

## Careers and Employability in the Curriculum. What are our applied learning opportunities?

| Subject                   | Year 7   | Year 8  | Year 9  |
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| <b>English</b>            | <b>Entertainment Sector in partnership with Heart FM.</b><br>As part of the Travel Writing unit in term 3, students are tasked with creating their own holiday destination and advertising this using persuasive techniques studied in the unit. They will then use their communication and persuasive skills to write a short 'radio live' – introduced by Heart FM West Midlands presenter, Gemma Howard. All 'radio lives' will be recorded and the winning 'live' circulated throughout the academy. | <b>Publishing</b><br>As part of the Science Fiction unit, students are tasked with producing their own descriptive narrative, using science fiction conventions. At the end of the unit, in association with Bannister Publications Ltd, students will be introduced to the work of a publisher and the process of publishing a book. Students will then take on a publishing task of writing a short blurb for their science fiction story - the winning blurb to be judged by Bannister Publications Ltd.                       | <b>Graphic Designer /Set Design*</b><br>Within the first teaching of An Inspector Calls in Year 9, students will use their understanding of the plot and characters to design a programme cover/insert for a theatre production of the play. They will need to consider the key design features and ways to best reflect their interpretation of the production. They will also write a plot summary and character overview to form part of the programme. Support from a graphic designer (Leah Bacon - either recorded tutorial or visit to school) and behind the scenes resources on Digital Theatre. |
| <b>Outcomes (English)</b> | Students will complete a written script and spoken piece using the industry guidelines. They will demonstrate an understanding of how persuasive language is used in a professional advertising setting in a realistic format. (Working with others: articulate)   | Students will produce a professional-style blurb for their assessment work using the guidelines laid out by industry professionals. They will demonstrate an understanding of how narratives are promoted within the publishing industry and a clearer sense of what makes fiction saleable. (Working with others: articulate).   | Students will gain a greater understanding of the range of careers available within the theatre industries. They will understand the role of promotion and interpretation within the sector and produce a piece of graphic design based on their findings. (Professional conduct: smart/prepared and working with others: articulate).  |
| <b>Mathematics</b>        | <b>Christmas Presents*</b><br><i>In the Christmas Presents project, students take the role of personal shoppers and will begin with a budgeting task, where they must buy one gift for family member and friend before using time, map and compass skills to plan a route to deliver the presents, where they must limit distance, convert using a scale and ensure they get everything delivered in time.</i>   | <b>Come Dine With Me</b><br><i>In the Come Dine With Me project, students will take on the role of party planners to plan a dinner party. They will learn and use budget management and organisational skills that can be applied directly to a role in catering management and hospitality.</i><br><br>* Adapt recipe quantities using unitary method<br>* Solve problems using time, and plan a schedule<br>* Solve problems using units of measure<br>* Prepare a shopping list to stick to a budget<br>* Work collaboratively | <b>Reducing Road Accidents*</b><br><i>In the Reducing Road Accidents project, students take on the role of a council planning committee and are given statistical information about accidents in a town to analyse, as well as a budget to adhere to, and must make decisions about which measures to take and where to place them in order to reduce accidents.</i><br><br>* Represent a situation from the real world, analyse it using mathematical procedures, interpret and evaluate the evidence and communicate and reflect on their results   |

