



Careers, Employability and Enterprise Audit across the Curriculum

Curriculum area: Art

Staff: Mrs Fisher/ Mrs O’Dea

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	<p>Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p>Projects that include techniques and processes that used in Art careers both nationally and internationally.</p> <p>Shown work by current practitioners to relate to the students.</p>	<p>Group discussions throughout projects.</p> <p>Research of current and relevant artists.</p> <p>Students are introduced to possible career opportunities that incorporate Art and design during the introduction project.</p> <p>Careers displays in classroom.</p> <p>Landscapes and cityscapes project enables us to discuss careers in architecture.</p> <p>Portrait project enables us to discuss careers in collage and graphical communication.</p>	1-2-3	4-8-9	10-12-15
8	<p>Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p>Projects that include building on previous techniques and processes that used in Art careers both nationally and internationally.</p>	<p>Research of current and relevant artists.</p> <p>Students are introduced to possible career opportunities that incorporate Art and design.</p> <p>Careers displays in classroom.</p> <p>Still Life project discussion about careers in graphic design and painting.</p> <p>Food project opens- up discussion about careers in 3D Design, pottery and model making,</p> <p>Natural form project opens- up discussion about careers in illustration.</p>	1-2-3	4-8-9	10-12-15

9	<p>Projects that include more complex techniques and processes that used in Art careers both nationally and internationally. Looking at different styles of art work.</p> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p>New skills with media and technology that is used regularly within industry including photo editing tools.</p> <p>Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p>	<p>Implemented critiques to lessons (which higher education implements a lot).</p> <p>Options evening</p> <p>Research of current and relevant artists.</p> <p>Words project encouraging understanding of illustration.</p> <p>Portrait project can be used to introduce discussion about art curation/ art gallery careers.</p> <p>Careers displays in classroom.</p> <p>Composition skills discussed and references made to careers such as interior design.</p>	1-2-3	4-8-9	10-12-15-16
10	<p>Understanding and development of knowledge of how industry and higher education works.</p> <p>Links to higher education.</p> <p>Health and safety within a practical environment.</p> <p>Sharing and using equipment.</p> <p>Art and Design GCSE Students look at a range of different artist and designers work covering a wide range of disciplines.</p> <p>Students work on their project independently and make choices of their own that best fits their project, encouraging creative thinking and responsibility.</p>	<p>Conducting topics from different areas of industry such as Fine Art, Ceramic, Illustration and design layouts.</p> <p>Links made with photography.</p> <p>Implemented critiques to lessons (which higher education implements a lot).</p> <p>Introduction of Professional program</p> <p>Photoshop tutorials (which industry desires).</p> <p>Links to artists throughout project.</p> <p>Career discussion on:</p> <p>Fine Art</p> <p>Illustration</p> <p>Animation</p> <p>Photography</p> <p>Graphics communication</p> <p>Fashion and Textiles</p> <p>3D Art</p> <p>Digital Art</p> <p>Architecture</p> <p>Interior Design</p> <p>Product Design</p>	1, 2, 3	4,6,7,8.9	10, 12, 14, 15, 16

11	<p>Understanding and development of knowledge of how industry and higher education works. Links to higher education. Health and safety within a practical environment. Sharing and using equipment. Art and Design GCSE Students look at a range of different artist and designers work covering a wide range of disciplines. Students work on their project independently and make choices of their own that best fits their project, encouraging creative thinking and responsibility.</p>	<p>Conducting topics from different areas of industry such as Fine Art, Ceramic, Illustration and design layouts. Links made with photography. Implemented critiques to lessons (which higher education implements a lot). Introduction of Professional program Photoshop tutorials (which industry desires). Links to artists throughout project. Career discussion on: Fine Art Illustration Animation Photography Graphics communication Fashion and Textiles 3D Art Digital Art Architecture Interior Design Product Design</p>	1, 2, 3	4,6,7,8.9	10, 12, 14, 15, 16
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Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
10	<p>Careers</p> <p>Self-employed workers require a good understanding of how to start and operate a business – this is covered in detail throughout the curriculum</p> <p>Financial aspects such as revenue, costs, profit, cash flow forecasts and profit margins introduce students to careers in accounting</p> <p>Employment law is covered providing students with a fundamental understanding of their rights as they enter employment</p> <p>Employability</p> <p>Decision making – students are required to analyse a range of data and consider different people’s needs in order to make an informed choice</p>	<p>The role of entrepreneurs are discussed and applied to business scenarios</p> <p>Information videos are shared showing students how successful businesses start and develop over time</p> <p>Displays related to careers.</p> <p>Exam questions require students to question and assess the information they have been given in order to make informed judgments using a range of evidence.</p>	<ol style="list-style-type: none"> 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 	<ol style="list-style-type: none"> 4. Investigating work and working life 5. Understanding business and industry 6. Investigating jobs and labour market information (LMI) 7. Valuing equality, diversity and inclusion 8. Learning about safe working practices and environments 	<ol style="list-style-type: none"> 10. Making the most of careers information, advice and guidance 11. Preparing for employability 12. Showing initiative and enterprise 13. Developing personal financial capability 14. Identifying choices and opportunities 15. Planning and deciding 16. Managing changes and transitions
11	<p>Careers</p> <p>Marketing is covered in detail encouraging students to consider careers in marketing and promotion</p>	<p>Exam questions require students to question and assess the information they have been given in order to make informed judgments using a range of evidence.</p>	<ol style="list-style-type: none"> 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner 	<ol style="list-style-type: none"> 4. Exploring careers and career development 	<ol style="list-style-type: none"> 10. Making the most of careers information, advice and guidance

