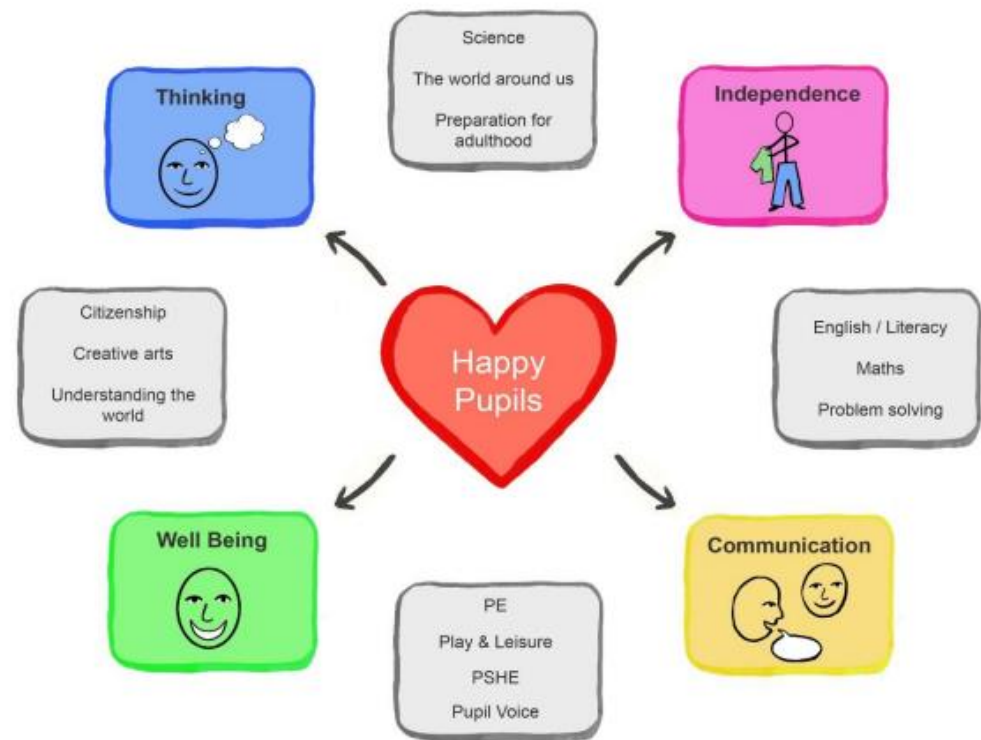


# College Park School Curriculum



## Early Years Foundation Stage

Personalised developmental curriculum that learners follow until the end of KS1

Learning and development of individual learners is supported through building positive relationships and the creation of enabling learning environments. Important part of the teaching process is the support of attention levels and communication skills through Attention Autism and motivating sensory activities as well as the development of early social skills through turn taking, intensive interaction and play. Messy play, sensory exploration, structured play and free flow play are all integral parts of learning during EYFS. Learners are supported in the development of their personalities, interests and strengths through

3 prime curriculum areas

- Communication and Language
- Personal, Social, Emotional Development
- Physical Development
  
- These are further supported by the specific areas
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design.

<b>The Informal Curriculum (Autism, Complex Needs)</b>	<b>The Semi-Formal Curriculum (Autism and SLD)</b>	<b>The Formal Curriculum (Autism and MLD)</b>
<p><b><u>What will we use to inform our learning intentions</u></b></p> <p>The informal curriculum supports those pupils who have significant sensory and communication needs and who require an ongoing sensory-based pedagogical approach. These pupils access a less structured environment incorporating movement and utilizing a range of spaces and teaching approaches.</p> <p>All pupils access self-regulation opportunities through sensory interventions throughout the day. Pupils may stay within the informal curriculum throughout their time in education.</p> <p>The informal curriculum is informed by: Equals informal curriculum, SCERTS, personalized EHCP outcomes and bespoke SALT and OT programs.</p>	<p><b><u>What will we use to inform our learning intentions</u></b></p> <p>The semi-formal curriculum is a developmental curriculum which facilitates development of schemas. We value sensory exploration for our younger learners and personalized and real life experiences for our older learners following the Semi-Formal pathway. Functional learning is the key element for planning and delivering lessons.</p> <p>The Semi-Formal curriculum has its own curriculum areas, each designed to support the development of a young person with Autism and SLD.</p> <p>The Semi -Formal curriculum is informed by: Equals semi-formal curriculum, personalized EHCP outcomes, bespoke SALT and OT programs and SCERTS.</p>	<p><b><u>What will we use to inform our learning intentions?</u></b></p> <p>For our more Formal learners we include more formal and personalized subject-specific teaching as appropriate. The Formal Curriculum links to the National Curriculum, adapted as appropriate for the learners.</p> <p>Pupils who follow the formal curriculum are able to access relevant and appropriate exams including Functional Skills and Entry Level. Formal Curriculum is informed by the National Curriculum, personalized EHCP outcomes, bespoke SALT and OT programs, Arts Award and Entry Level schemes. We aspire for our pupils to maximize their potential and gain relevant qualifications.</p>
<p><b><u>How will this look in a teaching group?</u></b></p>	<p><b><u>How will this look in a teaching group?</u></b></p>	<p><b><u>How will this look in a teaching group?</u></b></p> <p>Distinct teaching group with individual and small groups teaching</p>

