SEMI-FORMAL ROADMAP – UNDERSTANDING OF THE WORLD; HUMANITIES

Independent learning and creative thinking

FESTIVALS | PAST AND PRESENT | PEOPLE CULTURES AND COMMUNITIES

PRE-STAGE 1

- Explore festival sensory experiences; music, lights, colours, and objects. Engage through sounds, interact with texture or light-up items.
- Recognise and respond to daily signals and routines, noticing environmental changes and sensory cues. Begin to anticipate familiar and a growing awareness of when activities start and end.
- Respond to familiar adults and peers, notice new people, and take part in class routines. Explore sensory cues and show awareness of the group by settling, watching, and engaging with peers during shared activities.

PRE-STAGE 2

- Respond to familiar celebrations using photos, songs, and simple routines. Explore themed sensory props and festive smells or tastes, and start to anticipate special events, showing recognition and excitement as occasions approach.
- Understand simple sequences and routines, responding to events before and after activities. Join basic sequencing tasks, explore props, and begin to anticipate familiar events with growing confidence.
- Recognise themselves, adults, and peers in photos or displays. Explore school-related objects, respond to symbols, and take part in routines that promote belonging, including self-registration, group activities, and shared songs or actions.

PRE-STAGE 3

- Recognise festival symbols and objects, using visuals or words and making independent choices. Engage with festival stories, express preferences, participate in celebration routines, and start to recall past events and re-enact them through play.
- Recognise themselves in past and present photos, noticing growth and change. Order simple school events, explore old and new objects, engage with "then and now" stories or role play, and begin to express ideas about past and present.
- Students notice differences between classmates and belongings, explore cultural artefacts, and listen to stories about diverse families. They begin to understand "same and different" through activities, engage in role play, and show respect for different ways.

PRE-STAGE 4

- Recognise key features of familiar celebrations and use symbols or calendars to anticipate events. Compare festivals, take part in themed activities, and express enjoyment or memories through speech, symbols, or gestures.
- Explore how their lives have changed and recognise school changes. Order events with photos or props, compare old and new school items, and discuss past school events using prompts to describe what happened and how they felt.
- Recognise their place in class and school groups, showing pride through photos, uniforms, or badges. Join group activities, follow simple rules, and enjoy shared celebrations through actions like clapping, dancing, or singing.

PRE-STAGE 5

- Recognise different ways of celebrating and connect festivals to cultural or religious groups. Discuss favourite traditions, follow multi-step routines, and begin to understand the purpose of celebrations while showing awareness and acceptance of diversity.
- Explain personal growth and new skills using photos or AAC, describe classroom changes, sequence school events, and compare past and present school life, expressing thoughts and feelings about growing up and developing new abilities.
- Show curiosity about peers and classroom differences, explore cultural traditions, share celebrations, retell stories from different communities. Show respect for diverse ways of life, and participate in school celebrations through activities like parades, displays, or songs.

PRE-STAGE 6

- Discuss celebrations from different communities, recognising that not everyone celebrates the same events. Share experiences, compare traditions, help lead celebration activities, and explore festival values, showing curiosity, respect, and empathy for diverse beliefs.
- Reflect on their school journey using photos or timelines, compare past and present routines, rules, and equipment, sequence school events, and show respect for others' experiences while linking past learning to current skills and understanding.
- Share their identity and cultural traditions through photos, items, or clothing, discuss celebrations, listen to peers, engage in inclusive play and discussions, and reflect on their belonging while building positive relationships with diverse peers.

Quality of Life

Identity

Knowledge of the wider world

EXIT PATHWAY

Through the study of **Humanities**, pupils at Peterhouse School leave with the knowledge, skills, and understanding needed to navigate life beyond school with confidence and self-awareness. They develop a strong sense of identity and belonging through structured experiences that explore routines, timelines, and familiar sequences, supporting their understanding of change, continuity, and community.

Pupils gain essential life skills such as **communication**, **empathy**, and **cultural awareness** by exploring personal, family, and community traditions. They learn to appreciate diversity and build respectful relationships through engagement with a range of cultural practices and celebrations. This area of learning nurtures each student's strengths—such as curiosity, attention to detail, and deep engagement with meaningful experiences—while fostering **independence**, **confidence**, and **transferable skills** like observation, reflection, and comparison. By the time they leave Peterhouse, pupils are equipped with **emotional awareness**, **social understanding**, and **adaptability**, enabling them to contribute positively to their communities and successfully transition into adulthood, further education, or supported employment.

Peterhouse School

"SUCCESSFUL ADULTS WITH AUTISM"