	<p>with a strong emphasis on branding and social media</p> <p>Employability</p> <p>The recruitment process is covered ensuring students are aware of the key documents used by businesses and applicants</p> <p>Different approaches to training staff are covered encouraging students to take responsibility for the development of their own careers</p> <p>Critical thinking – students are required to analyse information and look for alternative viewpoints encouraging them to question the reliability of information and consider how data can be interpreted differently.</p> <p>People skills – leadership styles and human resources are assessed helping students identify a range of approaches to use when communicating and working with people from different backgrounds.</p>	<p>Examples of personal specifications and job specifications are shared</p> <p>Informative videos are used to demonstrate different approaches to training and development</p>		<ol style="list-style-type: none"> 5. Investigating work and working life 6. Understanding business and industry 7. Investigating jobs and labour market information (LMI) 8. Valuing equality, diversity and inclusion 9. Learning about safe working practices and environments 	<ol style="list-style-type: none"> 11. Preparing for employability 12. Showing initiative and enterprise 13. Developing personal financial capability 14. Identifying choices and opportunities 15. Planning and deciding 16. Handling applications and interviews 17. Managing changes and transitions
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7	eSafety – to explain how to use technology safely. Programming – to develop logical thinking and problem solving skills.	Watch videos and create how-to guides. Introduction to Python programming lessons.	1 2,3	9	11,12
8	Programming – to develop logical thinking and problem solving skills. Career research – looking at skills needed to gain roles within computing.	Python challenges. – Independent problem solving tasks. Research careers and complete worksheet on skills, experiences, salaries.	2,3 1	4,5,7,9	11,12
9	Programming – to develop logical thinking and problem solving skills. Looking at campuses of big tech firms – inspiring and informative look at work in these companies. Social, legal and Ethical impacts upon society.	Advanced Python challenges. – Independent problem solving tasks. Pair programming to experience working in a team on complex challenges. Watch Google, Microsoft, Apple campus videos. Discuss life working in such environments – why does it bring out the best in staff? Explore technology on BBC Click – how is it changing the world we live/work in?	2,3 1 1	4,5,7,9 4,5,6,7,8,9	11,12
10	Programming – to develop logical thinking and problem solving skills.	Advanced Python challenges. – Independent problem solving tasks. Pair programming to experience working in a team on complex challenges.	2,3 1	4,5,6,7,8,9	11,12

	Social, legal and Ethical impacts upon society.	Explore technology on BBC Click – how is It changing the world we live/work in?			
11	Programming – to develop logical thinking and problem solving skills.	Advanced Python challenges. – Independent problem solving tasks. Pair programming to experience working in a team on complex challenges.	2,3		11,12
	Social, legal and Ethical impacts upon society.	Explore technology on BBC Click – how is It changing the world we live/work in?	1	4,5,6,7,8,9	

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9	<p>Students are introduced to the wider world of Dance. Concepts of performance and choreography are introduced through introduction to professional works and pupils are given the opportunity to develop practical and choreographing skills.</p> <p>Through A Linha Curva and Within Her Eyes, alongside performance and choreographing skills, students are also introduced to wider careers in Dance through the exploration of:</p> <ul style="list-style-type: none"> -Costume design -Aural and musical accompaniments -Set and staging design -Lighting 	<p>Practical development as a performer through Dance sessions.</p> <p>Opportunities to develop choreographic skills in both written and theory contexts with the chance to choreograph in practical sessions.</p> <p>Health and safety developed and implemented during each practical lesson.</p> <p>Leadership during practical activities as a choreographer.</p> <p>Theory lessons covering the wider concepts of developing a performance.</p>	1, 2, 3	4, 8, 9	11, 12 , 15
10	Further investigation into set professional works. Exploration remaining works: Shadows, Emancipation of Expressionism, Artificial Things and Infra.	<p>Theoretical lessons exploring wider-context settings.</p> <p>Performance skills developed through practical lessons.</p> <p>Project based learning – students practically explore costume, lighting and set for a chosen performance.</p>	1, 2, 3	4, 6, 8, 9	11, 12, 15