<p>Small group / individual teaching with core group of staff for the majority of sessions</p> <p>Sensory regulation and movement activities as a part of supporting sensory regulation</p> <p>Creative Arts specialist teaching</p> <p>Occupational Therapy and Speech &amp; Language Therapy</p> <p>SCERTS</p>	<p>Group / individual teaching with core group of staff for the majority of sessions</p> <p>Sensory regulation activities as a part of supporting sensory regulation</p> <p>Creative Arts specialist teaching</p> <p>Occupational Therapy and Speech &amp; Language Therapy</p> <p>Active Engagement Strategies</p>	<p>Subject specific teaching where appropriate</p> <p>Creative Arts Specialist Teaching</p> <p>Subject specific area schemes eg. Entry level work in Maths and English and Art Award</p> <p>Occupational Therapy and Speech &amp; Language Therapy</p>
<p><u>How will evidence be gathered?</u></p> <p>Range of Evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data IEPs and EHCP outcomes reviews</p> <p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p>	<p><u>How will evidence be gathered?</u></p> <p>Range of Evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data IEPs and EHCP outcomes reviews</p> <p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p>	<p><u>How will evidence be gathered?</u></p> <p>Range of evidence:</p> <p>Termly pupil progress meetings</p> <p>Progression steps data</p> <p>IEPs and EHCP outcomes reviews</p> <p>SCERTS outcomes reviews</p> <p>EVISENSE - evidence sharing platform</p>

Engagement Model		Workbooks work files
<p align="center"><b>Moving on and Post 16 Curriculum (6-19)</b></p> <p>The Post 16 curriculum focuses on transferable skills that equip our students to be active participants in the community. The semi-formal curriculum strands continue to be used throughout Post 16 however delivery is through these curriculum areas:</p>		<p align="center"><b>College</b></p> <p>We aspire and are ambitious to see our students to access college after completing year 11.</p>
<p>World studies</p> <p>Independent Living</p> <p>Vocational Skills:</p>		<p>Westminster Kingsway College</p> <p>Hammersmith College</p> <p>City of Westminster College</p>

