



The World About Me Continuum and Progression Guidance (Incorporating subject specific- Geography/ History/ Science/ RE for Pathfinder Curriculum/ as needed).

The World About Me: to develop the understanding of time, place, self, and community, and connect directly to the Equals curriculum aims of ‘making sense of my world and my place within it.’

Pre-Formal			
Learner Profile:	Learner Focus/ Intent	Experiences/ Activities	Outdoor Community Links
<i>Learners with profound and multiple learning difficulties (PMLD) or at very early developmental levels.</i>	<p>The World About Me: Developing sensory awareness of people, places, and routines.</p> <p>Travel / My Travel: Experiencing movement, journeys, and transitions.</p> <p>History / My Past: Building awareness of self and familiar people through routines, photos, and sensory memories.</p>	<ul style="list-style-type: none"> - Sensory journeys (being pushed in wheelchair, walking to garden, moving from classroom to outdoor space). - Exploring sounds and smells of different places (e.g., car park, playground). - Looking at photos or symbols of key people and familiar routines. - Simple ‘then and now’ sensory boxes (baby blanket, current uniform). 	<p>Outdoor Classroom as Sensory Journey Space:</p> <ul style="list-style-type: none"> - Paths and trails to feel movement and transition. - Familiar routes build predictability and security. - Sensory storytelling about daily or seasonal journeys (‘Our walk to the big tree’).



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Informal			
Learner Profile:	Learner Focus/ Intent	Experiences/ Activities	Outdoor Community Links
<i>Learners with severe learning difficulties (SLD), beginning to make sense of community and time.</i>	The World About Me: Exploring people and places in the local area. Travel / My Travel: Recognising different types of transport, routes, and safety.	- Walking routes around school and local area; identifying landmarks. - Exploring transport toys, real vehicles, or short local bus trips. - Role play ‘going to the shop’ or ‘visiting the park.’ - Making simple timelines (baby → child,	Outdoor Classroom as Community Hub: - Practice safe movement (stop, look, listen). - Use symbols or photos to map outdoor areas. - Seasonal observation walks linking time and change.



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	History / My Past: Understanding ‘before and after’, changes over time in personal and familiar contexts.	morning → afternoon). - Sorting old/new photos of school or community.	- Planting and watching growth to link to ‘then/now.’
Semi-Formal			
Learner Profile:	Learner Focus/ Intent	Experiences/ Activities	Outdoor Community Links
<i>Learners with moderate learning</i>	The World About Me: Deepening	- Planning and following simple routes (school → park, class trip).	Outdoor Learning Classroom as Real-World Lab:



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<p><i>difficulties (MLD) or higher SLD, who can engage in structured learning with support.</i></p>	<p>understanding of place, environment, and community roles. Travel / My Travel: Developing independence and confidence in safe, purposeful travel within familiar areas. History / My Past: Building chronological understanding and exploring local/national history in meaningful ways.</p>	<ul style="list-style-type: none"> - Using maps, photos, or digital navigation to identify landmarks. - Understanding safety signs, crossing rules, and transport symbols. - Creating personal timelines ('My Life Story'). - Exploring local history (old photos, artefacts, significant people/places). - Linking personal and community change over time ('Our town then and now'). 	<ul style="list-style-type: none"> - Base for travel practice (starting point, destination). - Outdoor investigation of changes (weather, growth, seasons, local developments). - Use digital tools to record routes and findings. - Encourage teamwork, reflection, and independence.
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LEARNING PROGRESSION OVERVIEW:			
Theme	Pre-Formal	Informal	Semi-Formal
My Place in the World	I respond to familiar people and settings.	I recognise places and people in my community.	I understand my place in the wider community and world.
Travel / My Travel	I experience movement and journeys.	I explore local routes and types of transport.	I plan and undertake simple, supported journeys safely.
History / My Past	I engage with familiar routines and sensory memories.	I notice change (before/after, old/new).	I understand time and change in personal and community contexts.
OUTDOOR CLASSROOM & COMMUNITY INTEGRATION:			
Area	Pre-Formal	Informal	Semi-Formal
Outdoor Trails / Paths	Explore movement and direction with support.	Follow simple picture/symbol routes.	Plan and follow mapped routes, record observations.
Community Visits	Short sensory experiences in familiar places.	Visit local shops, post box, park with staff support.	Structured travel training: reading signs, using pedestrian crossings, bus familiarisation.



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History in the Environment	Explore textures or artefacts from ‘past’ (old toys, clothes).	Compare old/new school or town photos.	Visit local museum, church, or landmark; explore community heritage.
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Higher Challenge/ Subject Specific for Pupils able to access discrete subject curriculum

	History	Geography	RE	Science
Enquiry	<p>Chronology and Time: Sequence own life events</p> <p>Knowledge – People, Events and Changes: Know the name of historically significant figure. Recognise life was different in the past.</p> <p>Historical Enquiry: Ask simple who/ what</p>	<p>Locational Knowledge: UK countries and local area Identify familiar places and name basic features (park, shop)</p> <p>Place Knowledge: Identify and begin to compare home and school</p> <p>Human Geography: Town vs countryside. Notice land,</p>	<p>Beliefs and big questions Recognise symbols linked to belief. Talk about special people in stories</p> <p>Practices and ways of life Recognise celebrations (Easter, Hannukah, Weddings) Handle artefacts Join in class celebrations</p>	<p>Working Scientifically Ask simple ‘what’ questions. Classify by one property. Record using pictures. Follow a modelled investigation.</p> <p>Biology- Living things and their habitats: Identify common animals, notice plants in the environment. Recall animals need food and water. Notice simple habitats (nests)</p>



