

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

## 8V - Venture Curriculum – Self –Help & independence / 1 Lesson weekly

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
Year 8	<p><b>Topic:</b> <u>Recognizing and using everyday signs</u> <u>Indoor –Indoor safety signs.</u></p> <p><u>Topic based project- leaflet informing about signs, posters.</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you find out the definition of signs?</p> <p>Can you identify and describe any signs we use on an everyday basis?</p> <p>Can you identify some indoor safety signs?</p> <p>Can you identify signs in our school?</p> <p>Can you identify signs which are used inside public places e.g. shops, pharmacies, swimming pools?</p>	<p><b>Topic:</b> <u>Road safety</u></p> <p><u>Topic based project- leaflet informing about road safety.</u></p> <p><u>Road safety week</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you cross the road safely? Check what signs, information is on the road, near the crossing places.</p> <p>Road safety assessment</p> <p>Can you cross the road independently or with support?</p> <p>Do you know different places to cross the road other than zebra crossings (e.g. pelican crossing, an island crossing place)</p> <p>Can you identify dangers in the community?</p> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> <u>Looking after your own home</u></p> <p><u>Topic based project- leaflet informing about home safety, posters.</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you understand domestic activities/ chores?</p> <p>Can you name the main domestic chores we have to carry out every day?</p> <p>Can you describe some hazards related to untidy and unclean house.</p> <p>Can you follow simple instructions to help carry out routine domestic activities? e.g. sort washing, making the bed, washing up, cleaning.</p> <p>Can you take part in washing up?</p>	<p><b>Topic:</b> <u>Community skills</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know British money? Using Money – coins, notes, making change.</p> <p>Shopping Basics – list, budget, asking for help.</p> <p>Café Visit Practice – ordering politely, using money (could be done in the class, planning a tuck shop activity, selling items, practicing money skills) Assessment: Role-play and real-world experiences, money handling, shopping list task</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to use the money in real life situations.</b></p>	<p><b>Topic:</b> <u>Employability skills</u></p> <p><u>Knowing about myself/ preparing for adulthood</u></p> <p><u>Topic based project- leaflet informing about employability skills, career choices, posters.</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you define self-awareness?</p> <p>Do you understand what it means working/ learning towards the future?</p> <p>Can you find out what your main characteristics are?</p> <p>Can you talk about your interests, skills and qualities?</p> <p>Can you identify employability skills?</p>	<p><b>Topic:</b> <u>Employability skills</u></p> <p><u>Topic based project- leaflet informing about employability skills, career choices, posters.</u></p> <p><b>Suggested Key Questions:</b></p> <p>Can you list your skills and qualities and map them for certain jobs?</p> <p>Can you list some of your weaknesses?</p> <p>Can you make a simple action plan highlighting the area you would like to improve on?</p> <p><b>Key skills and knowledge:</b></p> <p><b>To be able to identify your own strengths and weaknesses.</b></p> <p><b>To be able to know how to improve at least one of the weaknesses.</b></p>



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