## **Core Subjects**

Maths, English, PSHE, Science

## **Maths Curriculum Plan 2025-2026 – Curriculum**

<b>Curriculum Aims</b>	<b><u>Transport and Journeys</u></b>	<b><u>Homes and Buildings</u></b>	<b><u>Plants and Gardens</u></b>
	<p>Recognise, explore, and compare shapes and features of different vehicles (e.g., round wheels, square windows)</p> <p>Develop counting skills using transport items (e.g. count cars, buses, or people boarding)</p> <p>Use positional language in journey contexts (e.g., on, under, in front, behind the bus)</p> <p>Sequence journey events or steps using simple time concepts (first, next, last)</p> <p>Recognise and use simple mathematical symbols or visuals for direction (arrows, stop/go, left/right)</p> <p>Explore capacity, weight, and size through vehicle-related play (e.g., loading cars with cubes)</p> <p>Use calendars, timetables, and clocks (symbol-supported) to discuss travel time and routines</p> <p>Match, sort, and classify vehicles by features such as colour, size, or purpose</p>	<p>Recognise and describe 2D and 3D shapes found in buildings and furniture (e.g., rectangle door, cube box)</p> <p>Match and sort household items by size, colour, shape, or use</p> <p>Use number in meaningful contexts (e.g., how many windows? how many chairs?)</p> <p>Compare sizes and heights of buildings or furniture (e.g., tall/short, big/small)</p> <p>Use positional language in the context of rooms and furniture (e.g., "The table is next to the chair")</p> <p>Sequence routines within the home using concepts of time (e.g., morning, night, before, after)</p> <p>Explore simple money and functional maths through home-themed activities (e.g., setting the table for 3 people, counting cups, buying items for the home)</p>	<p>Count seeds, leaves, petals, or other natural materials in structured play and learning</p> <p>Compare sizes, lengths, or heights of plants and flowers (e.g., "This flower is taller")</p> <p>Recognise and create patterns using leaves, petals, or coloured flowers Sort garden items by type, size, or colour (e.g., tools, plants, vegetables)</p> <p>Use positional language in planting contexts (e.g., "Put the seed in the soil", "Next to the pot")</p> <p>Sequence growth stages of a plant using time and order concepts (e.g., seed → sprout → flower)</p> <p>Explore capacity and volume with watering cans, soil containers, and pots</p> <p>Measure and record growth or rainfall using simple visual tools (symbols, picture charts, cubes)</p>

		Construct and measure simple model homes using non-standard units (e.g., blocks, cubes)	
<b>Maths EYFS and KS 1</b>	Transport and Journeys/Number <ul style="list-style-type: none"> <li>Counting using modes of transport</li> <li>Shapes – identify different shapes found in modes of transport</li> <li>Compare sizes of modes of transport</li> </ul>	Home and School <ul style="list-style-type: none"> <li>Identifying different units of time</li> <li>Counting and ordering, first and next</li> <li>Days of the week, at school or home</li> <li>Money role play</li> </ul>	Planting seeds <ul style="list-style-type: none"> <li>Comparing length between tube stations</li> <li>Identify shapes found</li> <li>Units of measurement</li> </ul>
<b>Maths KS 2</b>	Adventures Journeys <ul style="list-style-type: none"> <li>numbers/Time</li> <li>Units of measurement for distance</li> <li>Recognizing and estimating money</li> </ul>	Magical Buildings <ul style="list-style-type: none"> <li>Compare size and shapes in space</li> <li>Properties of shapes</li> <li>Ordering planets</li> <li>2D and 3D shapes</li> <li>Time travel, transport, timetables</li> </ul>	Growing vegetables <ul style="list-style-type: none"> <li>Estimation, how long, how many</li> <li>Fractions, sharing</li> <li>Timetables/cooking</li> </ul>
<b>Maths KS 3</b>	Past and Present Journeys/Money and Measure <ul style="list-style-type: none"> <li>Perimeter, area</li> <li>Units of measurement</li> <li>Budgeting, value</li> </ul>	Different types of Buildings <ul style="list-style-type: none"> <li>Number operations</li> <li>Fractions</li> <li>Functional use of number</li> <li>Trips, money, timetables, travel time</li> </ul>	Designing Gardens <ul style="list-style-type: none"> <li>Timelines Calendar, years, months, days</li> <li>Counting in multiples, decades</li> <li>Ordering numbers by years past to present</li> </ul>

<b>Maths KS 4</b>	<b>Journeys around the world</b> <ul style="list-style-type: none"> <li>• Measurement, population size, distance, area</li> <li>• Time zones, journey times</li> <li>• Shapes and symbols</li> <li>• Units of measurement, cooking food from around the world</li> </ul>	<b>Past and Present Homes</b> <ul style="list-style-type: none"> <li>• Time, years, decades and centuries</li> <li>• 3D shapes and properties</li> <li>• Units of measurement</li> <li>• Analogue and digital time</li> </ul>	<b>Wilderness</b> <ul style="list-style-type: none"> <li>• Addition, subtraction, multiplication and division</li> <li>• Measurement – estimation, temperature</li> <li>• Cooking</li> </ul>
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## Progression of Skills

