

Class 10V- Venture Curriculum – RS/2 Lessons weekly

Year	2024 – 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 – 2025 Spring 1 Unit 3	2024 – 2025 Spring 2 Unit 4	2024 – 2025 Summer 1 Unit 5	2024 – 2025 Summer 2 Unit 6
Year 10 WJEC 6005 A3/C3/D3 Cer = 17	<p>Topic: 6238 Religious Festivals and celebrations</p> <p>Remembering roots, being curious and valuing knowledge, being thankful.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1. Know the background to religious festivals.</p> <ul style="list-style-type: none"> • AC1.1 Identify two religious festivals. • AC1.2 Outline the story behind the religious festivals. <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> • AC2.1 Outline religious aspects of the celebration of the religious festivals. • AC2.2 Outline social aspects of the celebration of the religious festivals. 	<p>Topic: 6238 Religious Festivals and celebrations</p> <p>Remembering roots, being curious and valuing knowledge, being thankful.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> • AC2.1 Outline religious aspects of the celebration of the religious festivals. • AC2.2 Outline social aspects of the celebration of the religious festivals. <p>3. Know the importance of religious festivals.</p> <ul style="list-style-type: none"> • AC3.1 Give reasons why the religious festivals are important to believers. 	<p>Topic: 6236 Prejudice and discrimination</p> <p>Being Merciful and forgiving. Being fair and just.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1. Know causes of prejudice and discrimination against people.</p> <ul style="list-style-type: none"> • AC1.1 State examples of individuals who have experienced prejudice and discrimination. • AC1.2 State examples of how groups of people who have experienced prejudice and discrimination. • AC1.3 Give reasons why people experience prejudice and discrimination. 	<p>Topic: 6236 Prejudice and discrimination</p> <p>Being Merciful and forgiving. Being fair and just.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>2. Know what happens during prejudice and discrimination against people.</p> <ul style="list-style-type: none"> • AC2.1 Outline ways in which people can experience prejudice and discrimination. <p>3. Know how experience of prejudice and discrimination has affected people and how it might be prevented.</p> <ul style="list-style-type: none"> • AC3.1 Outline how people concerned have been affected by prejudice and discrimination. 	<p>Topic: 6226 A non-British society in the past</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>1. Know features and characteristics of a particular non-British society in the past.</p> <ul style="list-style-type: none"> • AC1.1 Outline features and characteristics of a particular non-British society in the past. • AC1.2 Outline the importance of certain people in a particular non-British society in the past. <p>2. Know similarities and differences between aspects of a particular non-British society in the past and their own life.</p>	<p>Topic: 6226 A non-British society in the past</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <p>2. Know similarities and differences between aspects of a particular non-British society in the past and their own life.</p> <ul style="list-style-type: none"> • AC2.1 Identify similarities between a particular non-British society in the past and their own times. • AC2.2 Outline how people's lives in a particular non-British society in the past were different from life today. <p>3. Be able to use historical sources to find out about a particular non-British society in the past.</p>

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

		<ul style="list-style-type: none"> • AC3.2 Give reasons why the religious festivals are important to the wider community. 	<p>2. Know what happens during prejudice and discrimination against people.</p> <ul style="list-style-type: none"> • AC2.1 Outline ways in which people can experience prejudice and discrimination. 	<ul style="list-style-type: none"> • AC3.2 Suggest ways in which prejudice and discrimination against people might be prevented. 	<ul style="list-style-type: none"> • AC2.1 Identify similarities between a particular nonBritish society in the past and their own times. • AC2.2 Outline how people’s lives in a particular nonBritish society in the past were different from life today. 	<ul style="list-style-type: none"> • AC3.1 Categorise different types of historical sources from a particular non-British society in the past. • AC3.2 Use historical sources to make observations about a particular non-British society in the past.
	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>
<p>Links to Gatsby Benchmark</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. Research.</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. Research.</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. Research</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. Research.</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. Research.</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. Research</p>