



Venture

Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

Class - Venture Curriculum - History/2 Lessons weekly

| Year | 2021 – 2022 Autumn 1 | 2021 – 2022 Autumn 2 | 2021 – 2022 Spring 1 | 2021 – 2022 Spring 2 | 2021 – 2022 Summer 1 | 2021 – 2022 Summer 2 |
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| Year 7 | <p>Topic: The Norman Conquest</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) When did this happen? 2) Who was involved? 3) What is the Bayeux tapestry? Location and significance. 4) How did this impact the country mainly political divide? 5) What can be seen today that come from that era? (French language, foods, etiquette, castle design) | <p>Topic: Medieval England (1066-1485)</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Describe medieval farming. 2) Describe Manor houses. 3) Explore the lifestyle of peasants. 4) What was the Black Death (1346-1350) how did affect the population? 5) What impact did the Magna Carter have on the locals? Freedom 6) Why was everyone forced to convert? | <p>Topic: The crusades</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) When did the crusades begin? 2) Who instigated the war? 3) What were they fighting over? 4) What guarantees did the Pope give? 5) Who was St George? 6) What is the story that is being narrated today? 7) Was this war relevant? 8) How does this war compare to others? | <p>Topic: The problems with Medieval Monarchs</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) How are the following monarchs. Refer to list below. 2) List who they are and what they were famous for? 3) How is King Richard 'Lion heart' remembered today? 4) What was the hype about Richard III in Leicester? 5) What was Richard III known for? (supposedly killing his nephews for the crown unique armour) Prompted war of the Roses. | <p>Topic: The Black Death 1347-1359</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is a plague? 2) Where the Bubonic plague begin from? 3) What animal spread this disease? (rats and fleas) 5) How many died from this disease? 6) List some of th4e cures they suggested and tried? 7) Describe the plague doctors. <p>Key skills and knowledge: Describe significant individuals from the past.</p> | <p>Topic: Migration</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is migration? 2) Why do people migrate? 3) What was the colonization of America for? 4) What was Jamestown? 5) Were the Brits successful in this endeavor? 6) How does the media view migrants? <p>Key skills and knowledge: Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> |

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| | <p>Key skills and knowledge:</p> <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Assessment outcome:</p> <p>With support answers questions about an event (P7)</p> <p>Identifies objects as being from the past or present. (P8)</p> <p>Pre and post topic assessments.</p> | <p>Key skills and knowledge:</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Assessment outcomes:</p> <p>Relates an experience to an event or story (P7)</p> <p>Answers simple questions about an historical story (P8)</p> <p>Pre and post topic assessments.</p> | <p>Key skills and knowledge:</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Assessment outcomes:</p> <p>Uses commentary to order and plan activity (P7)</p> <p>Uses terms to describe past and present like now/then, today/yesterday, before/after (P8)</p> <p>Pre and post topic assessments.</p> | <p>Richard the Lionheart (r1189-99);</p> <p>King John (r1199-1216);</p> <p>Edward I (r1272-1307);</p> <p>Edward II (r1307-27);</p> <p>Henry V (r1413-22);</p> <p>Edward IV (r1461-70 and 1471-83); and</p> <p>Richard III (r1483-85)</p> <p>Key skills and knowledge:</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates.</p> <p>Assessment outcomes:</p> <p>Sequences a report of an event (P7)</p> <p>Identifies objects as being from the past or present (P8)</p> <p>Pre and post topic assessments.</p> | <p>Assessment outcomes:</p> <p>Observes changes over a long period of time (P7)</p> <p>Identifies personal experiences from the past or present (P8)</p> <p>Pre and post topic assessments.</p> | <p>Assessment outcomes:</p> <p>Illustrates an historical event or celebration (P7)</p> <p>Describes some aspects of artefacts in simple terms (P8)</p> <p>Pre and post topic assessments.</p> |
| <p>Links to Gatsby Benchmarks:</p> | <p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p> | <p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p> |

