



Curriculum mapping

Key Question: How does the curriculum build on prior knowledge and where might it lead?

Can you justify why the curriculum is sequenced as it is?

Where does your curriculum promote the schools and your departmental intent i.e. is it ambitious, does it develop literacy?

Where does your curriculum promote cultural capital?

Year group:	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Topic/ Enquiry based question	<i>An introduction into careers.</i>	<i>Understanding employment and the workplace.</i>	<i>GCSE Options</i>	<i>Gaining Meaningful Work Experience</i>	<i>Post 16 Options and Employability</i>	<i>Post 18 Options and Opportunities</i>	<i>Life Skills – Preparing for Life Inside and Outside the Workplace.</i>
What are the key concepts/knowledge for this topic?	<i>What careers education is and why it is delivered? What careers are available to students? What different types of jobs and careers are there? Where can education and qualifications lead? What are soft skills and hard skills? What skills and qualities does each student possess? What type of job would each student enjoy?</i>	<i>How do businesses operate and how do students gain the correct work life balance? What are some different roles within a business? How do different people work together within a business? How do you run a successful business? How can students deliver a successful business pitch? What job would suit each student's lifestyle?</i>	<i>Where can different subjects lead in terms of career and job opportunities? What is each student's strengths and weaknesses and which jobs would be good for them? Which jobs are growing and which are in decline? How much could students earn pursuing jobs their interested in and what is the average working week like for these careers? How can the skills students learn at school benefit them in the workplace?</i>	<i>What jobs would match each student's skills and personality? What is appropriate behaviour for the workplace? What skills do students need to overcome various workplace challenges? How can students be successful at interview? How can students find meaningful work experience and how do students engage with employers professionally? How do students make the most out of work experience?</i>	<i>What Post 16 options are available after students leave school? What qualifications do students need for college, university or an apprenticeship? What career would suit each student and their skill set? How much would specific jobs pay? In which sectors is there employment growth? How do students search for colleges and apprenticeships options? How do students write a successful CV and cover letter? How can students be successful at college or apprenticeship interviews?</i>	<i>Which Post 18 route is suited to each student? How can students search for degree courses and apprenticeship opportunities that are right for them? How can students improve their chances of being accepted into employment and onto degree courses? How can students create a successful personal statement and job application, which is specifically tailored to what they are applying for? How can students find and secure work experience placements? How can students remain professional online?</i>	<i>What are life skills and why do students need them? How do students ensure they behave appropriately in the workplace? How should students react to workplace challenges such as discrimination, sexual harassment or bullying? How and when should students blow the whistle? How do students ensure their budget my finances effectively after sixth form? How can students be successful at interviews for university degree programmes and apprenticeships?</i>

<p>What fingertip knowledge and skills are needed for students to access these new concepts?</p>	<p><i>Knowledge of the wider world beyond school – that school leads to employment. Ability to be honest when self-assessing skills and qualities. Debate, oracy and discussion skills.</i></p>	<p><i>Communication and teamwork skills. Creativity. Debate, oracy and discussion skills. Understanding of why certain products would be useful for a target audience.</i></p>	<p><i>ICT skills, access to emails and school computer system. Debate, oracy and discussion skills. Understanding of the GCSE curriculum offer at Netherthorpe. Writing skills.</i></p>	<p><i>ICT skills, access to emails and school computer system and Microsoft Word. Debate, oracy and discussion skills. An understanding of professionalism. Writing skills.</i></p>	<p><i>ICT skills, access to emails and school computer system. Debate, oracy and discussion skills. An understanding of what students enjoy and are passionate about. Writing Skills.</i></p>	<p><i>An understanding of professionalism. ICT skills, access to emails and school computer system. Debate, oracy and discussion skills. Writing Skills. An understanding of what students enjoy and are passionate about.</i></p>	<p><i>An understanding of life beyond education without a support system. Debate, oracy and discussion skills. Writing Skills. An understanding of right and wrong in modern society.</i></p>
<p>Key Academic vocabulary Power words</p>	<p><i>Career, Career Sectors, Job Role, Employment, Characteristics, Hard and Soft Skills, Qualities, Apprenticeships, University.</i></p>	<p><i>Customer, Target Audience, Business Plan, USP, Vision, Product, Consumer, Profit, Loss, Pitch, Budgeting, Lifestyle, Work-life Balance.</i></p>	<p><i>GCSE, Curriculum, Qualifications, Professions, Entry Requirements, Forecasted Growth, Cover Letter, Personal Statement, Transferable Skills.</i></p>	<p><i>Work Experience, Personal Strengths, Workplace Behaviours, Workplace Culture, Communication Skills, Fight or Flight, Assertiveness, Interview Skills, Health and Safety, Professionalism.</i></p>	<p><i>Post 16 Options, College/Sixth Form, Apprenticeship, Training Programmes, University, Student Life, Qualification Levels, Sector Growth, CV, Cover Letter, Interview Skills, Shortlists.</i></p>	<p><i>Post 18 Options, Undergraduate Degree, Foundation Degree, Higher Degree Apprenticeship, Russell Group, Entry Requirements, School Leaver Programmes, Graduate Programmes, Internships, Gap Year, Student Loan, Minimum Wage, UCAS Tariff, Personal Statement, MOOC, Summer School, Bursary, Contextual Offers.</i></p>	<p><i>Life Skills, Workplace Behaviours and Values, Miscommunication, Sexual Harassment, Workplace Bullying, Discrimination, Whistle Blowing, Intent, Impact, Mental Health, Student Finance, Tuition Fee Loan, Maintenance Loan, Mortgage, Insurance, Tax, National Insurance, The Budget, Repayments, Interest.</i></p>
<p>Context Learning facts without a context means that they don't have anything to connect to they just float away.</p>	<p><i>Students explore businesses which they would know about – schools, supermarket, hospital etc. Students learn about soft and hard skills which are relevant to them and to jobs they are familiar with e.g. a policeman would need to be assertive.</i></p>	<p><i>Students create a business idea that relates to the modern world – they try to make the lives of those around them easier. Students take on roles found in actual businesses. Students make links to lifestyle choices that are relevant to modern society.</i></p>	<p><i>Students make informed choices about their options – they look at how the skills they learn from each GCSE subject in the curriculum can be used in a real life workplace. Students research jobs - looking at average salary, working hours and sector growth.</i></p>	<p><i>Students look at appropriate workplace behaviour in real life businesses. Students seek meaningful work experience with local employers. Students learn how to use their experiences to promote themselves at interview – something they will need to do in the future.</i></p>	<p><i>Students research and select a Post 16 education or apprenticeship provider that is the right choice for them. Students research jobs they are interested whilst considering the average salary and employment growth in that sector. Students create a CV and Cover Letter.</i></p>	<p><i>Students research and select a Post 18 education or apprenticeship provider that is the right choice for them. Students explore meaningful opportunities outside of the curriculum that will help them gain acceptance onto their desired Post 18 destination. Students engage with local employers and providers.</i></p>	<p><i>Students explore the dangers and challenges of actions that can take place in a real life workplace. Students learn how to budget effectively in the modern world, both after sixth form and in adult life. Students learn how to be successful at interview and how to remain professional in the workplace.</i></p>

