

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

Class 10V - Venture Curriculum Kings Trust – 2 Lessons weekly

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
2026-2027	Topic: Budgeting/Enterprise https://education.prince-s-trust.org.uk/en/units/detail/4cQ2wk6vT00HnNqTVfxv2h Suggested Key Questions: What is budgeting? Why is budgeting important? What is the difference between personal and business? How can we save money? What is a budget plan and how do we create one? Key Skills and Knowledge:	Topic: Budgeting/Enterprise https://education.prince-s-trust.org.uk/en/units/detail/4cQ2wk6vT00HnNqTVfxv2h Suggested Key Questions: What is budgeting? Why is budgeting important? What is the difference between personal and business? How can we save money? What is a budget plan and how do we create one? Key Skills and Knowledge:	Topic: Preparing for the world of work- Entry Level 3 https://education.prince-s-trust.org.uk/en/activities/detail/7Fs5PAXIcwGU5wXNJAGeK Suggested Key Questions: 1. Understand the value of work 1.1. Identify advantages of being in work 2. Understand the world of work 1.1. Identify different types of employment/work contracts 1.2. Give examples of different ways to undertake job search activities.	Topic: Career Planning- Entry Level 3 https://education.prince-s-trust.org.uk/en/activities/detail/5vA5WdHqTKPWaHzPimefo9 Suggested Key Questions: 1. Be able to recognise suitable jobs or training opportunities. 1.1. Give an example of a career option relevant to own skills and interests. 1.2. State the skills and qualities required for chosen career option. 1.3. State an advantage and a disadvantage of the chosen career option.	Topic: Supporting others in the community Suggested Key Questions: Understand what it means to be a ‘changemaker’ and the importance of supporting others. Identify the different individuals/groups in the community who require support. What does outreach project mean? Deliver and evaluate a community outreach project Identify the skills, learnings and experience gained from their project	Topic: Project based learning- Entry Level 3. https://education.prince-s-trust.org.uk/en/activities/detail/32PiYc740gll4iPjBAVyJD Suggested Key Questions: Be able to plan a project 1.1. Outline the project 1.2. Create a plan for the project. 1.1. List resources needed to complete the project. 2. Be able to deliver a project.

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	The aim of this unit is for learners to understand how to budget and the importance. Be able to describe their own spending habits and areas for improvement □ Understand and be able to create a personal survival budget □ Be able to explain what the break-even point is and how it is calculated	The aim of this unit is for learners to understand how to budget and the importance. Be able to describe their own spending habits and areas for improvement □ Understand and be able to create a personal survival budget □ Be able to explain what the break-even point is and how it is calculated	1.3. Identify the information given on a pay slip 3.Understand the knowledge, skills and attributes that are valued in the workplace. 3.1. Identify interpersonal skills which are valued in the workplace 3.2 Identify behaviours that are expected within the workplace 3.3 Give an example of a career option relevant to own skills and interests <u>Key Skills and Knowledge:</u> This unit helps learners to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what learners might expect from the world of	1.4. Identify job vacancies or training opportunities relevant to chosen career option. 2.Understand how to apply for jobs or training opportunities. 1.1. State different methods of applying for jobs. 1.2. Complete an application to an appropriate standard for submission. 3.Be able to take part in an interview. 3.1. State what to consider when preparing for an interview. 3.2. Identify ways to create a good impression at an interview. 3.3. Prepare potential responses to interview questions given. 3.4. Obtain feedback on your own performance in a real or simulated interview. <u>Key Skills and Knowledge:</u>	and how this can help them in the future. How does it feel when you help someone? <u>Key Skills and Knowledge:</u> This session will explore the importance of supporting others in the community, before encouraging learners to prepare for their own outreach projects. It will guide them through each step in the journey, from deciding who they will support and how, through to measuring success and reflecting on what they've gained from the experience	2.1. Deliver the project to agreed objectives 2.2. Present the outcome of the project 3.Be able to review the project. 3.1. State something that went well with the project. 3.2. State something that could have been improved <u>Key Skills and Knowledge:</u> The aim of this unit is to enable learners, working as groups or individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.
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			work. It is also an opportunity for learners to consider suitable employment options for the future. Understand the value of work Understand the world of work Understand the skills and attributes that are valued in the workplace	With high demand for jobs, learners need to be aware of where to search for suitable roles and how to best present themselves through their CVs, applications or at an interview. This unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt. Recognise suitable jobs or training opportunities Understand how to apply for jobs or training opportunities Take part in an interview		
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees. 6. Experiences of workplaces

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