

## **Knowledge & Understanding Curriculum**

Pupils will follow the Knowledge & Understanding Curriculum across the school in a way that is appropriate to the learning needs of individual pupils.

Students will explore Knowledge & Understanding through discrete lessons and cross-curricular links.

Pupils will have the opportunity to experience and develop their skills in practical situations and educational visits.

### **Curriculum Coverage:**

The Knowledge & Understanding Curriculum is designed to ensure coverage of three subject areas throughout the academic year. Students engage with History, Geography, and Science, with two half-terms dedicated to each subject over the course of the year linked to the theme/topic for that term.

### **Planning:**

Annual plan for upcoming academic year drafted in June. Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps and ensures that there is coverage of History, Geography and Science making sure it is appropriate to the individual needs of each pupil through practical situations, educational visits, cross curricular opportunities.

Half termly medium-term planning, by base staff teaching teams, will identify the learning intentions for with the History, Geography or Science strand for that half term. The writing of intentions is informed from levels on progression maps.

Weekly differentiated planning for lesson content, this includes discrete lessons as well as cross curricular links and identifies learning outcomes for all ability groups

Teachers will produce Medium Term Plans for their class by looking at the Curriculum Coverage Document to ensure each subject area of Knowledge & Understanding is covered during the academic year.

Depending on the Base in school and the pathway that pupils are on this will either be planning for cross curricular opportunities (highlighted on Medium Term Plans and other subject plans to show how History, Geography or Science

intentions are being met) or as discrete lessons using the Curriculum Coverage and Progression Maps to inform planning.

### **Progression Maps:**

Each subject has a Progression Map for teachers to use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress. These Progression Maps are adapted from the National Curriculum Programmes of Study and Routes for Learning.

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a level at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level.

The first lesson for each new subject area can be used as an assessment by looking at the level that the pupil was previously in for that particular subject area to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)

\*All Progression Maps adapted from National Curriculum Programmes of Study and Routes for Learning.