

6.3 E Curriculum – King`s Trust – 2 Lessons a week

2025 - 2026

Year	2025-2026 Autumn 1 Unit 1	2025-2026 Autumn 2 Unit 2	2025-2026 Spring 1 Unit 3	2025-2026 Spring 2 Unit 4	2025-2026 Summer 1 Unit 5	2025-2026 Summer 2 Unit 6
6.3 E	<p>Topic: Community Impact King`s trust qualification EL3</p> <p>The aim of this unit is to enable learners to consider the needs of their community and consider how the community can be supported. Learners will plan and carry out a project to support a chosen community through direct or indirect support.</p> <p>Suggested Key Questions</p> <p>1.1. Identify a group within the community who need support 1.2. Give an example of a project that could help the wider community 2. Be able to plan and take part in a community project 2.1. Select a community project to undertake.</p>	<p>Topic: Community Impact King`s trust qualification EL3</p> <p>Suggested Key Questions:</p> <p>2.3. Take part in the community project.</p> <p>3.Be able to review the community project 3.1. Identify what went well with the community project. 3.2. Identify an improvement that could have been made to the community project</p> <p>Key Skills and Knowledge:</p> <p>To learn how to plan a project. To practice being part of a team. Working with others. Knowledge of the local community and the needs of the people.</p>	<p>Topic: Community Impact King`s trust qualification EL3</p> <p>Suggested Key Questions:</p> <p>3.Be able to review the community project 3.1. Identify what went well with the community project. 3.2. Identify an improvement that could have been made to the community project</p> <p>Key Skills and Knowledge:</p> <p>To learn how to plan a project. To practice being part of a team. Working with others helps. Knowledge of the local community and the needs of the people.</p>	<p>Topic: Sustainability EL3</p> <p>Suggested Key Questions:</p> <p>1. Be able to understand the principles of environmental sustainability 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</p> <p>Key Skills and Knowledge:</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</p>	<p>Topic: Sustainability EL3</p> <p>Suggested Key Questions:</p> <p>2.. Be able to understand the principles of global citizenship 2.1. State what is meant by “global citizenship” 2.2. Identify an example of an initiative which encourages global citizenship 3.. Be able to understand the principles of economic sustainability 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</p>	<p>Topic: Sustainability EL3</p> <p>Suggested Key Questions:</p> <p>4. Be able to participate in sustainable activities 4.1. Take part in an initiative which supports environmental sustainability, global citizenship or economic sustainability</p> <p>Key Skills and Knowledge:</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)</p>

	<p>2.2. Identify the tasks and resources needed to carry out the project.</p> <p><u>Key Skills and Knowledge:</u></p> <p>To learn how to plan a project. To practice being part of a team. Working with others helps. Knowledge of the local community and the needs of the people.</p>			<p>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. Be able to participate in sustainable activities</p> <p>4.1. Take part in an initiative which supports environmental sustainability, 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>food and drink, renewable energy, recycling, travel and traffic, purchases and waste and buildings</p>
<p>Links to Gatsby Benchmarks:</p>	<p>4. Linking curriculum learning to careers.</p> <p>Using ICT to show thinking and ideas. Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Using ICT to show thinking and ideas. Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Skills needed to keep safe online. Skills needed to communicate safely. Working in an office-based environment.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Discussion of different areas/job roles in an office or a remote job. Sending email as job applications.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Developing skills in using technology/creative software packages and understanding the pathways these can help to access.</p>	<p>4. Linking curriculum learning to careers.</p> <p>Computer or game coding. Engineering coding. Software construction. Statistical/medical coding careers.</p>