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|                                      | <ul style="list-style-type: none"> <li>* Read and understand the 12- and 24-hour clock</li> <li>* Convert between different units of time</li> <li>* Use timetables</li> <li>* Know the 8 points of a compass</li> <li>* Describe position using compass directions</li> <li>* Understand scale and draw scale diagrams</li> <li>* Represent a situation from the real world mathematically</li> <li>* Analyse using mathematical procedures</li> <li>* Interpret results in the context of a problem</li> </ul> <p><u>Smoothie Design</u><br/> <i>In the Smoothie Design project, students take on the role of a drinks company, designing and costing a smoothie. Students consider ratio of ingredients, best buys and will conduct a survey and present this data. Students must bring all of these mathematical components together in one final presentation that they share with fellow classmates.</i></p> <ul style="list-style-type: none"> <li>* Students design and market a smoothie</li> <li>* Use the unitary method to solve proportional reasoning problems</li> <li>* Represent a situation from the real world mathematically</li> <li>* Generate strategies to solve problems</li> <li>* Interpret and communicate information effectively</li> </ul> | <ul style="list-style-type: none"> <li>* Model real life situations mathematically</li> <li>* Plan and carry out a project to meet a brief.</li> <li>* Develop the ability to be prepared and to work collaboratively.</li> </ul> <p><u>Mystery Tours</u><br/> <i>In the Mystery Tours project, students take on the role of tour operators to plan a tour of the UK. They are provided with travel, financial and satisfaction data in various forms, and must correctly interpret these to plan a plausible and profitable tour.</i></p> <ul style="list-style-type: none"> <li>* Calculate with fractions</li> <li>* Extract information from tables and charts</li> <li>* Use calculator methods to solve problems</li> <li>* Work collaboratively as part of a team</li> <li>* Plan and carry out a project to meet a brief</li> <li>* Prepare and give a report to an audience</li> <li>* Develop use of mathematical knowledge to solve financial problems</li> <li>* Develop the ability to present articulately</li> </ul> | <ul style="list-style-type: none"> <li>* Use rules of arithmetic applied to calculations and manipulations with rational numbers</li> <li>* Apply ratio and proportion</li> <li>* Present and analyse data</li> <li>* Develop the ability to work collaboratively and respectfully together.</li> </ul> <p><u>Alien Invasion</u><br/> <i>In the Alien Invasion project, students take on the role of journalists investigating and piecing together a series of clues, both mathematical and non-mathematical to find out what is happening during an alien invasion and report on the event.</i></p> <ul style="list-style-type: none"> <li>* Use and apply mathematics to solve problems in familiar and unfamiliar contexts</li> <li>* Work logically towards results and solutions</li> <li>* Calculate accurately</li> <li>* Estimate, approximate and check working</li> <li>* Relate findings to the original context</li> <li>* Estimate and calculate using measures in everyday situations</li> <li>* Use and interpret maps and scale drawings</li> <li>* Discuss and interpret graphs arising from real situations</li> <li>* Develop professional conduct, such as presentation skills and articulation, as part of the project write-up</li> </ul> |
| <p><b>Outcomes (Mathematics)</b></p> | <p><b>Christmas Presents Project</b></p> <ul style="list-style-type: none"> <li>* The ability to put together a coherent plan</li> <li>* Develop student abilities to budget</li> <li>* Understand how to estimate with prices</li> <li>* Develop logistical skills.</li> </ul>   | <p><b>Come Dine With Me Project</b></p> <ul style="list-style-type: none"> <li>* Produce a three-course menu, reviewing recipes and calorific information.</li> <li>* Present the full meal alongside logistics of cooking the meal.</li> </ul> <p><b>Mystery Tours Project</b></p>   | <p><b>Reducing Road Accidents Project</b></p> <ul style="list-style-type: none"> <li>* Represent a situation from the real world, analyse it using mathematical procedures, interpret and evaluate the evidence and communicate and reflect on their results.</li> <li>* Present and analyse data.</li> </ul>  |

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|                       | <p><b>Smoothie Design Project</b></p> <ul style="list-style-type: none"> <li>* Developing statistical enquiry skills</li> <li>* Developing collaborative skills and professionalism</li> <li>* Presenting their final chosen set of solutions to an audience.</li> </ul> <p><b>Employability Behaviours.</b> Working with Others: <i>Respectful, Articulate</i>; Self-Regulation: <i>Self-Motivated, Resilient, Reflective</i>.</p>  | <p>This project provides all students with a real-life, work-related scenario to engage in. The project offers students the opportunity to:</p> <ul style="list-style-type: none"> <li>* Work to a clear brief</li> <li>* Seek and extract data from a range of sources</li> <li>* Analyse, compare and model different approaches to solving a complex problem</li> <li>* Presenting their final chosen set of solutions to an audience.</li> </ul> <p><b>Employability Behaviours.</b> Working with Others: <i>Collaborative, Articulate</i>; Self-Regulation: <i>Self-Motivated, Resilient, Reflective</i>.</p> | <p><b>Alien Invasion Project</b></p> <ul style="list-style-type: none"> <li>* Use and apply mathematics to solve problems in familiar and unfamiliar contexts.</li> <li>* Use and interpret maps and scale drawings.</li> <li>* Discuss and interpret graphs arising from real situations.</li> </ul> <p><b>Employability Behaviours.</b> Professional Conduct: <i>Prepared, Present</i>; Working with Others: <i>Respectful, Collaborative, Articulate</i>; Self-Regulation: <i>Self-Motivated</i>.</p>  |
