

<b>Emerging Learners</b>	<b>Early Learners</b>	<b>Established Learners</b>
<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of and respond to familiar, everyday objects and people, including peers</li> <li>• Through assisted exploration and using their whole body, encounter and explore a range of stimuli with a strong sensory input, e.g. water, bright light, loud noises, strong textures</li> <li>• Begin to show awareness of how two objects combine to create different effects, e.g. banging, splashing</li> <li>• Show awareness of and begin to respond to features of the natural environment – e.g. rain, dappled light, wind, bird song, a strongly scented flower</li> <li>• Engage with and show awareness of contrasting immersive environments evoking emotional or spiritual responses, e.g. silence, celebrations</li> <li>• Begin to show awareness of and respond to their familiar environment and changes to it, e.g. scanning it visually or auditorily for novel and interesting objects or events</li> <li>• Through assistance, begin to respond to a reactive environment, e.g. sensory room</li> <li>• Interact physically with spaces that give a different view of their familiar environments</li> <li>• Begin to notice when objects or faces appear or disappear in familiar games and activities</li> </ul>	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Begin to notice obvious changes around them, especially in the natural environment e.g. changes in the weather, leaves on the trees</li> <li>• Share recent news and information from their own lives</li> <li>• Gain a sense of daily routine through predictable and familiar activities, using symbolised time-tables, objects and musical points of reference</li> <li>• Build an awareness of the purposes of familiar places both within school, e.g. toilet, playground, library and beyond school, e.g. shop, park, local church</li> <li>• Explore and experience (through images, objects and direct contact) a range of geographical features, areas and places both in their local community and the wider world</li> <li>• Explore different properties of familiar and less familiar objects and begin to link these to a growing vocabulary</li> <li>• Try new experiences that link to different cultures and traditions and express simple preferences</li> <li>• Participate in events which are special</li> </ul>	<p>At KS1 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Actively engage with images, objects and through direct contact, a range of geographical features, areas and places both in their local community and the wider world</li> <li>• Observe and comment on obvious (human and physical) changes around them in their local and the natural environment and apply early enquiry skills, e.g. asking simple questions</li> <li>• Identify simple properties of familiar and less familiar objects and begin to link these to a growing vocabulary</li> <li>• Follow and use simple locational and directional language and apply this to simple maps</li> <li>• Begin to identify similarities and differences between of people, places and artefacts from different times, cultures and locations</li> <li>• Explore working environments through role-play and visits to local places of work</li> </ul>
<p>At KS2 pupils will be taught to:</p>	<p>At KS2 pupils will be taught to:</p>	<p>At KS2 pupils will be taught to:</p>

<ul style="list-style-type: none"> <li>• Recognise and demonstrate preferences for everyday objects, activities and people, including peers</li> <li>• Using their whole body, encounter and engage in more independent exploration of a wider range of objects and their contrasting properties</li> <li>• Closely observe or become absorbed in how two objects combine to create different effects, e.g. banging, splashing</li> <li>• Begin to gain a sense of and anticipate daily routine through predictable and familiar activities using objects and musical points of reference</li> <li>• Begin to show recognition of familiar places and environments both within school, e.g. toilet, playground, library and beyond school, e.g. shop, park, local church</li> <li>• Respond differently to and/or focus more intently on contrasting immersive environments, including those evoking emotional or spiritual responses</li> <li>• Begin to be aware that some experiences or events may be different or special</li> <li>• Respond more purposefully, including showing enjoyment and excitement of reactive environments, e.g. sensory room</li> <li>• Begin to independently activate sound and tactile objects</li> <li>• Focus more fully on features of the natural environment</li> <li>• Purposefully explore or observe novel and interesting objects or events in familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and comment on obvious (human and physical) changes around them in their local and the natural environment and apply early enquiry skills, e.g. asking simple questions</li> <li>• Purposefully engage, for increasingly longer periods of time with images, objects and through direct contact, a range of geographical features, areas and places both in their local community and the wider world</li> <li>• Follow and use simple locational and directional language and apply this to simple maps</li> <li>• Become familiar with, sequence and anticipate daily routines linking them with increasing confidence, to a growing vocabulary</li> <li>• Relate events or places to their own experience with a growing vocabulary relating to the passing of time</li> <li>• Observe and identify simple differences between people, places and objects from the past</li> <li>• Use a variety of sources to find out information about the past or the world around them, e.g. historical artefacts, websites, atlases</li> <li>• Show enjoyment and