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	<p>questions. Look at photos and artefacts with support.</p> <p>Presenting History: Use theme vocabulary with modelling, retell facts verbally.</p>	<p>water and buildings and show awareness of man made.</p> <p>Physical Geography: Weather and climate Respond to environmental changes.</p> <p>Skills and Fieldwork: Simple maps and fieldwork. Follow simple routes and describe what they see (link to my travel).</p>	<p>Values and Belonging Share feelings about special people or moments. Listen to simple moral tales. Follow class or school rules. Identify with a school team. (ruby/ sapphire or emerald).</p>	<p>Chemistry – Everyday Materials: Match objects to materials Notice changes when materials are acted on.</p> <p>Physics – Seasonal Changes and Forces/ Light: Noticing changes in weather Explore light/ dark and shadows. Push pull objects in play.</p>
Discovery	<p>Chronology and Time: Sequence simple historical stories using time vocabulary accurately (past/ present/long ago)</p>	<p>Locational Knowledge: Continents and oceans</p> <p>Place Knowledge: Compare local area to another UK region</p>	<p>Beliefs and big questions Identify simple beliefs Retell parts of a religious story Ask simple big questions (Who made the world?)</p>	<p>Working Scientifically: Ask and answer what and how questions. Sort and group by simple scientific properties. Take part in simple investigations and record using labels and simple tables.</p>



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	<p>Knowledge – People, Events and Changes: Identify similarities and difference between then and now. Recall key facts about an individual or event.</p> <p>Historical Enquiry: Ask and answer who/ what/ where using sources. Give simple clues showing what sources tell us.</p> <p>Presenting History: Use historical words correctly (old, new, before, after). Label pictures and artefacts independently.</p>	<p>Name a contrasting locality in the UK.</p> <p>Human Geography: Land use and transport. Recognise seasonal change. Talk about how people use places.</p> <p>Physical Geography Rivers, coasts and landforms. Explore how landscapes can change.</p> <p>Skills and Fieldwork: Collect data, tally, photos. Use simple maps, photos and symbols. Use directional language.</p>	<p>Practices and ways of life Describe how festivals are celebrated. Identify places of worship: church, synagogue, mosque Talk about rituals: prayer, lighting candles.</p> <p>Values and Belonging Recognise symbols of belonging (e.g. baptism) Talk about rules in families or religion Identify right or wrong in a story</p>	<p>Biology- Living things and their habitats: Name common animals and simple features. Know basic needs for survival. Identify body parts. Identify common parts of plants.</p> <p>Chemistry – Everyday Materials: Name common materials (wood, plastic, metal, glass) Describe material properties (hard, soft, rough). Sort by how materials behave (bend, stretch)</p> <p>Physics – Seasonal Changes and Forces/ Light:</p>
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				Describe weather and seasonal features. Identify light sources and simple shadow play. Identify pushes and pulls.
Making Connections	<p>Chronology and Time: Place events and people on a timeline. Understand broader periods (Victorians/ Tudors)</p> <p>Knowledge – People, Events and Changes: Give a simple reason why change happens, offer an opinion about the importance of a person. Begin to connect different events studied.</p> <p>Historical Enquiry: Answer how/ why .</p>	<p>Locational Knowledge: Major world countries: Name and identify on a map.</p> <p>Place Knowledge: compare UK to non- European country . Suggest reasons for difference.</p> <p>Human Geography: Settlements and distribution. Link weather to daily life.</p>	<p>Beliefs and big questions Give reasons linked to a belief. Explain what a story teaches (kindness, caring). Respond with personal thoughts and vocabulary.</p> <p>Practices and ways of life Suggest why traditions are important to families. Name items and features (menorah, font) Compare two celebrations</p> <p>Values and Belonging</p>	<p>Working Scientifically: Begin to suggest reasons for what they observe. Identify patterns. Adapt tests or investigations, explain sorting choices. . Biology- Living things and their habitats: Using simple categories (fish, birds, mammals). Compare habitats. Draw or label simple food chains Suggest what plants need to grow and test this.</p>



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	<p>Begin to collect information from more than one source.</p> <p>Presenting History: Use expanded language (decade, century, reason) Begin structuring ideas logically creating captions.</p>	<p>Physical Geography: Natural disasters and climate change (litter, flooding)</p> <p>Skills and Fieldwork: grid references. Create own simple maps and use a compass.</p>	<p>Link actions to values Suggest what helps people to live peacefully together Express a personal choice based on values.</p>	<p>Chemistry – Everyday Materials: Identify suitable materials for basic uses. Explain choices using simple reasons. Begin to predict how a material will behave.</p> <p>Physics – Seasonal Changes and Forces/ Light: Link seasonal changes to clothing, plants, animals. Make predictions about shadows changing Discuss slower, faster, and strength of push.</p>
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