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

9V - Venture Curriculum – *STEM/Animal Care 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
	Topic: Animal Homes & Shelter Engineering **Qualification:** **Pre-Entry**: *Exploring Different Types of Homes for Animals* (custom or localised unit) **Entry Level One**: Constructing a Bird Box (Unit 114898) **Suggested Key Questions:** What types of homes do animals live in? What materials are used in animal shelters? How can we test materials for waterproofing? How do we keep animals warm and dry? Can we design a shelter for a specific animal? How can we build a model animal shelter? **Key Skills and Knowledge:** Identify different animal habitats and their features.	**Topic:** Food Chains & Animal Diets **Qualification:** **Pre-Entry**: *Identifying What Animals Eat* (e.g., matching animals to food types) **Entry Level One**: Feeding and Watering Animals (Unit 120594) **Suggested Key Questions:** What do different animals eat? What is a food chain? How do animals get energy from food? What is a balanced diet for animals? How do we prepare food for animals? Can we plan a meal for a classroom pet? **Key Skills and Knowledge:** .Classify animals as herbivores, carnivores or omnivores. Create simple food chains using pictures or cards.	**Topic:** Health, Hygiene and Disease prevention **Qualification:** **Pre-Entry**: *Washing Hands and Cleaning Animal Areas* (basic hygiene routines) **Entry Level One**: Cleaning Animal Housing (Unit 120595) **Suggested Key Questions:** Why is hygiene important in animal care? How do germs spread? What are signs of illness in animals? How do we clean animal housing? What is a hygiene checklist? How do vets help animals stay healthy? **Key Skills and Knowledge:** Recognise the importance of cleanliness. Demonstrate how germs can be transferred. Identify	**Topic:** Movement and mechanics **Qualification:** **Pre-Entry**: *Observing How Animals Move* (e.g., crawling, flying, swimming) **Entry Level One**: *Exploring Forces and Friction* (custom STEM unit or adapted from general science) **Suggested Key Questions:** How do animals move? What helps animals move in different environments? What is friction and how does it affect movement? Can we build a simple machine? How can we help animals with mobility issues? Cane we create an obstacle course for animals? **Key Skills and Knowledge:** Observe and describe different types of movement. Explore adaptations for movement. Investigate friction using simple tests.	**Topic:** Life cycles and Breeding **Qualification:** **Pre-Entry**: *Matching Baby Animals to Adults* **Entry Level One**: Caring for Young Animals (Unit 120596) **Suggested Key Questions:** What are the stages of an animals life? How do animals grow and change? What is breeding? How do we care for young animals? Why is neutering important? Can we create a care plan for a young animal? **Key Skills and Knowledge:** Sequence the life cycle of a chosen animal. Describe changes from young to adult. Understand the basics of animal reproduction. List needs of baby animals.	**Topic:** Sustainability and Careers **Qualification:** Pre-Entry: *Looking After the Environment for Animals* Entry Level One: Introduction to Animal Care (Unit 120593) **Suggested Key Questions:** What is sustainability in animal care? How can we reduce waste in animal care? What does a sustainable animal shelter look like? What jobs involve working with animals? What skills do you need to work with animals? Can we present our own animal care project? **Key Skills and Knowledge:** Identify eco-friendly practices. Explore recycling and composting. Design a green animal care center.

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	Explore and describe properties of materials. Conduct a simple investigation on waterproof materials. Understand insulation and shelter design. Apply knowledge to design a suitable animal shelter. Construct a simple model using chosen materials.	Understand the concept of energy transfer. Identify components of a healthy animal diet. Demonstrate safe and appropriate food preparation. Design a simple meal plan for a chosen animal.	basic signs of poor health. Follow steps to clean and disinfect safely. Create a simple hygiene routine. Role play a vet visit and health check.	Construct a basic pulley or lever. Design a simple mobility aid. Plan and build a basic enrichment activity.	Discuss responsible pet ownership. Design a simple care routine.	List and describe animal care careers. Match skills to job roles. Create and share a final project.
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are required to be a paramedic, doctor, nurse, vet that leads onto looking at what skills are needed for different roles they are interested in and what qualifications.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills are required for waiters, builders, mechanics, to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in. Research.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be a dietician, nutritionist, health care assistant to access the opportunities they are interested in. Research.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places Students to consider what skills are required to be a chemist, pharmacist, cleaner, paramedic, to access the opportunities they are interested in. Looking at careers in sports and researching sports.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places Students to consider what skills are required to be an optician, director, projector, radiographer, to access the opportunities they are interested in. Looking at careers in sports and researching sports.