<p>How will we know if the students have learnt what we have taught them?</p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Appropriate SMART targets. Ability to list different careers and some skills people would need to be successful in that career. Ability to state their own skills and interests. Ability to state some differences between University and Apprenticeships.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to work effectively and play an active role in a team to create a business idea. Ability to deliver a business pitch confidently in front of peers. Ability to identify what makes an effective work-life balance.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to recognise the links between skills in the classroom and workplace. Ability to confidently state what GCSE choices they have and why they have made them. Ability to explain how the GCSE options selected will benefit them in a future job of interest.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to state appropriate workplace behaviour and health and safety procedures. Ability to select and reflect effectively upon a meaningful work experience placement. Ability to demonstrate how to remain professional whilst in the workplace and when engaging with employers.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to recall different Post 16 destinations and state which is best suited to the student's needs. Ability to state jobs that interest them, including the growth in that sector, average salary and steps needs to get the job. Creation of a CV or cover letter and final destination.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to recall different Post 18 destinations and state which is best suited to the student's needs. Ability to state the meaningful experiences the student will participate in to make them more employable or successful. Creation of a personal statement, CV or cover letter. Ability to state how people can remain professional online.</i></p>	<p><i>Discussion and debate responses. Outcomes from group tasks. Responses to questions, quizzes and recap activities. Ability to state the different types of discrimination, bullying and harassment that can take place in a workplace. Ability to recognise when it is appropriate to blow the whistle. Ability to demonstrate effective budgeting for both adult life and life after sixth form.</i></p>
<p>What strategies will you use to ensure students 'know more and remember more'?</p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. SMART target setting. Worksheets where students have to identify their skills and interests.</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Group business task. Group business pitch. Worksheets where students play a lifestyle game and note down appropriate outcomes.</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Interactive online and offline resources providing up to date, personalised guidance on careers and GCSE options. Worksheet on transferable skills.</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Interactive online resources enabling students to select appropriate work experience. Interactive mock interview tasks and group tasks on how to speak professionally</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Interactive online and offline resources providing up to date, personalised guidance on Post 16 Routes. Digital CV creator and mock interview tasks with peers.</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Interactive online and offline resources providing up to date, personalised guidance on Post 18 Routes and meaningful opportunities. Digital CV and personal statement creator and mock interview tasks with peers.</i></p>	<p><i>Discussions and debates. Signpost key terms on the board. Recap knowledge questioning. Role play and real life scenarios where workplace challenges or bullying has taken place. Problem solving tasks and activities. Interactive budgeting tasks/games to depict adult life.</i></p>
<p>Cross Curricular links</p>	<p><i>English</i></p>	<p><i>English Maths Product Design Art</i></p>	<p><i>English IT All the subjects in the KS3 curriculum.</i></p>	<p><i>English IT</i></p>	<p><i>English IT</i></p>	<p><i>English IT Various Level 3 subjects</i></p>	<p><i>English Maths IT History</i></p>