11	<p>Further investigation into the role of a performer within a dance company – including replicating set phrases and collaboratively creating choreography.</p> <p>Development of choreographer skills with exam-set stimuli.</p> <p>Development of performance skills in line with curriculum and assessment framework.</p> <p>Students are introduced to the concept of auditioning as a performer with assessment filming procedures.</p>	<p>Scenario-based externally-set stimuli to give students the opportunity to put into practice their choreographing skills. This also enables students to consider elements of the wider Dance context (such as costume, aural setting and lighting).</p> <p>Practical lessons in line with creating and performing choreography towards exam board.</p>	1, 2, 3	4, 6, 8, 9	11, 12, 15
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7	SoL are designed for year 7 to understand the basics of acting, which is useful for those seeking a career in the creative industry. However, through storytelling and role-playing, year 7 are encouraged to understand how to build effective working relationships in their story lines and through their actual group work. Transferrable skills include confidence building, understanding of body language, facial and vocal expressions (Which can help understand real human emotions and how to deal with it) effective communication and empathy.	Group work Creative planning Creative problem solving Whole class listening and discussions Performing	1,2,3,	4,8,9	12,14,15,17
8	SoL are designed to continue to understand skills required for the creative industry, however, we explore topics that allow students to understand human behaviour and why people might behave the way they do. Understanding people, their emotions and how to work with this, is a skill that is required in any career. We also begin to look at how the world works; looking at what is morally right or wrong. In the 'Issue based Drama' scheme there are discussions on issues, such as global warming, domestic violence etc and	Group work Creative planning Creative problem solving Whole class listening and discussions Performing	1,2,3,	4,8,9	12,14,15,17

	we discuss the careers involved with tackling these (Police, support workers, nurses etc) Transferable skills include effective communication, understanding people's motivation and what drives their behaviour and resilience.				
9	SoL are designed to further build on acting and directing skills, which will help anyone wanting to go in to the creative industry. We also look at Theatre in Education, which can be a direct career path for anyone wanting to act, go in to community work or even own their own business. Groups create their own Theatre in Education companies, ready to perform an issue that needs discussing. A number of SoL are committed to valuing equality, diversity and inclusion.	Group work Creative planning Creative problem solving Whole class listening and discussions Business planning (Company name, ethos, budget etc) Performing	1,2,3,	4,5,6,7,8,9	12,14,15,17
10	Study of Blood Brothers allows students to explore the role of the actor, director or designer and how to effectively communicate meaning to the audience through these roles. Devising allows the students to build on the skills required to go further in the creative industry.	Group work Creative planning Creative problem solving Whole class listening and discussions Analysis and Evaluative activities Performing	1,2,3,	4,5,6,7,8,9	10,11,12,14,15,17
11	Watching live theatre – the analysis and evaluative writing skills gained prepare students for careers in being a theatre critic and reviewer. Performance of scripts to an examiner, allows students to build on skills required for a career in acting.	Group work Solo acting Creative planning Creative problem solving Whole class listening and discussions Analysis and Evaluative activities Performing	1,2,3,	4,5,6,7,8,9	10,11,12,14,15,17

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7	Autobiographical Writing	Reading autobiographies from different walks of life (sports, politicians etc), identifying conventions then writing own. <i>Exposing students to different careers and how individuals overcome adversity in life.</i> Careers in sports, politics, editing.	1.2.3	2, 8, 9	11, 14, 15
	Travel Writing	Reading and comparing texts about travel to identify viewpoint, purpose and audience. Persuasive writing activities and formal letter writing to argue. <i>Exploring persuasive writing used in sales, article and blog writing.</i> Careers in Web Content Management, Sales, journalism, travel.	1.2.3	4,5,6,9	11, 14, 15
	Myths and Legends	Exploring myths and legends through the ages analysing character, themes, purpose, setting etc then writing own. <i>Exploring conventions of narrative writing to entertain.</i> Careers in writing, libraries, actors.	1.2.3	8	11, 14
	Poetry from other Cultures	Analysing poems to engage with other cultures. <i>Identify and define poetic terms, social and historical context, analyse words and devices.</i> Careers in journalism, army, social media.	1.2.3	5, 8,9	11, 14
	A Midsummer Night's Dream	Analysing theme, character and historical context in play.	1.2.3	4, 8	11, 15

