

Class 10V- Venture Curriculum – RS/2 Lessons weekly

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 10 WJEC 6005 A3/C3/D3 Cer = 17	Topic: 6240/E3 The effects of consumerism Remembering roots, being curious and valuing knowledge, being thankful. Key questions: Key skills and knowledge: 1. Know about popular consumer goods. • AC1.1 Identify consumer goods popular with young people. • AC1.2 Identify where some of these popular consumer goods are produced. 2. Know how the production of some popular consumer goods can affect the lifestyles of producers and affect the environment. • AC2.1 Outline how production of some	Topic: 6240/E3 The effects of consumerism Remembering roots, being curious and valuing knowledge, being thankful. Key questions: Key skills and knowledge: 3. Know about the work of organisations that aim to protect children from exploitation. • AC3.1 Identify organisations that aim to protect children. • AC3.2 Outline the work of one organisation that aims to protect children.	Topic: 6234/E3 Climate Change: Causes, Effects and Human Responses Being Merciful and forgiving. Being fair and just. Key questions: Key skills and knowledge: 1. Know about the causes of climate change. • AC1.1 Outline the evidence for climate change. • AC1.2 Give natural causes of climate change. • AC1.3 Outline ways in which human activity influences climate change and global warming. 2. Know about the effects of climate change. • AC2.1 Outline the major consequences of climate changes.	Topic: 6234/E3 Climate Change: Causes, Effects and Human Responses Being Merciful and forgiving. Being fair and just. Key questions: Key skills and knowledge: 3. Know what individuals and the UK government can do to reduce the risk of climate change. • AC3.1 Outline renewable energy sources that could be used to meet future energy needs in the UK. • AC3.2 Outline what individuals can do to reduce the risk of climate change. • AC3.3 Outline what the UK government can do to reduce the risk of climate change.	Topic: 6227/E3 Historical change over time Key questions: Key skills and knowledge: 1. Know about major changes which happened in a particular theme or society. • AC1.1 Outline features of a theme or society at the beginning of the period studied. • AC1.2 Outline major changes that happened in a theme or society during the period studied. 2. Know reasons for major changes in a particular theme or society.	Topic: 6227/E3 Historical change over time Key questions: Key skills and knowledge: 3. Know how major changes in a particular theme or society affected people's lives. • AC3.1 Outline how changes in a theme or society affected people's lives.

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

	popular consumer goods affects the environment. • AC2.2 Outline working conditions of producers of some popular consumer goods in other countries. • AC2.3 Give reasons why children are employed in these factories. <u>Assessment outcomes:</u> UAS portfolio.		• AC2.2 Give positive and negative effects of climate change in the UK. <u>Assessment outcomes:</u> UAS portfolio.		• AC2.1 Give reasons why major changes occurred in a theme or society. <u>Assessment outcomes:</u> UAS portfolio.		<u>Assessment outcomes:</u> UAS portfolio.
Links to Gatsby Benchmark .	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research	