| <p><b>Science</b></p> | <p><b>Physics</b><br/><b>Audiologist</b></p> <p>In the Sound and Light unit, students will discuss the role of an audiologist and how they use sound waves to determine whether someone has a hearing problem. Following demonstrations of the equipment available (oscilloscope, frequency generator and decibel meter), students will then write a short paragraph explaining how they use sound to determine problems with someone's hearing. Alternatively, they may produce an information leaflet for children visiting the audiologist to explain about how they will use sound to determine any hearing problems. There will be further opportunity to discuss the role of an optometrist or photographer in terms of how they use light in their roles.</p> <p><b>Chemistry</b><br/><b>Forensic Scientist</b></p> | <p><b>Physics</b><br/><b>Insulation of clothing</b></p> <p>In the energy transfers topic students will investigate the different properties that materials have on the insulation of materials. This links to the construction of outdoor clothing for hiking/camping. Students will conduct a practical to test the materials and have to consider the other factors that might affect the item of clothing.</p> <p><b>Chemistry</b><br/><b>Product Designer</b></p>  | <p><b>Physics</b><br/><b>Medicine</b></p> <p>In the Wave properties and Effects unit, students will study different careers within medicine which use electromagnetic and pressure waves. For example, dentists &amp; radiographers who use X-rays to detect broken bones, sonographers and midwives who use ultrasound for looking at foetus' or other soft tissue problems, including the use of ultrasound to break down kidney stones. Students will research different roles and share their research with others by preparing a short presentation.</p> <p><b>Chemistry</b><br/><b>Architectural Engineer</b></p> |

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|                                  | <p>In the unit 'Elements', students will learn about the practical uses of chromatography, with reference to the work of forensic scientists, who use chromatography to assist with police investigations. Students will conduct an investigation to find out which of a series of suspects committed a theft, based on a sample of the ink used to write a note left at the crime scene and pens that have been seized from suspects. They will conduct paper chromatography of ink samples taken from the suspect's pens, and the sample obtained from the note at the crime scene, to determine which staff member wrote the secret message. Students will evaluate this approach and its usefulness for finding out the perpetrator of a crime – if the chromatogram for suspect A's pen matches the sample from the note, does this prove that suspect A wrote the note and is therefore guilty? If not, why not? How useful would this evidence be as part of a prosecution trial?</p> <p><b>Biology</b><br/><b>Food Scientist</b></p> <p>Previously in the digestion topic students will have tested foods for different food groups. During this lesson students will be given an unknown drink. Their job will be to test the drink to see which food groups it contains and make recommendations for where this drink could be marketed.</p> | <p>As part of the 'Chemical Energy' unit, students will consider how Product Designers use scientific investigations as part of the design process for popular products. They will investigate the energy changes of different reactions in order to determine which would be best for producing a hand warmer. Students will investigate not only which reaction produces the greatest temperature change, but will discuss the importance of evaluating safety, environmental impact, ease of use and overall design in the work of a product designer.</p> <p><b>Biology</b><br/><b>Midwife</b></p> <p>During the topic of Reproduction, the role of the midwife will be discussed. Pupils will learn how a midwife assists women with pregnancy, childbirth, and the postpartum period. They will see that the role of the midwife is diverse and includes supporting women and their families, providing information about how to maintain healthy pregnancies and carrying out clinical examinations.