## Progression of Skills – Equals, Semi-formal

## English Curriculum Plan 2025-2026

<b>Curriculum aims</b>	<b>Transport and Journeys</b>	<b>Home and Buildings</b>	<b>Plants and Gardens</b>
	Build communication skills around the topic of transport and travel	Develop understanding of the concept of home and different types of buildings	Develop curiosity and vocabulary related to plants, gardens, and growing
	Develop functional vocabulary related to vehicles, places, and direction	Build vocabulary and communication around familiar environments	Engage with stories, poems, and factual texts about plants and nature
	Engage with journey-themed stories and texts	Engage with stories, symbols, and texts related to homes, rooms, buildings, and communities	Build communication skills (verbal, AAC, symbols) around this familiar and sensory-rich topic
	Explore sequence, structure, and language through practical, sensory, and imaginative activities	Explore writing for purpose: labels, signs, simple recounts and stories	Develop early reading and writing skills through meaningful, contextual activities
	Support expressive and receptive communication through AAC, symbols, objects of reference, and spoken language	Support sensory engagement, choice-making, and expressive communication	Use sensory and experiential learning to support understanding and expression



<b>English - EYFS and KS 1</b>	<p><i>Communication and Language, Physical Development, Expressive Arts Phonics, reading simple sentences, retelling stories, forming letters</i></p> <ul style="list-style-type: none"> <li>• Listen to stories and talk about transport</li> <li>• Use new vocabulary related to journeys</li> <li>• Explore mark-making and letter shapes</li> <li>• Role play familiar journeys (e.g. going to the shop)</li> <li>• Read and retell simple stories with a journey theme</li> <li>• Write or copy simple labels/captions</li> <li>• Sequence events in a familiar journey</li> </ul>	<p><i>Sensory exploration, developing early concepts, vocabulary, and awareness of personal environment</i></p> <ul style="list-style-type: none"> <li>• Recognise images or photos of their home or room</li> <li>• Explore familiar environments through sensory play</li> <li>• Respond to key words and symbols: home, bed, door, kitchen</li> <li>• Participate in story experiences about homes and school</li> <li>• Sorting pictures: things in the home vs things outside</li> <li>• Sensory trays: bath time, bed textures, kitchen smells</li> <li>• Mark-making in flour, sand or with water – "writing" home symbols</li> </ul>	<p><i>Sensory awareness, early vocabulary, personal experience</i></p> <ul style="list-style-type: none"> <li>• Experience sensory materials (soil, leaves, flowers)</li> <li>• Recognise and respond to plant-related vocabulary (flower, leaf, seed, water)</li> <li>• Participate in simple songs, rhymes, and stories about plants</li> <li>• Show interest or make choices about plant-related activities</li> </ul>
<b>English - KS 2</b>	<p><i>Strengthening early literacy, comprehension, use of visual cues, scaffolded writing</i></p> <ul style="list-style-type: none"> <li>• Follow a simple sequence in a story about travel</li> <li>• Identify characters and settings</li> <li>• Make simple predictions and inferences with support</li> <li>• Share personal/familiar journey experiences with symbols/photos</li> <li>• Use communication aids, PECS, visual choice boards for transport options</li> </ul>	<p><i>Exploring different types of buildings (school, library, shop, flats, castles), homes in other countries</i></p> <ul style="list-style-type: none"> <li>• Recognise and name different types of buildings</li> <li>• Use symbols/photos to describe rooms and their uses</li> <li>• Write simple texts: "In my house...", "This building is a..."</li> <li>• Compare buildings using adjectives: big, small, old, tall</li> <li>• Sequence stories about homes or buildings</li> </ul>	<p><i>Identifying plants, parts of plants, and simple processes (growing, watering)</i></p> <ul style="list-style-type: none"> <li>• Name common plants, flowers, and parts of a plant (root, stem, leaf)</li> <li>• Use simple descriptive words (big, small, green, soft)</li> <li>• Sequence a growing story (e.g., seed → plant → flower)</li> <li>• Engage with simple sentence frames ("The flower is...")</li> </ul>

