

Class 9- Venture Curriculum - History/2 Lessons 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 9 WJEC 6005 A3/C3/D3 Aw = 9 Cer = 17 Dip = 38	Topic: 6225 A British Society in the Past Key questions: Key skills and knowledge: 1. Know features and characteristics of a particular British society in the past. • AC1.1 Outline features and characteristics of a particular British society in the past. • AC1.2 Outline the importance of certain people in a particular British society in the past. 2. Know similarities and differences between aspects of a particular British society in the past and their own life. • AC2.1 Identify similarities between a particular British society in the past and their own times. • AC2.2 Outline how people's lives in a particular British	Topic: 6225 A British Society in the Past Key questions: Key skills and knowledge: 2. Know similarities and differences between aspects of a particular British society in the past and their own life. • AC2.1 Identify similarities between a particular British society in the past and their own times. • AC2.2 Outline how people's lives in a particular British society in the past were different from life today. 3. Be able to use historical sources to find out about a particular British society in the past. • AC3.1 Categorise different types of historical sources from a particular British society in the past.	Topic: 6228 Looking at local history Key questions: Key skills and knowledge: 1. Know about a development or issue that has affected a local area in the past. • AC1.1 Outline features of a development or issue in a local area in the past. • AC1.2 Outline how a local area was affected as a result of the local development or issue in the past. 2. Be able to use historical sources to find out about a local development or issue in the past. • AC2.1 Categorise different types of sources that can be used to find out about the local development or issue in the past.	Topic: 6228 Looking at local history Key questions: Key skills and knowledge: 2. Be able to use historical sources to find out about a local development or issue in the past. • AC2.1 Categorise different types of sources that can be used to find out about the local development or issue in the past. • AC2.2 Use historical sources to make observations about the local development or issue in the past. 3. Be able to communicate knowledge of a development or issue that has affected a local area in the past. • AC3.1 Present material about the local development or	Topic: 6226 A non-British society in the past Key questions: Key skills and knowledge: 1. Know features and characteristics of a particular non-British society in the past. • AC1.1 Outline features and characteristics of a particular non-British society in the past. • AC1.2 Outline the importance of certain people in a particular non-British society in the past. 2. Know similarities and differences between aspects of a particular non-British society in the past and their own life. • AC2.1 Identify similarities between a particular non-British society in the past and their own times. • AC2.2 Outline how people's lives in a particular non-British society in the past were different from life today. 3. Be able to use historical sources to find out about a particular non-British society in the past. • AC3.1 Categorise different types of historical sources from a particular non-British society in the past.	Topic: 6226 A non-British society in the past Key questions: Key skills and knowledge: 2. Know similarities and differences between aspects of a particular non-British society in the past and their own life. • AC2.1 Identify similarities between a particular non-British society in the past and their own times. • AC2.2 Outline how people's lives in a particular non-British society in the past were different from life today. 3. Be able to use historical sources to find out about a particular non-British society in the past. • AC3.1 Categorise different types of historical sources from a particular non-British society in the past.

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

	<p>society in the past were different from life today.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>• AC3.2 Use historical sources to make observations about a particular British society in the past.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>• AC2.2 Use historical sources to make observations about the local development or issue in the past.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>issue in the past in a coherent manner.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>• AC2.2 Outline how people’s lives in a particular non-British society in the past were different from life today.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>• AC3.2 Use historical sources to make observations about a particular non-British society in the past.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>6. Experiences of workplaces.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>