

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

Subject Princes Trust 6 Subjects/Lessons weekly 11V - Venture Curriculum

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic:</p> <p>Teamwork Skills-Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/62XUDBXfgOkT3PTuwHkOhV</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Understand the characteristics of an effective team. <ol style="list-style-type: none"> 1.1. Identify an advantage of working as a team 1.2. Identify a problem of working as a team. 1.3. Give examples of how to communicate appropriately within a team. 2. Be able to take part in team activities. <ol style="list-style-type: none"> 2.1. Give examples of activities you have participated in as a team member. 3. Be able to learn from experiences of teamwork to improve own 	<p>Topic:</p> <p>Personal Resilience- Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/6HloUNYwNBqShLeIK6W0CJ</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Understand what personal resilience is and how it is linked to your emotions. <ol style="list-style-type: none"> 1.1. State what being resilient means to you. 1.2. Identify the characteristics of being resilient. 1.3. Identify a positive and negative emotion. 1.4. Outline how an emotion affects your resilience. 2. Take part in an activity which challenges you. <ol style="list-style-type: none"> 2.1. Participate in an activity which challenges 	<p>Topic:</p> <p>Personal Resilience- Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/56kIsJbgpvmf6jiC5bidcz</p> <p>https://education.princes-trust.org.uk/en/activities/detail/3EdpEdVhxNlag55iH9HsvP</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 3. Apply a helpful habit to improve your resilience. <ol style="list-style-type: none"> 3.1. Identify a positive experience which will help you feel resilient. 3.2. Identify a helpful habit you used to help improve your resilience. 4. Plan how you can use your resilience skills to manage future challenges. <ol style="list-style-type: none"> 4.1. State a challenge in your life/future. 4.2. Identify a personal 	<p>Topic:</p> <p>Sustainability- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/3RqJ1NmXcy2XYKDv5cDIDc</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Be able to understand the principles of environmental sustainability <ol style="list-style-type: none"> 1.1. State what is meant by environmental sustainability 1.2. Identify different organisations/ initiatives which work to protect the environment 1.3. Identify ways you could support environmental sustainability 2. Be able to understand the 	<p>Topic:</p> <p>Sustainability- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/3RqJ1NmXcy2XYKDv5cDIDc</p> <p>Suggested Key Questions:</p> <p>Be able to understand the principles of economic sustainability</p> <ol style="list-style-type: none"> 3.1. State what is meant by “economic sustainability” 3.2. Identify different organisations/initiatives which promote economic sustainability 3.3. Identify ways you could support economic sustainability 4. Be able to participate in sustainable activities 	<p>Topic:</p> <p>Preparing for the world of work- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/7Fs5PAXIcwGU5wXNJAGeK</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Understand the value of work <ol style="list-style-type: none"> 1.1. Identify advantages of being in work 2. Understand the world of work <ol style="list-style-type: none"> 1.1. Identify different types of employment/work contracts 1.2. Give examples of different ways to undertake job search activities. 1.3. Identify the information given on a payslip 3. Understand the knowledge, skills and attributes that are valued in the workplace.

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<p>performance.</p> <p>3.1. Identify the contribution you made during teamwork activities.</p> <p>3.2. Obtain feedback on your own teamwork skills.</p> <p>3.3. Give an example of a skill you have developed whilst working in a team</p> <p>3.4. Give examples of teamwork skills you want to develop</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit helps learners develop team working skills by understanding the roles and ways of working in a team to achieve a shared goal. Learners will have the opportunity to work in a team and practice using the key skills needed to be a valuable team member.</p> <p>Understand the characteristics of an effective team. Take part in team activities. Learn from experiences to improve teamwork performance.</p>	<p>you.</p> <p>2.2. State how your emotions changed in the activity.</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to experience an appropriate challenge which enables them to explore their personal resilience and observe how their emotions are affected. The learner will increase their resilience by trying a helpful habit to develop their ability to cope with the challenge.</p> <p>By developing their awareness of their personal resilience and strategies to cope with adversity, learners should feel more confident to face future challenges.</p>	<p>strength that makes you resilient.</p> <p>4.3. Identify a helpful habit you will use in the future.</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to experience an appropriate challenge which enables them to explore their personal resilience and observe how their emotions are affected. The learner will increase their resilience by trying a helpful habit to develop their ability to cope with the challenge.</p> <p>By developing their awareness of their personal resilience and strategies to cope with adversity, learners should feel more confident to face future challenges.</p>	<p>principles of global citizenship</p> <p>2.1 State what is meant by "global citizenship"</p> <p>2.2 Identify an example of an initiative which encourages global citizenship</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to develop an understanding of the basic principles of sustainability. The unit aims to introduce learners to key issues in the natural world and encourage them to consider their role as an individual in making sustainable choices. Learners will undertake a project which promotes sustainability; examples could include (but are not limited to) food and drink, renewable energy, recycling, travel and traffic, purchases and waste and buildings.</p>	<p>4.1 Take part in an initiative which supports environmental global citizenship or economic sustainability</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to develop an understanding of the basic principles of sustainability. The unit aims to introduce learners to key issues in the natural world and encourage them to consider their role as an individual in making sustainable choices. Learners will undertake a project which promotes sustainability; examples could include (but are not limited to) food and drink, renewable energy, recycling, travel and traffic, purchases and waste and buildings.</p>	<p>3.1. Identify interpersonal skills which are valued in the workplace</p> <p>3.2 Identify behaviours that are expected within the workplace</p> <p>3.3 Give an example of a career option relevant to own skills and interests</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit helps learners to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what learners might expect from the world of work. It is also an opportunity for learners to consider suitable employment options for the future.</p> <p>Understand the value of work Understand the world of work Understand the skills and attributes that are valued in the workplace</p>
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Links to Gatsby Benchmarks	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.</p> <p>6. Experiences of workplaces</p> <p>Pupils health and physical needs are developed. Students to consider what skills are needed to access the opportunities they are interested in. Discussing careers in sports and researching sports. Taking pupils to leisure / sports centres for tournaments, meeting employees or employers from a leisure centre or a personal trainer or a coach to talk to students.</p>

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