<b>English KS 3</b>	<i>Functional literacy, expressive language, sensory stories, structured writing</i> <ul style="list-style-type: none"> <li>Recognize and use symbols and high-frequency words related to travel</li> <li>Sequence and describe personal journeys (e.g. home to school)</li> <li>Express opinions about types of transport using sentence frames</li> </ul>	<i>Belonging, buildings for different purposes</i> <ul style="list-style-type: none"> <li>Recognise and name different types of buildings/shops and their purpose</li> <li>Use symbols/photos to describe functions and what we do there</li> <li>Write simple texts: "In my house...", "This building is a..."</li> <li>Compare buildings using adjectives: big, small, old, tall</li> </ul>	<i>Broader plant knowledge, symbolic meanings, environmental awareness</i> <ul style="list-style-type: none"> <li>Describe types of gardens and plants (flower garden, vegetable patch)</li> <li>Use adjectives to compare plants (tall, colourful, prickly)</li> <li>Write simple descriptions or recounts related to gardening activities</li> <li>Sequence instructions or stories related to planting or garden care</li> </ul>
<b>English KS 4</b>	<i>Functional English, preparing for independence, real-world communication</i> <ul style="list-style-type: none"> <li>Use key vocabulary for public transport and directions</li> <li>Understand simple timetables and signs</li> <li>Create structured personal texts (e.g., recounts, postcards)</li> </ul>	<i>Home safety, supported living, home skills, reading and writing for real-world tasks</i> <ul style="list-style-type: none"> <li>Use symbols or words to follow simple instructions (e.g., "Close the door")</li> <li>Recognise and label household objects and rooms</li> <li>Write/complete functional texts: room lists, shopping lists, address labels</li> <li>Read and use signage and labels (e.g., fire safety signs)</li> <li>Create personal documents: "About Me and My Home" booklet</li> </ul>	<i>Real-world applications, independent communication, practical literacy</i> <ul style="list-style-type: none"> <li>Follow and write simple instructions related to plant care (watering, pruning)</li> <li>Read and understand labels, signs, and simple leaflets about plants or gardening products</li> <li>Create personal texts such as shopping lists, diary entries, or descriptions about plants</li> <li>Use assistive technology or AAC to support independent writing or communication</li> </ul>

## Progression of Skills - Writing

## Progressions of Skills – Equals semi-formal

## College Park School Topic and Reading Plan- Year 2025-2026- Curriculum

	Autumn	Spring	Summer
Topic	Transport and Journeys	Homes and Buildings	Plants and Gardens
<b>Topic EYFS and KS1/Proposed Books</b>	<b>Modes of transport</b> <ul style="list-style-type: none"> <li>• We are going on the bear hunt</li> <li>• Maisy's journey</li> <li>• Little mermaid</li> <li>• The ginger bread man</li> <li>• The owl and the pussycat</li> </ul>	<b>Home and school</b> <ul style="list-style-type: none"> <li>• Brown bear brown bear</li> <li>• The Gruffalo</li> <li>• The Gruffalo's child</li> <li>• Goldilocks and three bears</li> <li>• Three little Pigs</li> </ul>	<b>Planting seeds</b> <ul style="list-style-type: none"> <li>• Handa's surprise</li> <li>• Handa's Hen</li> <li>• Very hungry caterpillar</li> <li>• Jack and the beanstalk</li> <li>• Nature Trail-B. Zephaniah</li> </ul>
<b>Topic KS2/ Proposed Books</b>	<b>Adventurous journeys</b> <ul style="list-style-type: none"> <li>• Peter Pan</li> <li>• The wizard of Oz</li> <li>• The snow queen</li> <li>• The Nutcracker</li> <li>• The Jolly Christmas Postman</li> </ul>	<b>Magical buildings</b> <ul style="list-style-type: none"> <li>• Charlie and Chocolate factory</li> <li>• Hansel and Gretel</li> <li>• Winnie the Witch</li> <li>• Aladdin and the magic lamp</li> </ul>	<b>Growing Vegetables</b> <ul style="list-style-type: none"> <li>• Oliver's vegetables</li> <li>• Treasures in the Garden</li> <li>• The Enormous Turnip</li> </ul>