</p> | <p>In the unit, 'Earth Resources', students learn about life cycle assessments and the importance of carrying out LCAs to limit the impact new products have on the environment. They will consider how an Architectural Engineer chooses materials for a given purpose in a construction project by evaluating their properties and life cycle assessment. Students will conduct their own life cycle assessments for a range of products to determine which would be best for a particular use.</p> <p><b>Biology</b><br/><b>NHS Careers</b></p> <p>The topic of Healthy Bodies will allow pupils to investigate and learn about a range of medical careers including the work of personal trainers, physiotherapists, and dieticians, looking at how these professionals apply the knowledge gained in this topic.</p> |
| <p><b>Outcomes (science)</b></p> | <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>- identify the role of an audiologist and how they might use soundwaves to test hearing.</li> </ul>  | <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>•Identify material properties that would be important when developing outdoor wear</li> </ul>   | <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>- Research a career which uses waves</li> <li>- Present information in the format of a poster</li> </ul>  |

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|                       | <p>- Explain how different pieces of equipment could be used in this career.</p> <p><b>Working with others: Articulate</b></p> <p>- Articulate choices and decisions using specialist language</p> <p><b>Chemistry:</b></p> <p>- describe the process of chromatography</p> <p>- Identify appropriate separation technique for a given mixture, explain how these processes work in relation to solubility</p> <p><b>Self-Regulation: Resilient</b></p> <p>- show resilience in solving complex problems</p> <p><b>Biology:</b></p> <p>- Know the role of a food scientist and try it for yourself</p> <p>- Describe how a food scientist would use the information you have been learning.</p> <p><b>-Self Regulation: Self Motivated</b></p> <p>Demonstrate a strong desire to be the most successful team</p> | <p>•Explain how different materials can reduce the amount of heat energy lost from an object</p> <p><b>Working with others: Respectful</b></p> <p>Respectfully listen to the views and idea of other students</p> <p><b>Chemistry:</b></p> <p>- Describe how to investigate the energy change of a reaction using calorimetry</p> <p>-Evaluate suitability of a given method for investigating energy change</p> <p>-Investigating which combination of reactants is the best to make handwarmers</p> <p><b>Working with others: Collaborative</b></p> <p>- Collaborate to gather evidence and pitch a product</p> <p><b>Biology:</b></p> <p>- Describe the qualities and roles of a midwife</p> <p>- Understand some of the many issues faced in this career and how they might be addressed.</p> <p><b>Working with others: Articulate</b></p> <p>- Articulate choices and decisions using specialist language</p> | <p><b>Self-Regulation: Reflective</b></p> <p>-Reflect positively on the feedback given about how to improve work</p> <p><b>Chemistry:</b></p> <p>- Use data to identify advantages and disadvantages of a material</p> <p>- Explain why the properties of a material make it appropriate for a specific use</p> <p>- Evaluate the usefulness of a material, with reference to its properties</p> <p><b>Working with others: Articulate</b></p> <p>- Articulate choices and decisions using specialist language</p> <p><b>Biology:</b></p> <p>- Name different NHS careers</p> <p>- Describe the roles of different health workers</p> <p>- Compares the required skills required for different careers within the NHS</p> <p><b>Professional Conduct: Smart</b></p> <p>- Take pride in work to produce high quality careers booklet</p> |
| <p><b>History</b></p> | <p><b>Archaeologist</b></p> <p>Using our studies of the discovery of Sutton Hoo in 1939 by Archaeologist Basil Brown, we will use the opportunity to use Unifrog to show students the skills needed and how to access the role of an archaeologist, as well as its linked careers, such as an archivist and museum curator.</p>  | <p><b>Politician</b></p> <p>Students will discuss the roles and responsibilities of Politicians and MPs both because of their historical values, but in also in relation to more modern politics. Students will use Unifrog to research the role of an MP in Parliament and take part in an online tour of the Houses of Parliament. This will enable students to examine the importance of democracy and the separation of powers between</p>   | <p><b>Military</b></p> <p>Students will discuss the changing role of Military Personnel. Students will begin their examination looking at the changing nature and subsequent reforms of the Royal Navy c.1751 (Topic One: K5.7.2. Lord Anson and Royal Navy reforms) and use Unifrog to examine the differences in the recruitment requirement of modern-day Navy.</p>  |