	Our Day Out	<p><i>Social and historical context, analyse words and devices and writer's intentions.</i> Careers in teaching and acting.</p> <p>Speaking and listening assessment based on play. Reading and writing tasks included. <i>Poverty, education, letter writing, articles, analysis, speechwriting.</i> Careers in speech writing, journalism, politics, archivist.</p>	1.2.3	4, 5, 8	11, 12, 14, 15, 16
8	Hunger Games	<p>Reading and writing tasks focusing on narrative writing and analysing character and theme. <i>Letter writing, narrative writing, character and theme analysis, summary skills, inference, writing guides to explain, articles.</i> Careers in journalism, administration, publishers.</p>	1.2.3	6, 8, 9	11, 14, 15, 16, 17
	Tempest/Twelfth Night/ Romeo and Juliet	<p>Analysing theme, character and historical context in play. <i>Social and historical context, analyse words and devices and writer's intentions.</i> Careers in teaching and acting.</p>	1.2.3	8	14
	Detective Fiction	<p>Analysing theme, character and historical context in novels <i>Social and historical context, analyse words and devices and writer's intentions.</i> Careers in teaching, libraries, archivist, law enforcement, lawyers</p>	1.2.3	4, 5, 8	10, 11, 12, 14
	Wider Voices	<p>Non-fiction texts from the BAME community exposing students to the voices of the minority, segregated or those discriminated against. <i>Analysing viewpoints along with speaking and listening tasks. Writing articles etc.</i></p>	1.2.3	5, 6, 8	10, 11, 12, 14, 15, 17

		Careers in journalism, politics, Web content managers, teachers, lawyers, HR, information officer, law enforcement, army, social media.			
9	Noughts and Crosses	Reading and writing activities focusing on character and theme along with narrative writing. Students study context. <i>Social and historical context relating to race, equality and discrimination, narrative writing, summary skills and analysis.</i> Careers journalism, politics, teachers, lawyers, HR, law enforcement, army, social media.	1, 2, 3	5,6,8	11,12,14,15,17
	The Woman in Black	Fiction unit, based on a book by an established female author allowing students to explore genre, viewpoint and the effects of societal pressure on women's lives. Students analyse the effect of language. <i>Extended vocabulary, characterisation, use of fiction to explore wider societal matters, analysis of language and effect.</i> Careers: Teaching, history, literary criticism, academic career paths, politics, careers which involve creative thinking, journalism, creative industries.	1, 2, 3	8	11,12,14,15,17
	Don't Get Me Started	Non-Fiction unit based on articles and blogs where students analyse and write their own article. Speaking and listening activities <i>Persuasive language, varying vocabulary and sentence types, communicating viewpoints.</i> Careers: journalism, teacher, politician, law, social media, HR	1,2,3	4, 5, 6, 8,	11, 12, 14, 15, 17
	Women in Literature		1,2,3	8	14,15,17

	Heroes	<p>Exploration into the literary cannon with a focus on gender representations through time. <i>Extract analysis, poetry analysis, exploration of language use and contextual links.</i> Teacher, politician, law, social media, HR, Science and research, public services</p> <p>Reading and writing activities focusing on character and theme along with narrative writing. Students study context. <i>Social and historical context relating to gender and WW11, narrative writing, summary skills and analysis.</i> Careers journalism, politics, teachers, lawyers, HR, law enforcement, army, social media.</p>	1,2,3	8, 9	14,15,17
10	Paper 1	<p>Exploring a writer's use of language, techniques and structure. Creative writing. <i>Analysis of language and features, structuring texts, writing clearly and creatively, using punctuation and varying sentences for effect.</i> Careers in creative writing, editing, proof reading.</p>	1,2,3	8	11, 14, 15
	A Christmas Carol	<p>Exploring 19th Century literature and the impact of social and historical factors. <i>Analysis of language and features to communicate character and theme.</i> Career in politics, law, charity work, journalism, social work.</p>	1,2,3	8, 6, 5, 7.	12, 14, 15, 17
	Animal Farm	<p>Exploring corruption, politics and social and historical events in Animal Farm. <i>Analysis of language and features to communicate character and theme. Analysis of social and historical factors.</i></p>	1, 2, 3	5, 6, 7, 8, 9	11, 12, 14, 15, 17

