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

6.2. Navigator Curriculum – *Community Access/ Life skills / PFA*

6 lessons per week

Year	2026– 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
12,13, 14	**Topic:** **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** What are the risks to personal safety? Ways to minimise the risks, What to do if you get lost; Do you know road information signs? **AQA entry level:** Experienced outlining three modes of transport in Birmingham, including examples of providers of each transport and their contact details	**Topic:** **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** What are the risks to personal safety? Ways to minimise the risks, What to do if you get lost; Do you know road information signs? **AQA Entry Level** knowledge of the different modes of transport they could personally use for four different journeys the route for two journeys and the transport they will choose	**Topic:** **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** Do you feel confident to cross the road independently with designated crossing? Do you feel confident to cross the road independently where there is no designated crossing? Are you able to identify similarities between diverse groups? Do you understand the importance of respecting diversity in a tolerant society?	**Topic:** **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** Are you able to recognize the contributions of diverse groups to society? Describe the remit of different organizations working on equality issues. Identify the contributions of different groups/individuals to society.	**Topic:** **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** **Recapping:** Safety on the road Reading the bus timetable; **LIFE SKILLS/ PFA** **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key skills and knowledge:** **Learners will know what is meant by**	**Topic:** Recapping information/ skills check **Understanding diversity within the community L1** **AQA Entry level Travelling in my community (unit 5) 117965** **Suggested Key Questions:** **Recapping:** **LIFE SKILLS/ PFA** **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key skills and knowledge:**

	Identifying from the three modes of transport which is the most appropriate for two given situations Demonstrated the ability to: identify three safe behaviours in relation to different vehicles Identify three safe behaviours a pedestrian should use; List the stages in the Green Cross Code cross a road on two occasions, using appropriate methods explain the importance of wearing suitable clothing as a pedestrian and give at least two examples of items that can be worn **Level 1** How do you describe the term 'diversity`? Identify at least three diverse social groups. Outline different practices in relation to their food, drink, clothes, festivals and relationships. Outline the underlying values/beliefs/history of at least one of the groups identified.	How to locate the information needed to make the two journeys How to calculate the cost of each journey **independent travelers:** experienced independently undertaking one local journey using one of the modes of transport they chose. **Level 1** Can you state why it is important to respect diversity in terms of tolerance? Can you outline the advantages of living in a diverse society? Identify similarities across a range of different groups. **LIFE SKILLS/ PFA** **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key Skills and Knowledge:** **To be able to identify steps to cross the road safely and identify dangers on the road.**	Outline, based on two examples, a lack of tolerance of diverse groups within society. State why it is important to respect diversity in terms of tolerance. **LIFE SKILLS/ PFA** **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key Skills and Knowledge:** **Learners will know about safety on the road when we go out.** **Understand the importance of equality and diversity and its benefits to society** **Money skills** **Gaining the skills to communicate with people from different places such as Job Centre, job agencies, cafes, restaurants;**	Outline the advantages of living in a diverse society. **LIFE SKILLS/ PFA** **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key skills and knowledge:** **Understand the importance of equality and diversity and its benefits to society** **Money skills** **Gaining the skills to communicate with people from different places such as Job Centre, job agencies, cafes, restaurants;**	**diversity, know about different social groups and practices and be able to identify similarities between diverse groups (L1)** **Money skills** **Gaining the skills to communicate with people from different places such as Job Centre, job agencies, cafes, restaurants;**	**Learners will know what is meant by diversity, know about different social groups and practices and be able to identify similarities between diverse groups (L1)** **Money skills** **Gaining the skills to communicate with people from different places such as Job Centre, job agencies, cafes, restaurants;**

	LIFE SKILLS/ PFA **As above – relate the learning to visiting different places in the community, practicing money skills, communication skills with employers etc.** **Key Skills and Knowledge:** **Learners will know about safety on the road when we go out.** **Learners will know what is meant by diversity, know about different social groups and practices and be able to identify similarities between diverse groups (L1)** **Understand the importance of equality and diversity and its benefits to society (L2)**					
Links to Gatsby Bench marks:	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 – Linking Curriculum to learning** Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 –** Linking Curriculum to learning **Benchmark 8 –** Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 –** Linking Curriculum to learning **Benchmark 8 –** Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 –** Linking Curriculum to learning **Benchmark 8 –** Personal Guidance Students to consider skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 –** Linking Curriculum to learning **Benchmark 8 –** Personal Guidance Students to consider what skills they need to be able to work as a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;	**Benchmark 2, –** Learning from the Career and Labor Market information. **Benchmark 3 –** Addressing the needs of the student and * - Personal Guidance **Benchmark 4 –** Linking Curriculum to learning **Benchmark 8 –** Personal Guidance Students to consider skills needed to be a Traffic Warden, Bus Driver, Taxi Driver, ticket Controller;