<b>Topic KS3/ Proposed Books</b>	<b>Past and Present Journeys</b> <ul style="list-style-type: none"> <li>• Treasure Island</li> <li>• Amazing Grace</li> <li>• The Highway Rat</li> <li>• Coming to England</li> <li>• 20000 leagues under the sea</li> </ul>	<b>Different types of Buildings</b> <ul style="list-style-type: none"> <li>• Night in the Museum</li> <li>• The Colour of Home</li> <li>• Homes Around the World (Children like us)</li> </ul>	<b>Designing Gardens</b> <ul style="list-style-type: none"> <li>• James and the Giant Peach</li> <li>• The secret garden</li> <li>• The Jungle Book</li> </ul>
<b>Topic KS4/ Proposed Books</b>	<b>Journeys around the world</b> <ul style="list-style-type: none"> <li>• Around the world in 80 days</li> <li>• Journey to the centre of the world</li> <li>• The Christmas Carol</li> </ul>	<b>Past and Present Homes</b> <ul style="list-style-type: none"> <li>• Oliver Twist</li> <li>• Alice in Wonderland</li> <li>• A place called home-Kate Baker</li> </ul>	<b>Wilderness</b> <ul style="list-style-type: none"> <li>• A Midsummer night's dream</li> <li>• The Coming of Night: A Yoruba</li> <li>• Creation Myth from West Africa by James Riordan and Jenny Stow</li> </ul>

## Progression of Skills - Reading

## Science

<b>Science</b>	<b>Autumn</b> Transport Journeys	<b>Spring</b> Homes and Buildings	<b>Summer</b> Plants and Gardens
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<b>EYFS and Key Stage 1</b>	Light and Sound	Humans Animals	Plants Season
<b>Key Stage 2</b>	Electricity	Rocks and habitats	Plants Light
<b>Key Stage 3</b>	Materials	Materials and energy Ecosystems	Nutrition
<b>Key Stage 4 &amp; 5</b>	Waves-light and sound Space travel	Motion and forces	Gardens and Food

### Scheme of Work

### PSHE

<b>PSHE</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Topics</b>	<p>The world I live in</p> <p>The wider World</p> <p>Being Safe</p>	<p>Relationships &amp; Feelings</p> <p>Families and people who care for me</p>	<p>Self-awareness</p> <p>Wellbeing</p> <p>Respectful relationships</p>
<b>EYFS and KS 1</b>	<p>The concept of consent and learning to say or sign Yes or No</p> <p>Healthy Eating</p> <p>Physical activities</p> <p>Keeping well- Washing hands and brushing teeth to learn the skills of keeping hygienic.</p> <p>Public and Private</p>	<p>Family members</p> <p>My world, who am I?</p> <p>Emotions, feelings.</p> <ul style="list-style-type: none"> <li>• How do I feel today?</li> <li>• Friendships-To learn turn taking skills and interacting with others.</li> <li>• The concept of consent and learning to say or sign Yes or No.</li> </ul>	<p>Baby to adult</p> <p>Naming the main parts of body.</p> <p>To gain understanding we are all different we are all friend!</p> <p>Hygiene such washing hands, brushing teeth.</p> <p>The concept of consent and learning to say or sign Yes or No.</p>
<b>KS 2</b>	<p>The concept of consent and learning to say or sign Yes or No</p> <p>Healthy Eating</p> <p>Physical activities</p> <p>Keeping well- Washing hands and brushing teeth to learn the skills of keeping hygienic.</p>	<p>Trust</p> <p>Keeping safe online</p> <p>Different types of relationships</p> <p>Emotion Regulations and its strategies</p>	<p>Naming parts of body</p> <p>Changes at puberty</p> <p>Dealing with touch</p> <p>Public and Private</p> <p>Hygiene such washing hands, brushing teeth.</p>

	Public and Private		The concept of consent and learning to say or sign Yes or No.
KS 3	<p>Keeping safe online</p> <p>Trust</p> <p>Healthy Eating</p> <p>Physical health</p> <p>Washing hands and brushing teeth to learn the skills of keeping hygienic</p> <p>Public and Private</p>	<p>LGBTQ+</p> <p>Self-esteem and unkind comments</p> <p>Strong feelings e.g: feeling jealous and fear</p> <p>Romantic feelings and sexual attraction</p> <p>Expectations of relationships/abuse</p> <p>Consent</p>	<p>Positive and healthy friendships including:</p> <p>Trust, respect, honesty, kindness, privacy, consent management of conflict, understanding and ending relationships.</p> <p>This includes different types of relationship. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities to report bullying and how and where to get help.</p>
KS 4 & 5 PHSE	<p>Keeping safe online</p>	<p>LGBTQ+</p> <p>Self-esteem and unkind comments</p>	<p>Positive and healthy friendships including:</p>

