

Class 11- Venture Curriculum - Hum/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 11 22-23	<p>Topic: 6229 People and protest</p> <p>Being courageous and a visionary. Participating and willing to lead.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1. Know why people decide to protest. <ul style="list-style-type: none"> • AC1.1 Give general reasons why people decide to protest. • AC1.2 Give reasons why specific groups decided to protest. 2. Know protest methods used by protestors. <ul style="list-style-type: none"> • AC2.1 Outline methods used by groups to protest. • AC2.2 Give reasons why protest groups used certain methods. 3. Know about the results of protests. <ul style="list-style-type: none"> • AC3.1 Indicate whether the 	<p>Topic: 6229 People and protest</p> <p>Being courageous and a visionary. Participating and willing to lead.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1. Know what makes an issue contentious. <ul style="list-style-type: none"> • AC1.1 Give examples of contentious issues in the modern world. • AC1.2 Outline the background to some contentious issues in the modern world. 2. Know religious arguments relating to contentious issues. <ul style="list-style-type: none"> • AC2.1 Outline religious arguments concerning contentious issues. • AC2.2 Outline religious teaching concerning contentious issues. 	<p>Topic: 6235 Contentious issues in the modern world</p> <p>Sharing and being generous. Remembering roots.</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 2. Know religious arguments relating to contentious issues. <ul style="list-style-type: none"> • AC2.1 Outline religious arguments concerning contentious issues. • AC2.2 Outline religious teaching concerning contentious issues. 3. Know different non-religious arguments on these contentious issues and give their own response. <ul style="list-style-type: none"> • AC3.1 Outline non-religious arguments concerning contentious issues. • AC3.2 Give responses of their 	<p>Topic: 6225 A British Society in the Past</p> <p>Key questions:</p> <p>Key skills and knowledge:</p> <ol style="list-style-type: none"> 1. Know features and characteristics of a particular British society in the past. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • AC2.1 Identify similarities between a particular British 	<p>Topic: Prevent</p> <p>Living by rules. Identity and belonging.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What is Prevent? 2. Who does it apply to? 3. Does it discriminate? 4. How does it support the locals? <p>Key skills and knowledge:</p> <p>Suggest possible reasons for similarities and differences within different religions.</p>	<p>Topic: AQA Units based on need of cohort.</p>

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

	<p>protests studied improved people’s lives.</p> <ul style="list-style-type: none"> • AC3.2 Give reasons why the protests studied were successful or not successful. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>		<p>own to more than one contentious issue.</p> <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p>society in the past and their own times.</p> <ul style="list-style-type: none"> • AC2.2 Outline how people’s lives in a particular British society in the past were different from life today. <p>3. Be able to use historical sources to find out about a particular British society in the past.</p> <ul style="list-style-type: none"> • AC3.1 Categorise different types of historical sources from a particular British society in the past. • AC3.2 Use historical sources to make observations about a particular British society in the past. <p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>Use correct vocabulary on a regular basis. (P11)</p> <p>Begin to explain religions and worldviews which they encounter clearly, reasonably and coherently. (P12)</p>	
Links to Gatsby Benchmark.	Gatsby Benchmark 3. Addressing the needs of each pupil.	Gatsby Benchmark 4. Linking curriculum learning to careers.	Gatsby Benchmark	Gatsby Benchmark 4. Linking curriculum learning to careers.	Gatsby Benchmark 3. Addressing the needs of each pupil.	

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	Students to consider what skills are needed to access the opportunities they are interested in. Research.	Students to consider what skills are needed to access the opportunities they are interested in. Research.	5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research	Students to consider what skills are needed to access the opportunities they are interested in. Research.	Students to consider what skills are needed to access the opportunities they are interested in. Research.	
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