

Class 9V - Venture Curriculum Kings Trust – 2 Lessons weekly

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>Sustainability (PDE) Entry Level 3</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 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 2. Be able to understand the 	<p>Topic:</p> <p>Sustainability (PDE) Entry Level 3</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>Teamwork Skills (PDE) Entry Level 3</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. 	<p>Topic:</p> <p>Teamwork Skills (PDE) Entry Level 3</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 3. Be able to learn from experiences of teamwork to improve own performance. <ol style="list-style-type: none"> 3.1. Identify the contribution you made during teamwork activities. 3.2. Obtain feedback on your own teamwork skills. 3.3. Give an example of a skill you have developed whilst working in a team 3.4. Give examples of teamwork skills you want to develop <p>Key Skills and Knowledge:</p>	<p>Topic:</p> <p>Diversity and Inclusion</p> <p>Suggested Key Questions:</p> <p>Understand what is meant by diversity and inclusion and other key terminology</p> <p>Recognise the importance of promoting diversity and inclusion</p> <p>Explore real-world scenarios of current issues relating to diversity and inclusion</p> <p>Demonstrate ways to advocate and continually support inclusive behaviour</p> <p>Understand how developing an inclusive mindset can</p>	<p>Topic:</p> <p>Diversity and Inclusion</p> <p>Suggested Key Questions:</p> <p>Understand and share their own cultures.</p> <p>Learn more about other cultures.</p> <p>Identify the different forms in which hate crime can take place</p> <p>Recognise the barriers to reporting a hate crime and explain the importance of reporting hate crime.</p> <p>Recognise the stigma around hate crime</p> <p>Key Skills and Knowledge:</p> <p>This session gives the learners the opportunity to explore</p>

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

	<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>2.1. Give examples of activities you have participated in as a team member.</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>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>help us to thrive in life and at work</p> <p>Understand what a hate crime is.</p> <p>Describe the impact of hate crime.</p> <p><u>Key Skills and Knowledge:</u></p> <p>This unit introduces the topic of diversity and inclusion and should empower young people to further explore the benefits that diversity and inclusion can have, both to them and society as a whole.</p> <p>Understand the meaning of diversity and inclusion Recognise the importance of diversity and inclusion</p>	<p>their own cultures as well as learning more about the cultures of other people. It encourages learners to think about why valuing difference is important and helps to identify what commonalities they might have with others.</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 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.</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.</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.</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.</p>		<p>4. Linking curriculum learning to careers:</p>

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	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.	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.	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.	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.		
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