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

Class **8N- Navigator Curriculum** *-SHIN /1 Lesson weekly*

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
Year 8	**Topic:** **Recognizing and using everyday signs Indoor –Indoor safety signs.** **Suggested Key Questions:** Can you identify and describe any signs we use on an everyday basis? Why is it important to know the signs? Can you identify some indoor and outdoor safety signs? Can you identify different types of signs: warning, informing? Can you identify signs which are used inside public places e.g., shops, pharmacies, swimming pools? Can you name some social signs? Example-	**Topic:** **Road safety** **Road safety week** **Suggested Key Questions:** Can you cross the road safely? Check what signs, information is on the road, near the crossing places. Road safety assessment Can you cross the road independently or with support? Do you know different places to cross the road other than zebra crossings (e.g., pelican crossing, an island crossing place)? Can you identify dangers in the community? **Key skills and knowledge:** **To understand the green code and to**	**Topic:** **Looking after your own home** **Suggested Key Questions:** Do you understand domestic activities/ chores? Can you name the main domestic chores we have to carry out every day? Can you describe some hazards related to untidy and unclean houses? Can you identify home safety hazards? Can you follow simple instructions to help carry out routine domestic activities? E.g., sort washing, making the bed, washing up, cleaning. Can you take part in washing up, hoovering?	**Topic:** **Community skills** **Suggested Key Questions:** Do you know British money? Using Money – coins, notes, making change. Shopping Basics – list, budget, asking for help. Café Visit Practice – ordering politely, using money (could be done in the class, planning a tuck shop activity, selling items, practicing money skills) Assessment: Role-play and real-world experiences, money handling, shopping list task **Key skills and knowledge:** **To be able to use the money in real life situations.**	**Topic:** **Employability skills/ preparing for adulthood.** **Knowing about myself** **Suggested Key Questions:** Can you define self-awareness? Do you understand what it means working/ learning towards the future? Can you find out what your main characteristics are? Can you talk about your interests, skills and qualities? Can you identify employability skills? Do you know what skills and qualities employers are looking for?	**Topic:** **Employability skills** **Suggested Key Questions:** Can you list your skills and qualities and map them for certain jobs? Can you list some of your weaknesses? Can you make a simple action plan highlighting the area you would like to improve on? Can you list the skills and qualities required for certain courses and jobs? Look at the world of work categories and check what jobs belong to the certain category. **Key skills and knowledge:**

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	No entry, exit, First Aid, Ladies` toilet. Can you identify signs outside our school, near your home, in your local community? Can you identify a few LAW rules and the consequences of not following the signs? **Key skills and knowledge:** **Students should know the meaning of basic indoor signs.** **To know the importance of indoor signs in terms of keeping us safe.** **To know the difference between different types of signs, to differentiate the colour and type of information or order they carry.** **Identifying social signs, safety signs. Defining the meaning of indoor safety signs.**	**know basic rules to keep safe on the road.** **Students understand how to cross the road safely.** **Students will gain knowledge on different dangers in the community.**	Problem Solving – what to do if... **Key skills and knowledge:** **To be able to name basic household chores.** **To be able to name hazards related to keeping the house unclean and untidy.** **To be able to participate in simple household chores.** **To identify the routines to keep our house healthy and clean.**	**To be able to plan, budget an event such as birthday party, cooking meal.**	What Jobs are there? What Am I Good At? – skills vs interests What Do I Want to Do? – realistic job dreams **Key skills and knowledge:** **To be able to define employability skills.** **To learn about own skills and qualities.** **To be able to identify your own interests and hobbies.** **Defining skills, qualities, characteristics. Giving examples of own skills and qualities. Self-evaluation,**	**To be able to identify your own strengths and weaknesses.** **To be able to know how to improve at least one of the weaknesses.** **Defining strengths, weaknesses.** **Listening to at least one area to improve.**
Links to Gatsby Benchmark.	**Gatsby Benchmark** 3. Addressing the needs of each pupil.	**Gatsby Benchmark** 4. Linking curriculum learning to careers.	**Gatsby Benchmark**	**Gatsby Benchmark** 4. Linking curriculum learning to careers.	**Gatsby Benchmark** 3. Addressing the needs of each pupil.	**Gatsby Benchmark**

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