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|                           | <p>Students will discuss the role of an archaeologist, and how artefacts inform other types of Historians about people, place, religion and wealth</p> <p>Students will then create a fact file on Basil Brown, using the information from Unifrog, information in the media and lessons.</p>  | <p>the Monarchy and Parliament which began in 1215 with the signing of the Magna Carta.<br/> <a href="https://www.parliament.uk/visiting/virtualtour/">https://www.parliament.uk/visiting/virtualtour/</a> Student will look specifically at conflict between the Monarchy and Parliament, to the roles of Habeus Corpus and common law, to the execution of Charles the I and the Interregnum. Looking at the importance of Privy Councils and the Houses of Parliament (Lords and Commons).</p>  | <p>This will form part of an ongoing project of work which will also examine the role of the Army (Topic 3-WW1: K8.3.2. Trench Warfare) using Unifrog again, as well as the RAF, examining their response to the Luftwaffe (Topic 5-WW2: K10.1.2. The Luftwaffe and Operation Barbarossa) again using Unifrog to support this.</p> <p>During the Summer term we will invite one of our military links to discuss roles within the military and entry level requirements. Students will then complete a fact file comparing the role and equipment used by military personnel during WW1 and WW2 and compare with modern day equipment.<br/> <a href="https://www.unifrog.org/student/careers/keywords">https://www.unifrog.org/student/careers/keywords</a></p> |
| <b>Outcomes (History)</b> | <p>Y7 produce a fact file on Basil Brown, discussing his influence and how his discoveries changed the understanding of people during the Dark Ages.</p> <p><b>Employability behaviour: Self Regulation - reflective</b></p>   | <p>Y8 pupils will encounter a tour of the House of Commons/Lords. Students will complete a written task where they create a fact file on the role of an MP.</p> <p><b>Employability behaviour: Self Regulation - reflective</b></p>  | <p>Y9 pupils will make a written response to stimuli comparing the role and equipment used by military personnel during WW1 and WW2 and compare with modern day equipment. They will use this to create a fact file.</p> <p><b>Employability behaviour: Working with others - collaborative</b></p>   |
| <b>Geography</b>          | <p><b>Economic Geography- Land Buyer</b></p> <p>7 pupils will be introduced to specific jobs that require knowledge of how locational, social and economic factors influence the location of industry, and settlement/housing. A graduate Land Buyer from Bellway Homes will introduce the possible routes into her role from a geography background and articulate her day-to-day activity. Students themselves will be taught this knowledge of locational factors influencing land use and situation via a case study of Denby Pottery in the East Midlands, which is one of our employer partners. Pupils will then take on the role of a land buyer where they will write an extended report that</p> | <p><b>Meteorology – Met Office</b></p> <p>Students will be introduced to careers around meteorology and in particular the Met Office. They will use their knowledge of meteorological conditions, measurement, and UK climate to write and present a three-day weather forecast for the UK. In introducing students to the role of a meteorologist, and how this role is accessed, they will consider the knowledge required, numerical/analytical/communications skills necessary for this job. Students will then write a weather forecast after they have interpreted data from three synoptic charts and scripting a presentation pitched at a universal audience.</p> | <p><b>Sustainability Officer</b></p> <p>Students will be introduced to the job of a Sustainability Officer through a research task using Unifrog, where students will produce a profile of this job role. After sharing their learning in class, students will then adopt the role of a sustainability officer to write an extended report recommending how the Peruvian government best deal with the situation of rainforest development. They will have to interpret and analyse a range of data and consider the viewpoints of, and implications for, various stakeholders at a variety of scales.</p>  |

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|                             | presents a business case based on geographical factors that should influence the location of a new housing development. Over time, we hope to involve Denby Pottery in this part of the project, in terms of resourcing and judging.  |  |   |