excitement of a range of new experiences and understand they are special and different, including those relating to other cultures, traditions or key religious festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Extend use of locational and directional language, applying this to maps with keys, including Ordnance survey maps</li> <li>• Use a range of sources of geographical information, including globes, atlas and technology to identify features and areas of the world, e.g. countries, continents, oceans, equator, hemispheres</li> <li>• Identify characteristics of geographical areas e.g. the desert is hot and dry</li> <li>• Gather and interpret simple data by carrying out simple fieldwork and observations</li> <li>• Identify how places have changed over time, both physical and human characteristics</li> <li>• Begin to develop a chronological understanding of historical events, e.g. through sequencing events in their own lives and stories and applying correct use of tense and vocabulary</li> <li>• Recognise the similarities and differences between of people, places and artefacts from different times, cultures and locations.</li> <li>• Apply historical enquiry skills to significant changes in living memory, events beyond living memory and significant events the local area</li> <li>• Identify significant people throughout history and recall why they are important</li> <li>• Identify key objects, symbols and other key ways that Christianity and other principal religions may be expressed</li> <li>• Develop a positive attitude towards other people's beliefs, values and tradition</li> <li>• Investigate a range of local workplaces and ask questions about the roles people have</li> </ul>
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<ul style="list-style-type: none"> <li>• Recognise familiar words, symbols, tactile reference, photos, objects of reference or music of reference</li> <li>• Focus more fully on activities and games which develop an understanding of object permanence</li> <li>• Recognise a range of environmental sounds</li> </ul>		there
<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise, demonstrate and express clear preferences for everyday objects, activities and people, including peers, using words, symbols, tactile reference, photos or objects of reference</li> <li>• Engage in independent exploration of a wide range of objects for extended periods</li> <li>• Engage in early problem-solving in the exploration of objects within their environment, e.g. watch an object being hidden and try to find it, modify an action when repeating an action does not work, try a new strategy when an old one fails</li> <li>• Consolidate an understanding of daily routine through predictable and familiar activities using objects and musical points of reference</li> <li>• Show recognition of and demonstrate and express preferences for familiar places and environments both within school, e.g. toilet, playground, library and beyond school, e.g. shop, park, local church</li> <li>• Change their behaviour in response to exceptional or special environments and experiences and demonstrate awareness that they are exceptional or special</li> <li>• Knowingly control events in reactive environments to create different outcomes, e.g.</li> </ul>	<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Explore and experience (through images, objects and direct contact) a range of geographical features, areas and places both in their local community and the wider world.</li> <li>• Compare similarities and differences between different geographical features, areas and places. Sort and categorise them.</li> <li>• Begin to develop simple understandings of where key people and events might fit in to a chronological framework</li> <li>• Identify with increasing confidence, differences between people, places and objects from the past</li> <li>• Comment on changes in their own lives</li> <li>• Comment on simple changes in the more distant past</li> <li>• Observe and identify differences between people, places and objects from the past and describe them in simple terms</li> <li>• Identify some key significant people or events over time and recall some key facts about them</li> <li>• Experience images, stories and artefacts from the principal religions represented in Great Britain</li> <li>• Participate in celebrations and festivals alongside others from different faiths and</li> </ul>	<p>At KS3 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Explore the features of Ordnance survey maps in greater detail, including grid references and topographical information</li> <li>• Extend their locational knowledge and deepen their spatial awareness of the world's countries and other key features using globes, atlases and technology, e.g. countries, continents, oceans, equator, hemispheres</li> <li>• Identify, sort and categorise characteristics of key geographical areas</li> <li>• Explore the processes that give rise to physical and human geographical features and observe and identify how they have changed over time</li> <li>• Gather, chart and interpret a range of data by carrying out fieldwork and observations</li> <li>• Apply their knowledge of different times, cultures and locations to identify and order historical events</li> <li>• Develop their ability to identify where people, events and societies fit into a chronological framework</li> <li>• Make connections between their own experiences and those of people from different times, cultures and locations</li> <li>• Compare, sort and categorise artefacts and images, identifying similarities and differences</li> </ul>