	<p>Feeling frightened/worried</p> <p>Mental wellbeing</p> <p>Drugs, alcohol &amp; tobacco</p> <p>Good and Bad secrets</p> <p>The changes which take place in males and females, and the implications for emotional and physical health.</p>	<p>Strong feelings e.g: feeling jealous and fear</p> <p>Romantic feelings and sexual attraction</p> <p>Expectations of relationships/abuse</p> <p>Consent</p>	<p>Trust, respect, honesty, kindness, privacy, consent management of conflict, understanding and ending relationships.</p> <p>This includes different types of relationship. Different types of bullying (including cyberbullying), the impact of bullying, responsibilities to report bullying and how and where to get help.</p>
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## Humanities & Topic- Sequence of Learning



Subject	National curriculum Programs of Study	How realised in informal curriculum pathway	How realised in semi-formal curriculum	How realised in the formal curriculum
Geography	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the</li> <li>United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and</li> <li>Physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather</li> <li>Key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p>	<p>Explore and feel secure within their own immediate environment</p> <p>Navigate to different places within immediate environment</p> <p>To follow directive language (turn round, go to ...)</p> <p>To hear basic geographical vocabulary when walking around the immediate area</p>	<p>Identify days of the week, months of the year</p> <p>Identify seasons and seasonal weather patterns</p> <p>Identify different locations around the world such as sea, desert, forests</p> <p>Identify different locations where people live such as cities and farms</p> <p>Identify locations and characteristics of hot &amp; cold areas of the world</p> <p>Locate and identify where they live</p> <p>To explore countries around the world through sensory and arts and crafts activities</p> <p>To explore and start navigating maps</p> <p>To include geographical terminology in their vocabulary</p>	<p>Geographical similarities and differences between different regions across the world</p> <p>Physical Geography: plate tectonics, rocks, weather and climate, changes in climate from Ice age to present, water cycle, coasts</p> <p>Human Geography: population, cities, use of natural resources</p> <p>Use world maps, atlases and globes</p> <p>Identify weather patterns in the UK; locate hot/cold areas of the world Compare a UK locality with one outside Europe</p> <p>Expand vocabulary related to geographical features</p> <p>Knowledge of the world's countries</p> <p>Spatial awareness</p>

	<ul style="list-style-type: none"> <li>• Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>			
<b>History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Significant historical events, people and places in their own locality</li> </ul>	<p>Show understanding and anticipation of familiar routines at home and school</p> <p>Build an understanding that they have taken part in past events using visual media</p> <p>Recall motivating past events through photograph</p> <p>Build an understanding of changes in their surroundings</p> <p>Events/ Trips Opportunities to dress up</p>	<p>Events/ Trips Opportunities to dress up and experience a new experience linking aspects of events and trips to past and present</p> <p>Being aware of changes in their living memory</p> <p>Being aware of historical aspects of the stories behind key events</p>	<p>Develop a deeper and more chronologically secure knowledge and understanding of British, local and world history.</p> <p>This could include:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Learn about significant individuals from the past A local history study and trips to historical places, museums and sites</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level.</li> </ul>	Religious Festivals throughout the year	Religious Festivals throughout the year	Religious Festivals throughout the year

	<ul style="list-style-type: none"> <li>RE should provide opportunities for pupils to develop positive attitudes and values.</li> </ul>			
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## **Post 16 – Moving on Termly themes**

<b>Post 16 Moving On - Adventurer</b>	<b>World Studies</b> Materials & Change Textiles Language Music – instruments Religions <b>Independent Living</b> Healthy Living Travel services and role in the community Hobbies and pastimes Horticulture <b>Vocational Studies</b> Planning for work Self-awareness	<b>World Studies</b> What Makes Things Work? Food Lifestyles Art – 2D materials Worship and festivals <b>Independent Living</b> Personal care Local current affairs Sport Meal preparation <b>Vocational Studies</b> Going to work Accessing, communicating, and using information	<b>World Studies</b> Looking After our World DIY Wider culture Drama/dance movement and gesture The Numinous sense <b>Independent Living</b> Sexuality education Local environmental issues Health/therapy Domestic skills/technology in the home <b>Vocational Studies</b> Health and safety at work Careers Education and guidance/Post School Planning