| <b>Outcomes (Geography)</b> | Employability behaviours: Professional conduct and self-regulation.<br>The report pupils write will be a 'best piece' of work, therefore held to high standards. Pupils must come prepared to the lesson with the knowledge required to make an informed decision of the best location to build a new housing development. They will also be required to effectively articulate their decision in a concise and informed manner.  | Employability behaviours: Professional conduct and self-regulation.<br>The three-day weather forecast produced will require pupils to read and accurately interpret synoptic charts. In addition to this they will need to clearly communicate the information in a way the general public will understand.  | <b>Professional conduct: prepared</b><br>Students are to produce a detailed plan before writing their report, based on the analysis and synthesis of various resources.<br><br><b>Working with others: articulate</b><br>Students are to produce a report that effectively communicates their chosen outcome in appropriate language and tone.<br><br><b>Working with others: respectful</b><br>Students decision making should take into consideration the best interests of local communities and the environment.  |
| <b>French</b>               | <b>Journalism/Hospitality</b><br>The Year 7 curriculum offers two separate occasions to learn and investigate different careers in MFL. In the first term the students are studying to prepare questions and anticipate answers. This links into the career of journalism where students can investigate diverse types of journalism (written, radio...) and the vast choices of specialism (sports, fashion, news...). They are to use Unifrog and watch a video from students at Sheffield Hallam University in their third year of journalism as part of their homework. Once they have completed their research the students will be given the opportunity to prepare and record their own interview in French using the skills they have learnt about. | <b>Tourism/hospitality/entertainment sector*</b><br>As part of module 1, unit 2, students are tasked with describing a theme park. Students will be shown a video of an employee that worked for Disney Parks and Cruises, explaining how speaking multiple languages benefitted their career. They will then write down the pros and cons of jobs in this sector and the benefits of being bilingual. Students will also learn about the different routes into the performing/entertainment industry and the multiple platforms this can include (shows/cruises/lessons etc). | <b>Real Estate*</b><br>In the final unit of the year, students will investigate the job of real estate and how to use persuasive writing in French to sell an area and a home. The students are to use model French verbs to discuss the variety of activities they must do in the area and adjective agreement to describe in detail the location and surrounding area. This will allow students to revisit most of the vocabulary and verbs they have seen throughout the module and will be used as practice for their end of module assessment. They will go on to write a piece on their chosen area/home they want to sell and present either a mini brochure style or a presentation in front of the class.<br><br>They will research Real Estate websites as homework and pick out specific writing styles that they could use in French in their work. |

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|                            | In term three, the students can investigate the variety of careers in hospitality in which speaking two languages may be beneficial. They are to research famous maître D (Fred Sirieix from first dates restaurant) and learn about his journey from working Michelin star restaurant to being the face of a TV show. (research project at home and one lesson on using MFL in hospitality jobs).  |   |  |
| <b>Outcomes (French)</b>   | Y7 will have the opportunity to present in small groups to their peers about Fred Sirieix. They will use both languages in the presentation.<br>Employability behaviours: collaborative and articulate  | Y8s will be shown various places and scenarios that an entertainer can work at. They will discuss in pairs how speaking a language can benefit someone in this sector and present the pros and cons to the class.<br>Employability behaviours: Reflective, articulate and collaborative   | Students in year 9 will use their research into French persuasive writing and their prior knowledge from the topics to write up independently a mini brochure/paragraph to sell a house.<br>Employability behaviours : Resilience and self motivated.  |