<p>sensory room, using and engaging with ICT</p> <ul style="list-style-type: none"> <li>• Initiate actions leading to a desired result in reactive environments in order to influence the world around them, whether objects, events or people</li> <li>• Begin to be aware of, show anticipation of and express preferences for contrasts in the natural environment</li> <li>• Recognise and discriminate between a range of environmental sounds</li> <li>• Develop and expand their knowledge and understanding of familiar words, symbols, tactile reference, photos, objects of reference or music of reference relating to the world around them in order to make reliable selections from two or more items</li> </ul>	<p>communities</p>	<ul style="list-style-type: none"> <li>• Understand that there are different representations of history</li> <li>• Can explain the significance of a famous person to history</li> <li>• Explore their own understanding and experience of the teachings and practices of religion</li> <li>• Begin to develop their own personal beliefs, values and code of ethics by which they live</li> <li>• Participate in projects to develop and apply their enterprise skills</li> <li>• Develop workplace skills such as customer relations, teamwork and organising events through role-play and mock-ups</li> <li>• Develop very simple understandings of how the country is governed and how its citizens can participate in this process through democratic processes</li> <li>• Develop their knowledge of how they can be active participants in their local communities and wider society through participating in e.g. charity work and voluntary organisations</li> <li>• Develop their understanding legal and illegal behaviours, the law and the role of the police and justice system</li> </ul>
<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and express consistently clear preferences for particular objects and activities from choices or by unprompted initiation</li> <li>• Be more independent and self-reliant in their engagement with their environment as a result of having developed the skills to communicate these preferences and knowledge effectively</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply their knowledge, skills and understanding of the world around them in order to prepare them for transition. This <i>may</i> include further consolidation of the skills learnt in KS3 outlined above. It <i>will</i> include:</li> <li>• Achieving a range of nationally recognised accreditation and qualifications</li> </ul>	<p>At KS4 pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Consolidate and apply their knowledge, skills and understanding of the world around them in order to prepare them for transition. This <i>may</i> include further consolidation of the skills learnt in KS3 outlined above. It <i>will</i> include:</li> <li>• Achieving a range of nationally recognised accreditation and qualifications</li> <li>• Participating in work experience and / or</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate clear anticipation of daily routines</li> <li>• Demonstrate clear recognition of and express clear preferences for, familiar places and environments both within school, e.g. toilet, playground, library and beyond school, e.g. shop, park, local church</li> <li>• Be confident and comfortable in a wide range of new and less familiar contexts, especially beyond the school environment, in the work place, at college, in public arenas and the wider community</li> <li>• Be open to building new relationships in any new environments encountered</li> <li>• Have a sense of contrasting environments and appropriate behaviours in the adult world, especially formal and informal, public and private</li> <li>• Apply their knowledge, skills and understanding to specific goals and projects to gain nationally recognised accreditation and qualifications relating to the world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in supported work experience placements</li> <li>• Participating in a range of supported work-based learning opportunities, e.g. mock interviews, enterprise projects, finding out about paid and voluntary employment through visiting employees</li> <li>• Visiting and participating in the life of post-sixteen provisions</li> <li>• Developing their ability to navigate the adult world through consolidating previous life-skills learning, e.g. travelling on public transport, organising leisure time, shopping, accessing health care</li> <li>• Develop their understanding of how they can participate in their local community, e.g. through caring for the environment, volunteering</li> <li>• Develop their understanding of right and wrong and acceptable and appropriate behaviours in the adult world</li> </ul>	<p>other work-based learning opportunities</p> <ul style="list-style-type: none"> <li>• Visiting and participating in the life of post-sixteen provisions</li> <li>• Making informed decisions about the range of practical choices they will have to make in their adult lives e.g. college, work, housing, travel, leisure, money, support and emergency services</li> <li>• Deepening their understanding and knowledge of topical issues and current affairs</li> <li>• Developing their personal beliefs, values and code of ethics by which they live</li> <li>• Being an active participant in their local community and wider society</li> <li>• Engaging in social action projects</li> <li>• Taking a lead in organising school-wide events, such as sports day or charity days</li> <li>• Making decisions on behalf of their peers through forums such as the School Council and the National Student Council or by sitting on panels, e.g. when interviewing new staff, meeting with visitors, parents or other stakeholders, MPs, the mayor and other dignitaries or when communicating with local and national media</li> </ul>
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