		Career in the armed forces, police, law, social work and journalism.			
11	<p>Paper 1 A Christmas Carol Animal Farm</p> <p>Macbeth</p> <p>Paper 2</p>	<p>As above As above As above</p> <p>Exploration of Shakespeare's Macbeth to analyse writer's intention, characters, relationships and themes. <i>Analysis of language and features to communicate character and theme. Analysis of social and historical factors.</i> Career in armed forces, law, creative writing, librarianship, HR</p> <p>Analysing non-fiction sources over time to compare and contrast writer's viewpoints. Creative Writing <i>Analysis of language and features, structuring texts, writing clearly and creatively, using punctuation and varying sentences for effect. Comparing ideas.</i> Career in journalism, professional writing, formal writing, writing for different audiences and perspectives.</p>	<p>1, 2, 3</p> <p>1,2,3</p>	<p>8, 9</p> <p>5, 8, 9</p>	<p>12, 14, 15, 17</p> <p>11, 12, 14, 15, 17</p>

	consideration of how social groups, issues, places and situations are represented.	Television drama: explores issues of representation, diversity, social contexts and audience consumption			
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7	<p>Grow throughout life</p> <ul style="list-style-type: none"> Being willing to challenge themselves and try new things <p>Explore possibilities</p> <ul style="list-style-type: none"> Being aware of the range of different sectors and organisations where they can work <p>Create opportunities</p> <ul style="list-style-type: none"> Being aware that building a career will require them to be imaginative and flexible 	<ul style="list-style-type: none"> Introduction to Food – Careers in Food Importance of Healthy Eating & Nutrition Practical skills and adapting recipes to suit dietary needs. Researching recipes and chefs 	2, 3	4	15
8	<p>Grow throughout life</p> <ul style="list-style-type: none"> Being aware that learning, skills and qualifications are important for career <p>Explore possibilities</p> <p>Being aware of the range of possible jobs</p> <p>Manage career</p> <ul style="list-style-type: none"> Managing the transition into secondary school and preparing for choosing their GCSEs <p>Create opportunities</p> <ul style="list-style-type: none"> Being aware that it is important to take initiative in their learning and life 	<ul style="list-style-type: none"> Sustainability and Food Provenance – farm to Fork food processing and jobs available. Discussions in preparation for Year 9 options. Researching tutorials and skills to develop presentation skills – Pinterest and YouTube. 	2,3	4	15
9	<p>Grow throughout life</p> <ul style="list-style-type: none"> Being willing to challenge themselves and try new things <p>Explore possibilities</p> <ul style="list-style-type: none"> Being aware of the main learning pathways (e.g. university, college and apprenticeships) 	<p>https://tastycareers.org.uk/</p> <p>Adapting recipes -trying new ingredients – British & International Cuisine, Factors affecting Food choice.</p> <p>Developing higher level practical skills</p>	1,2,3	4,6	10,14,15

	<p>Manage career</p> <ul style="list-style-type: none"> Preparing for choosing their GCSEs <p>Learning from setbacks and challenges</p>	Discussions regarding GCSE options at pathways.			
10	<p>Grow throughout life</p> <ul style="list-style-type: none"> Positively engaging in learning and taking action to achieve good outcomes Reflecting on and recording achievements, experiences and learning <p>Explore possibilities</p> <ul style="list-style-type: none"> Considering what jobs and roles are interesting <p>Manage career</p> <ul style="list-style-type: none"> Thinking about how they deal with and learn from challenges and setbacks 	<p>https://tastycareers.org.uk/</p> <p>Careers linked to key theory topics introduced and profiled</p> <ul style="list-style-type: none"> Food, nutrition and health Food science Food safety Food choice Food provenance <p>Food careers posters</p>	1,2,3	4,9	10, 14,15
11	<p>Grow throughout life</p> <ul style="list-style-type: none"> Positively engaging in learning and taking action to achieve good outcomes Responding positively to help, support and feedback Reflecting on and recording achievements, experiences and learning <p>Explore possibilities</p> <ul style="list-style-type: none"> Considering what jobs and roles are interesting <p>Manage career</p> <ul style="list-style-type: none"> making plans and developing a pathway into their future taking steps to achieve in their GCSEs and make a decision about their post-16 pathway <p>See the big picture</p>	<p>https://tastycareers.org.uk/</p> <p>Careers linked to key theory topics introduced and profiled</p> <ul style="list-style-type: none"> Food, nutrition and health Food science Food safety Food choice Food provenance <p>Food careers posters, videos. NEA</p>	1,2,3	4,9	10, 14, 15, 17

	<ul style="list-style-type: none">• exploring the relationship between career and the environment• exploring the relationship between career, community and society				
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7	Planning and deciding Planning and deciding, justifying.	Designing a sustainable settlement as part of a team Designing an airport as part of the Transport topic	1,2,3	8	12,14,15
8	Planning and deciding, gathering evidence, evaluating. Planning and deciding Valuing equality, diversity and inclusion	Make choices on how to develop the greenbelt land opposite Summerhill School as part of the Population topic. Justifying financial decisions to redevelop a shanty town. In the 'Africa' topic when examining the Maasai tribe.	1,2,3	8,5	15
9	Learn presentation, analytical and enquiry skills. Planning and deciding Valuing equality, diversity and inclusion	Undertake an enquiry as part of Tourism topic. Justifying financial decisions to redevelop the island of Montserrat. In the 'Global Fashion Industry' and 'People of the Rainforest' topics.	1,2,3	8,6	15
10	Valuing equality, diversity and inclusion. Understanding business and industry.	Dynamic Development topic – examines sustainable management, types of industry, global imbalance issues. Urban Futures topic – an examination of inequality within Birmingham and between Lagos and Birmingham.	1,2,3	5,6,7,8	15

