

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 7V - 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>Making successful transitions.</p> <p>https://assets.ctfassets.net/en0c1bigheo7/6fxhrqjwdM0AVpQFeB960N/788f89d323058da513e1522f0aaaf676/Making_Successful_Transitions_Session_Plan.pdf</p> <p>Suggested Key Questions:</p> <p>What emotions and feelings might you experience when you deal with changes and major life transitions?</p> <p>Understand why transitions can be challenging.</p> <p>List strategies, existing skill sets and actions to help make successful transitions</p> <p>Understand the different transferable skills required to make successful transitions e.g. adaptability, problem solving, staying positive etc.</p>	<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> <p>1. Understand the characteristics of an effective team.</p> <p>1.1. Identify an advantage of working as a team</p> <p>1.2. Identify a problem of working as a team.</p> <p>1.3. Give examples of how to communicate appropriately within a team.</p> <p>2. Be able to take part in team activities.</p> <p>2.1. Give examples of activities you have participated in as a team member.</p>	<p>Topic:</p> <p>Communication</p> <p>https://education.princes-trust.org.uk/en/activities/detail/1ZIObA8ERBDmY1vbwtPWLN</p> <p>Suggested Key Questions:</p> <p>Understand key communication skills.</p> <p>Develop communication skills to project greater confidence at School</p> <p>How would you describe good/effective communication?</p> <p>What are the greatest challenges to good communication?</p> <p>How important is listening in communication?</p> <p>Can culture, gender, nationality or social class have an effect on communication?</p>	<p>Topic:</p> <p>Well-being Physical Activity-Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/4OtOPSB5Q4UbCe9GwaGkBg</p> <p>Suggested Key Questions:</p> <p>1. Understand how physical activity can support emotional and physical wellness.</p> <p>1.1. State how physical activity can contribute to a healthy lifestyle.</p> <p>1.2. Identify how lack of physical activity can affect the human body.</p> <p>2. Be able to plan for physical activity</p> <p>2.1. Identify resources and facilities which can support physical activity.</p> <p>2.2. Identify a risk that may occur when participating in physical activities.</p>	<p>Topic:</p> <p>Personal Development - Entry Level 3</p> <p>https://assets.ctfassets.net/en0c1bigheo7/2HTxPSamB9aHDuB8gCt6w7/514f9ed35a0d9d03b23c0215c11427e0/Skills_and_Strengths_Session_Plan.pdf</p> <p>Suggested Key Questions:</p> <p>1. Be able to understand own personal development needs</p> <p>1.1. Identify a personal strength</p> <p>1.2. Identify an area for own personal development</p> <p>2. Be able to plan own personal development</p> <p>2.1. Set a target for personal development</p> <p>2.2. State how you could meet this target.</p> <p>3. Be able to review own personal development.</p> <p>3.1. Identify what you</p>	<p>Topic:</p> <p>Project based learning- Entry Level 3.</p> <p>https://education.princes-trust.org.uk/en/activities/detail/32PiYc740gll4iPjBAVyJD</p> <p>Suggested Key Questions:</p> <p>Be able to plan a project</p> <p>1.1. Outline the project</p> <p>1.2. Create a plan for the project.</p> <p>1.3. List resources needed to complete the project.</p> <p>2. Be able to deliver a project.</p> <p>2.1. Deliver the project to agreed objectives</p> <p>2.2. Present the outcome of the project</p> <p>3. Be able to review</p>

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<p><u>Key Skills and Knowledge:</u> This unit helps young people identify what they find difficult about transitions and what they can do to make these transitions easier to manage</p> <p>To enable young people to discuss and think about any fears and anxiety they might have about transitions. They will develop strategies, as well as specific actions, for making transitions easier.</p>	<p>3.Be able to learn from experiences of teamwork to improve own 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</p>	<p>What role do facial expressions, gestures and pauses play in communication?</p> <p>Has the development of the internet and social media caused a change in the way we communicate (quality, quantity, style etc.)?</p> <p><u>Key Skills and Knowledge:</u></p> <p>This session includes a selection of confidence building activities for young people. Learners are provided with opportunities to explore and practise a range of communication skills. This is most suitable for learners in the younger secondary age year groups</p>	<p>3.Be able to participate in physical activity.</p> <p>3.1. Provide evidence of own participation in a physical activity</p> <p>4.Review participation in physical activity.</p> <p>4.1. Identify what you enjoyed about taking part in a physical activity.</p> <p>4.2. Give an example of how you could make own life more physically active</p> <p><u>Key Skills and Knowledge:</u></p> <p>Learners will explore and understand the benefits of being physically active as part of a healthy lifestyle. They will take part in physical activities and be encouraged to think about introducing higher levels of physical activity into their own lives.</p> <p>Students to explore what ‘wellness’ means, and the impact physical activity has on physical and mental health. Learners develop their understanding of how exercise can</p>	<p>have achieved whilst working on your target.</p> <p>4. Be able to plan for future personal development.</p> <p>4.1. Give an example of a future target for personal development.</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is for learners to assess their strengths and weaknesses, to set manageable, achievable goals for work and/or personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. This process is about increasing learners’ resilience to change by encouraging them to focus on their future and demonstrate to themselves that they can achieve targets they set.</p>	<p>the project.</p> <p>3.1. State something that went well with the project.</p> <p>3.2. State something that could have been improved</p> <p><u>Key Skills and Knowledge:</u></p> <p>The aim of this unit is to enable learners, working as groups or individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.</p>
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		performance.		help someone have a healthy lifestyle, as well as how the lack of physical activity can have a negative impact.		
Links to Gatsby Benchmarks	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 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. 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. 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. 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. 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. 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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