

Community Access Venture Curriculum – 8V 3 Lessons weekly.

Link with Kings Trust: [Supporting Others in the Community](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Introduction to Community & School Environment</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What does the word "community" mean to you? 2. Who are the people that help us in school every day? 3. What different buildings and services can you see in your local area? 4. How do people in our school and community support each other? 5. What would happen if these people or services weren't there? 6. How do we show respect to community helpers? 	<p>People Who Helps Us</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. Who helps us in emergencies? 2. What do the police do? 3. How do the fire and ambulance services help? 4. Who works in our school and why? 5. How do community helpers support our wellbeing? 6. Why is it important to know who to ask for help? 7. How can I show appreciation to community workers 	<p>Jobs in the Community</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What jobs are there in my community? 2. What job would I like to do and why? 3. What skills do different jobs need? 4. How do people get the jobs they have? 5. How do I talk to someone about their job? 6. What is a work environment like? 7. How does a job help the community? 	<p>Exploring Local Services</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What services are available near my school? 2. How do I use the library? 3. What happens at the GP surgery? 4. How do I act in public spaces like shops and cafés? 5. What is expected of me when using public transport? 6. How do different jobs support the community? 7. How can I behave safely and respectfully in public? 	<p>Independence and Safety</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How do I keep myself safe when I go out? 2. What should I do if I feel unsafe? 3. Who can I trust and how do I know? 4. How do I ask for help in a shop or public place? 5. What are safe routes and how do I plan them? 6. What does respectful public behaviour look like? 7. How can I help someone else stay safe? 	<p>Contributing to My Community</p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How can I make a difference in my community? 2. What does volunteering mean? 3. What is teamwork and why is it important? 4. How can we work together on a community project? 5. What makes a good citizen? 6. How can I share my learning with others? 7. What have I learned about my community this year?

<p><u>Key skills and knowledge:</u></p> <p><u>Learning Objectives:</u></p> <p>Understand what "community" means</p> <p>Recognise how school is part of the wider community</p> <p>Identify familiar people and places in the local area</p> <p>Community Access Activities:</p> <p>Local community walk (identify services and buildings)</p> <p>Meet key school staff (caretaker, admin, lunchtime staff)</p> <p>Create a "community people" display</p> <p><u>Key Knowledge:</u></p> <p>Definition of a community</p> <p>Roles of key school and local staff</p> <p>Basic layout and services of the local area</p> <p>Key Skills:</p> <p>Observation and memory recall</p> <p>Communication (asking questions, reporting findings)</p> <p>Map reading/basic navigation</p>	<p><u>Key skills and knowledge:</u></p> <ul style="list-style-type: none"> • Communication and questioning • Listening to and understanding roles • Appropriate interaction with adults • Knowledge: • Emergency services roles • When and how to seek help • Public and private services 	<p><u>Key skills and knowledge:</u></p> <ul style="list-style-type: none"> • Interviewing or speaking with professionals • Identifying personal strengths • Matching interests to job roles • Knowledge: • Job categories (health, education, retail, etc.) • Routes into work • Career aspirations 	<p><u>Key skills and knowledge:</u></p> <p>Social communication in different environments</p> <p>Planning and preparing for visits</p> <p>Identifying services and their purpose</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Behaviour expectations in public • Function of local amenities • Recognising different job roles 	<p><u>Key skills and knowledge:</u></p> <p>Route planning</p> <p>Stranger awareness</p> <p>Self-advocacy and confidence</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Road safety • Identifying safe adults • Use of technology for safety (e.g., phones) 	<p><u>Key skills and knowledge:</u></p> <p>Teamwork and problem-solving</p> <p>Reflecting on personal growth</p> <p>Participating in a group project</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Roles in a team • Citizenship and responsibility • Planning and completing a community action
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Links to Gatsby benchmark	GB1: A stable careers programme GB4: Linking curriculum learning to careers	2 (Learning from career and labor market information) 3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees)	2 (Learning from career and labour market info) 3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees) 6 (Experiences of workplaces)	3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees) 6 (Experiences of workplaces – via visits)	3 (Addressing the needs of each pupil) 7 (Encounters with further and higher education – discussion of roles)	3 (Addressing the needs of each pupil) 5 (Encounters with employers and employees) 6 (Experiences of workplaces – through volunteering/project)
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