11	Changes in the Job market, working hours, changes in the UK economy.	As part of the 'UK in the 21 st Century' topic.	1,2,3	5,6,7	15
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10	<p>BTEC Level 1/2 Tech Award in Health and Social Care gives learners the opportunity to acquire technical knowledge and technical skills through vocational contexts.</p> <p>Key employability and enterprise skills developed:</p> <ul style="list-style-type: none"> • Communication • Prioritisation • Independences • Self-management <p>Introduce to BTEC structure and expectations.</p> <p>Growth & Development and factors affecting growth & development – links make to careers that encourage the growth and development from birth to later adulthood.</p>	<p>Achieved through internal assessment and classwork</p> <p>Investigation in initial lesson on why students have chosen this vocational based course and the careers they are interest in.</p> <p>Discussions about parents/carers influence on growth and development. Discussions about a careers that would encourage/monitor milestones in growth & development. Discussion about sectors that may challenge he factors affecting growth & development</p>	1, 2, 3	4, 5, 8	14, 15, 17
11	<p>BTEC Level 1/2 Tech Award in Health and Social Care is built about contextualises learning in real-life and/or employment scenarios.</p> <p>Key employability and enterprise skills developed:</p>		1, 2, 3	4, 6, 7, 8, 9	11, 12, 14

	<ul style="list-style-type: none"> • Communication • Problem-solving • Independences • Self-management • Sectors specific values <p>Life events and coping with change caused by life events – looking at different sectors/services/organisations that support individuals with life events</p> <p>Health and social care services and barriers that affect their access – detailed investigation in to a range of sectors/services/organisations that people can access for various needs.</p> <p>Care values using in the health and social care services – in depth look at skills and attitudes needed to work in this sector.</p>	<p>Investigate opportunity/complications that further education, changing of jobs, redundancy and retirement can bring. Various classroom activities that look at professional carers and services, community groups, voluntary and faith-based organisations that provide emotional, information and advice, practical help, e.g. financial assistance, childcare, transport.</p> <p>Various classroom activities that look at primary care, e.g. GPs, dental care, optometry, community health care; secondary and tertiary care, e.g. specialist medical care; allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians; services for children and young people, e.g. foster care, residential care, youth work; services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care; services for older adults, e.g. residential care, domiciliary care.</p> <p>Students will explore and practise applying the different care values that are key to the delivery of effective health and social care services: empowering and promoting independence, respect, preserving the dignity,</p>			
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	Health and wellbeing - factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.	effective communication, safeguarding and duty of care, promoting anti-discriminatory. Incorporation of all previous sectors/services/organisations in monitoring and improving an individual's health and wellbeing.			
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Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	<p>Numeracy is used in every lesson and a fundamental aspect of daily life.</p> <p>Statistics used in the news can be understood, tables, graphs and charts easily read.</p> <p>STEM careers require good theoretical knowledge which our curriculum provides in full.</p> <p>Standard form allows for a scale and links to Science and space.</p> <p>Constructions of scale drawings, loci and bearings are linked to geographical maps and radio masts.</p> <p>Critical thinking and problem solving is key to our subject.</p>	<p>Problem of the day, which acts as a numeracy starter.</p> <p>Analysis of charts used in the recent news.</p> <p>Displays linked to careers in every classroom.</p> <p>RM Unify App – Scale of the Universe 2, to demonstrate different aspects of scale.</p> <p>Where best to plot a mast for optimum phone coverage of local region. Design a garden using loci. How would you decide which local hospital would you go to for an emergency?</p>	1, 2, 3	4, 5, 6, 7, 8	11, 12, 13, 14, 15
8	<p>Probability allows students the opportunity for baseline experience of financial risk similar to that experienced in actuary careers.</p>	<p>Higher/Lower game show, Monty Hall Door Problem.</p> <p>Watch Darren Brown 'The System' for an analysis of probability in horse racing.</p>	1, 2, 3	4, 5, 6	11, 12, 13, 14, 15

