



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
Year 8	<p>Topic: Challenges to the Catholic Church.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) Who are the Tudors? 2) How is this era so important in British history? 3) Who was Henry VIII? 4) Who were his 6 wives? 5) Why was the Church split and what into? Protestant and Catholic. 6) What was the clothing style at the time? 7) Compare lifestyles of the rich and poor. 	<p>Topic: The English Civil War. 1642-1651.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What does the civil war entail? Define civil war. 2) Who is Charles I? 3) How did he die? 4) What was the war about? (religion and money) 5) How did it affect England and Scotland? 6) Is this what Boris Johnson is doing? Yes! 7) What is the dissolution of parliament, will it end the same way. 	<p>Topic: Changing ideas 1660-1789</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) How did Charles II restore himself to the throne? 2) What were the issues prior to his event? 3) Bubonic plague returns? (100,000 killed) 1665 4) Great fire of London was relevant how? (destroyed the plague) 1666 5) Why was the slave trade regulated at this stage? 1672. What items were imported and exported. 	<p>Topic: The Slave trade</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) When did the slave trade begin? 2) What countries were involved? 3) What did they enslave the human beings for? (24 million in total) 4) How did the slaves fight back? 5) How were slaves treated? 6) 'Amazing grace' was written for who? Does it have the same meaning today? 	<p>Topic: The British Empire</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is the British empire? 2) Who is in charge now? 3) With whom did it grow to its largest? (Victoria) 4) What countries was Victoria empress of? 5) How did India, Beijing and Africa help make the UK the wealthiest country? 6) Who has the jewel of Africa? 	<p>Topic: Industrial revolution</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1) What is the industrial revolution? 2) What is agriculture? How did this change? 3) How did Industry change? 4) How did transport and communication change? 5) How did population within major cities grow? Why? 6) Discovery of the atom, creation of battery, lamp, photography, sewing machine(singer), machine guns,

	<p>Key skills and knowledge:</p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>Assessment outcomes:</p> <p>Retells details of an historical story (P9)</p> <p>Identifies differences in features from the past and the present (P10)</p> <p>Pre and post topic assessments.</p>	<p>Key skills and knowledge:</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Assessment outcomes:</p> <p>Can name a famous historic event (P9)</p> <p>Identifies some things from the past that have caused change in their own area (P10)</p> <p>Pre and post topic assessments.</p>	<p>6) What is the Magna Carter? Why is it important? 1689</p> <p>Key skills and knowledge:</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Assessment outcomes:</p> <p>Names characters in an historical story (P9)</p> <p>Gives adequate answers to questions (P10)</p> <p>Pre and post topic assessments.</p>	<p>7) What did the Colonisers do to ensure the Africans remained slaves after the abolishment of the slave trade?</p> <p>Key skills and knowledge:</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Assessment outcomes:</p> <p>Pupils begin to write simple sentences independently (P9)</p> <p>Uses an historical vocabulary like long ago, then, old, new, next, after, last, began (P10)</p> <p>Pre and post topic assessments.</p>	<p>7) What does the UK take from these countries?</p> <p>8) Was the empire based on racism? Edward Said (1978)</p> <p>Key skills and knowledge:</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Assessment outcomes:</p> <p>Can name a famous historic event. (P9)</p> <p>Names the period of history studied (P10)</p> <p>Pre and post topic assessments.</p>	<p>dynamite, laws on genetics, typewriter.</p> <p>7) Education for children.</p> <p>Key skills and knowledge:</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. The great fire of London and Ancient Egypt.</p> <p>Assessment outcomes:</p> <p>Pupils can describe objects in simple terms (P9)</p> <p>Communicates knowledge orally (P10)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>7. Encounters with further and higher education. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>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</p> <p>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</p> <p>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</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>