you hear a fire alarm?</p> <p>Do you know whom to call in the event of the fire?</p> <p>Can you make a simple plan what to do in the event of the fire?</p> <p>Can you take part in a fire drill at school?</p> <p>Key skills and knowledge:</p> <p>To be able to give a simple plan of evacuation in the event of the fire.</p>	<p>Topic: <u>World of work Independence: money</u></p> <p>Suggested Key Questions:</p> <p>Do you know different jobs and different workplaces?</p> <p>Can you name at least three different jobs and workplaces related to these jobs?</p> <p>Do you know how much people potentially earn in certain jobs?</p> <p>How good are you with money?</p> <p>Can you add up coins/ notes?</p> <p>Key skills and knowledge:</p> <p>Students should understand that different jobs have</p>	<p>Topic: <u>World of work Working world</u></p> <p>Suggested Key Questions:</p> <p>Do you know health and safety rules applying to the workplace e.g. school?</p> <p>Do you know some skills you need to have if you want to apply for jobs of your interests?</p> <p>Key skills and knowledge:</p> <p>To be able to link skills to given jobs. To be able to relate jobs to different workplaces.</p> <p>SOLAR assessment</p>

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

	<p>To know safety rules, to be able to identify basic First Aid treatment such as minor burns, minor cuts, stomach pain; to understand when a First Aider can treat us and when do we need to call an ambulance.</p> <p>Defining personal safety, First Aid. Participating in First Aid basic demonstration.</p> <p>SOLAR assessment</p>	<p>To identify basic road safety rules, stranger-danger rules.</p> <p>Defining personal online safety. Defining road safety. Participating in safety crossing the road demonstration.</p> <p>SOLAR assessment</p>	<p>To be able to name three different types of emergencies- Medical, Fire, Police.</p> <p>To be able to give examples of different emergencies in the home.</p> <p>Defining hazards in the house. Examples of emergency services.</p> <p>SOLAR assessment</p>	<p>To be able to take part in the evacuation of the building e.g. in school.</p> <p>To know where the Assembly point at school is and to find out where they would go outside of their house.</p> <p>To take part in the fire drill at school. To make a simple plan in the event of the fire.</p> <p>SOLAR assessment</p>	<p>different salaries and wages.</p> <p>They should know that salary depends on the qualifications, skills, experience and qualities required for a certain job.</p> <p>Students should learn about the importance of calculating money.</p> <p>They should be able to test themselves how good they are with money and if possible, to set their own goals.</p> <p>Students should learn about how their own interests can affect future careers.</p>	
Links to Gatsby Benchmarks:	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>