9	<p>Pythagoras and trigonometry are introduced which are necessary components of engineering and design jobs.</p> <p>Properties of shapes is explored and linked to art, engineering and product design including packaging.</p>	<p>Investigations of triangles to determine whether they can be right angled or not. How long a ladder must be to reach a certain position on a building?</p> <p>Creating 3D shapes using nets. Drawing 3D shapes on isometric paper.</p>	1, 2, 3	4, 5, 6, 9	11, 12, 13, 14, 15
10	<p>Abstract thinking is developed through circle theorems, proofs.</p> <p>Interest, appreciation and depreciation is introduced and linked to finance and population modelling.</p>	<p>Investigation using plates to interactively prove the Mathematics behind the circle theorems.</p> <p>Bank interest rates, simple and compound interest, mortgages and credit cards borrowing and lending.</p>	1, 2, 3	4, 5, 6	11, 12, 13, 14, 15
11	<p>There are links to A-Level Maths developed to Mathematical modelling, which is also paired with computer coding in MatLab (coding)</p>	<p>Students are introduced to Iteration and proving there is a root between two numbers. Exam questions to develop real life examples.</p>	1, 2, 3	4, 5, 6	11, 12, 13, 14, 15, 17

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	<p>Introduction to Music looks at different careers within the music industry.</p> <p>Finding Your Voice SOL looks at how artists write, perform and sell their music to make money.</p> <p>Band Skills SOL looks at how working in groups helps to create your own project and then go out into the wider world to make a career in performance.</p>	<p>Planning activities. Group work. Documentaries about careers in the music industry. Talking to music staff within school. Displays around the room. Trips to music events and venues.</p>	1,2,3	4,8,9	12,14,15,17
8	<p>Theme and Variation SOL looks at how composers use techniques to capture the audience's attention and this goes onto to look at how composers make a career in composing not only for themselves but also for film.</p> <p>In addition to the above, Music For Film, Video and Computer Games SOL looks at examples of composers who care commissioned to compose for the above.</p>	<p>Planning activities. Group work. Documentaries about careers in the music industry. Talking to music staff within school. Displays around the room. Trips to music events and venues.</p>	1,2,3	4,8,9	12,14,15,17
9	Solo Performance SOL looks at how musicians/artists are able to follow a career path as both a solo and ensemble performer.	<p>Planning activities. Group work. Documentaries about careers in the music industry.</p>	1,2,3	4,8,9	12,14,15,17

		Talking to music staff within school. Displays around the room. Trips to music events and venues.			
10	<p>The Conventions of Pop AOS looks at different types of Pop Music and how you can form a career through the following: Solo Performer Group Performer Composer for yourself or other artists. Sound Engineer/studio technician.</p> <p>Film Music AOS looks into great detail on how composers are commissions to compose for film and video. This AOS looks at opportunities and how to pursue a career as a film composer.</p>	<p>Planning activities. Group work. Documentaries about careers in the music industry. Talking to music staff within school. Planning activities. Group work. Documentaries about careers in the music industry. Talking to music staff within school. Displays around the room. Trips to music events and venues. Work experience. Research projects.</p>	1,2,3	4,5,6,7,8,9	10,11,12,14,15,17
11	<p>My Music AOS looks at how performing and creating your own music in the music industry.</p> <p>Introduction to year 11 looks at the following careers in the music industry: Solo Artist Ensemble Artist Musician Conductor Music Therapist Studio engineer</p>	<p>Planning activities. Group work. Documentaries about careers in the music industry. Talking to music staff within school. Displays around the room. Trips to music events and venues. Work experience. Research projects.</p>	1,2,3	4,5,6,7,8,9	10,11,12,14,15,17

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	Sports Psychology & Physiology. PE Teacher, Coach, Physiotherapist, First Aider, Doctor, Biologist, Armed Forced, Emergency Services.	Students undertake a range of different sporting activities within the academic year. They are assessed through their DOING, THINKING and SOCIAL/EMOTIONAL skills. Weekly GCSE PE Topics discussed as part of the lessons to growth of knowledge in PE and in preparation for potential GCSE PE students.	Leadership Challenge Motivation Sportsmanship	Discussions with students as groups or individually about how PE can open up a wide range of career pathways.	Collaboration Resilience Self-motivation Organisation
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10	Sports Psychology & Physiology. PE Teacher, Coach, Physiotherapist, First Aider, Doctor, Biologist, Armed Forced, Emergency Services.	In addition to activities used in Yr7,8 & 9. Students have the opportunity further their knowledge and understanding through GCSE PE Practical and Theoretical lessons.	Leadership Challenge Motivation Sportsmanship	Discussions with students as groups or individually about how PE can open up a wide range	Collaboration Resilience Self-motivation Organisation

				of career pathways.	
11	Sports Psychology & Physiology. PE Teacher, Coach, Physiotherapist, First Aider, Doctor, Biologist, Armed Forced, Emergency Services.	In addition to activities used in Yr7,8 & 9. Students have the opportunity further their knowledge and understanding through GCSE PE Practical and Theoretical lessons.	Leadership Challenge Motivation Sportsmanship	Discussions with students as groups or individually about how PE can open up a wide range of career pathways.	Collaboration Resilience Self-motivation Organisation

