

Class 11V - Venture Curriculum- Kings Trust - 2 Lessons

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
2025-2026	<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 the advantages 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</p>	<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> <p>1. Understand what personal resilience is and how it is linked to your emotions.</p> <p>1.1. State what being resilient means to you.</p> <p>1.2. Identify the characteristics of being resilient.</p> <p>1.3. Identify a positive and negative emotion.</p>	<p>Topic:</p> <p>Personal Resilience-Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/56kIsJbqpvvmf6jiC5bidcz</p> <p>https://education.princes-trust.org.uk/en/activities/detail/3EdpEdVhxNlag55jH9HsvP</p> <p>Suggested Key Questions:</p> <p>3. Apply a helpful habit to improve your resilience.</p> <p>3.1. Identify a positive experience which will help you feel resilient.</p> <p>3.2. Identify a helpful habit you used to help improve your resilience.</p>	<p>Topic:</p> <p>Project based learning- Entry Level 3.</p> <p>https://education.princes-trust.org.uk/en/activities/detail/32PiYc740glI4iPjBAVyJD</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>1.1. List resources needed to complete the project.</p> <p>2. Be able to deliver a project.</p>	<p>Topic:</p> <p>Well-being Physical Activity- Entry Level 3</p> <p>https://education.princes-trust.org.uk/en/activities/detail/4OtOPSB5Q4UbCe9GwaGkBq</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</p>	<p>Topic:</p> <p>Positive Well-Being- Level 1</p> <p>https://education.princes-trust.org.uk/en/activities/detail/73XcKGrbLKg8bKj0NbJ1rY</p> <p>Suggested Key Questions:</p> <p>1. Be able to understand what is meant by positive wellbeing.</p> <p>1.1. State what is meant by positive wellbeing.</p> <p>1.2. Give examples of situations that may affect your wellbeing.</p> <p>1.3. State personal strength in terms of your wellbeing.</p> <p>2.1. Give an example of how your positive wellbeing could be</p>

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<p>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>3. Be able to learn from teamwork experiences 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</p>	<p>1.4. Outline how an emotion affects your resilience.</p> <p>2. Take part in an activity which challenges you.</p> <p>2.1. Participate in an activity which challenges you.</p> <p>2.2. State how your emotions change 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</p>	<p>4. Plan how you can use your resilience skills to manage future challenges.</p> <p>4.1. State a challenge in your life/future.</p> <p>4.2. Identify personal 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</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 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>	<p>can support physical activity.</p> <p>2.2. Identify a risk that may occur when participating in physical activities.</p> <p>3. Be able to participate in physical activity.</p> <p>3.1. Provide evidence of your own participation in 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 your 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>improved by physical activity.</p> <p>2. Participate in an activity which increases your confidence.</p> <p>2.1. Provide evidence of your own participation in an activity to increase your confidence.</p> <p>2.2. Outline how your confidence develops in a practical activity.</p> <p>3. Apply a helpful habit to help with negative thinking.</p> <p>3.1. Identify an example when negative thinking affects your confidence.</p> <p>3.2. Use a helpful habit to support yourself when you have experienced negative thinking.</p> <p>4. Be able to take action to improve your own wellbeing.</p> <p>4.1. Give an example of an organisation and/or person who could provide information, advice or</p>
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	<p>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.</p> <p>Take part in team activities.</p> <p>Learn from experiences to improve teamwork performance.</p>	<p>more confident to face future challenges.</p>	<p>cope with adversity, learners should feel more confident to face future challenges.</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 help someone have a healthy lifestyle, as well as how the lack of physical activity can have a negative impact.</p>	<p>support for your own well-being.</p> <p>4.2. Set a target to improve your wellbeing</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit introduces learners to the ideas of positive wellbeing including self-esteem, managing emotions, feeling positive about life and how they can express their feelings. Learners will take part in activities designed to increase their confidence and spend some time reflecting on their progress.</p> <p>Recognise what positive wellbeing is.</p> <p>Recognise how confidence can be affected.</p> <p>Identify actions that can be taken to improve wellbeing.</p>
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<p>Links to Gatsby Benchmarks:</p>	<p>3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 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 centers 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 centers 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 centers 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 centers 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 center's for tournaments, meeting employees or employees from a leisure centre or a personal trainer or a coach to talk to students.</p>	<p>4. Linking curriculum learning to careers:</p>
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