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	<p>Grow throughout life</p> <ul style="list-style-type: none"> • Being aware that learning, skills and qualifications are important for career • Being willing to challenge themselves and try new things <p>Explore possibilities</p> <ul style="list-style-type: none"> • Being aware of the range of different sectors and organisations where they can work <p>Create opportunities</p> <ul style="list-style-type: none"> • Being aware that building a career will require them to be imaginative and flexible <p>See the big picture</p> <ul style="list-style-type: none"> • Being aware of a range of different media, information sources and viewpoints 	<ul style="list-style-type: none"> • What is Textiles? Introduction to the broad range of areas/careers covered by Textiles – Design, Technology and Art • Referencing “Careers in Textiles” display board • Jon Burgerman Artist Research and Career development – Graphic Designer • Worry Monsters – Toy development -profile of company “Ugly Dolls” • Research and presentation techniques 	2, 3	4	15
8	<p>Grow throughout life</p> <ul style="list-style-type: none"> • Being aware that learning, skills and qualifications are important for career <p>Explore possibilities being aware of the range of possible jobs</p> <p>Manage career</p> <ul style="list-style-type: none"> • Managing the transition into secondary school and preparing for choosing their GCSEs <p>Create opportunities</p> <ul style="list-style-type: none"> • Being aware that it is important to take initiative in their learning and life 	<ul style="list-style-type: none"> • Artist Research comparisons – Mexican Artists, their styles, products, branding and biographies. • Research and presentation techniques – use of apps and formatting. • Links to online tutorials and artists via Pinterest, Instagram and You tube. Where to find inspiration! • Print design and development – CAD and how used in industry. Sublimation printing. 	2,3	4	15

9	<p>Grow throughout life</p> <ul style="list-style-type: none"> • Being willing to challenge themselves and try new things <p>Explore possibilities</p> <ul style="list-style-type: none"> • Being aware of the main learning pathways (e.g. university, college and apprenticeships) <p>Manage career</p> <ul style="list-style-type: none"> • Preparing for choosing their GCSEs <p>Learning from setbacks and challenges</p> <p>Create opportunities</p> <ul style="list-style-type: none"> • Developing the ability to communicate their needs and wants 	<ul style="list-style-type: none"> • Textile Artist research and profiles – Victoria Villasana, Bisa Butler, Hattie Stewart. • Digital image manipulation using Photoshop. • Fashion Illustration techniques - comparison of digital and art medium based. Examples of famous illustrators. • Pattern cutting – how done in Fashion industry vs commercial patterns vs modelling. • Garment construction techniques – links to careers and manufacturing. 	1,2,3	4,6	10,14,15
10	<p>Grow throughout life</p> <ul style="list-style-type: none"> • Positively engaging in learning and taking action to achieve good outcomes • Reflecting on and recording achievements, experiences and learning <p>Explore possibilities</p> <ul style="list-style-type: none"> • Considering what jobs and roles are interesting <p>Manage career</p> <ul style="list-style-type: none"> • Thinking about how they deal with and learn from challenges and setbacks 	<p>Art Textiles</p> <ul style="list-style-type: none"> • Developing ideas through investigations, demonstrating critical understanding of sources. • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Record ideas, observations and insights relevant to intentions as work progresses. • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	1,2,3	4,9	10, 14,15

11	<p>Grow throughout life</p> <ul style="list-style-type: none"> • Positively engaging in learning and taking action to achieve good outcomes • Responding positively to help, support and feedback • Reflecting on and recording achievements, experiences and learning <p>Explore possibilities</p> <ul style="list-style-type: none"> • Considering what jobs and roles are interesting <p>Manage career</p> <ul style="list-style-type: none"> • making plans and developing a pathway into their future • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway <p>See the big picture</p> <ul style="list-style-type: none"> • exploring the relationship between career and the environment • exploring the relationship between career, community and society 	<p>D&T Textiles</p> <p>Core</p> <p>1.1 The impact of new and emerging technologies</p> <p>1.4 Developments in modern and Smart materials, composite materials and technical textiles:</p> <p>1.15 Investigate and analyse the work of past and present professionals and companies in order to inform design:</p> <p>1.17 Develop, communicate, record and justify design ideas, applying suitable techniques:</p> <p>NEA – individual project</p> <p>Fashion & Textiles Careers Display and leaflets, information about local courses and colleges.</p> <p>Visits from previous students who have followed different Textiles routes.</p>	1,2,3	4,9	10, 14, 15, 17
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