| <b>Religious Education</b> | <b>How religion influences career choice</b><br>During the final lesson of the 'Introducing RE' topic, on 'Why religion is important to the world' students are shown a clip from the 'My future, my career, my RE' project ( <a href="https://www.truetube.co.uk/film/my-future-my-career-my-re">https://www.truetube.co.uk/film/my-future-my-career-my-re</a> ) to help students to not only appreciate RE as an academic discipline, but also how the knowledge, skills and attitudes developed in RE link to the world of work. | <b>Journalism / DJ / Entertainment sector</b><br>During the summer term's Christianity topic students consider the controversial banning of a Church of England advert in cinemas (during a lesson Prayer and Publicity). During the lesson explicit reference is made to decisions-making about moral dilemmas that have to be made in workplaces.   | <b>Charity work: Christian Aid</b><br>During the Ethics topic, pupils will study 'Attitudes to victims of natural disasters'. Students will encounter the work of religious people who work for charitable organisations, such as Christian Aid. This is an opportunity for pupils to recognise not only how a religious person's belief is shown in action, but also the broader connection with how personal beliefs, interests and passions influence and motivate career choice. |
| <b>Outcomes (RE)</b>       | Y7 produce a written responses to questions about how religion influences the world. Therefore, pupils are encouraged to move beyond 'religion influences behaviour and lifestyle', eg morality, clothing, diet, consumer choices, and can also motivate choice of careers.<br><b>Employability behaviour: Working with others</b>  | Y8 pupils will encounter the case studies of a journalist and a DJ who both highlight the skills and knowledge taught in RE as being relevant to their career. Students will complete a written task where they imagine they have been asked to make the decision as to whether the Church of England advert should be shown by their (imaginary future) cinema chain.<br><b>Employability behaviour: Working with others</b> | Y9 pupils will make a written response to stimuli about charity work to show how a person's beliefs and values (religious or not) influence career choice.<br><br><b>Employability behaviour: Working with others</b>  |

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| <b>Physical Education</b> | <b>Fitness Instructor –</b><br><br>Within the HRF unit it is the intention to prepare students for dealing with the public by giving them a good grounding in how to assist in instructing exercise and fitness programmes to individuals with low fitness levels. (Links to FIT3:16 business) Specific examples of lessons where work related learning will be explicitly taught<br>Students will be ‘appointed’ as an assistant fitness instructor at FIT3:16 to work with 10 sedentary older people (aged 60+). Their task is to devise an introductory circuit training programme in the sports hall. | <b>Coaching/Leadership/Event Planning –</b><br><br>In the Leadership unit of work, the aim of the unit (Leadership – Amber Valley School Sport Partnership/Volunteer coaching) is to give learners an opportunity to inspire, motivate and improve the performance of a primary school group of students through the delivery of a sport activity or event. | <b>Career Workshop Day*</b><br>The aim of this day is to promote careers related to the PE faculty.<br>Students studying PE will look at the roles within a football club (possibly Tamworth FC). They will take part in ‘hands-on’ workshops working in small teams on a variety of tasks. Mock situations will be created for students to experience a range of different roles to include: <ul style="list-style-type: none"> <li>• Football manager/coach</li> <li>• Fitness coach</li> <li>• Referee</li> <li>• Physiotherapist/Masseur</li> <li>• Nutritionist</li> <li>• Press officer</li> </ul> |
| <b>Outcomes (PE)</b>      | <b>Employability behaviour: Working with others</b><br>Students are to devise a circuit consisting of 8 stations. Points to consider when devising the circuit for the age group. <ul style="list-style-type: none"> <li>• The type of exercise and the component of fitness its developing. (Consider how the exercise can be adapted so that it can be easily performed by the target group?)</li> <li>• Equipment required</li> <li>• Duration (time) or number of repetitions for each exercise</li> <li>• Rest period between each exercise</li> </ul>   | <b>Employability behaviour: Working with others</b><br>Students are to apply sports leadership/coaching skills to deliver a mini festival for a group of primary school students from adapted physical activities.  | <b>Employability behaviour: Self-regulation</b><br>The workshops will be fun, practical and a motivating way to teach students about careers within sport.   |
| <b>Performing Arts</b>    | <b>Choreographer/Professional Actor</b><br><br>As part of the ‘Motif Development’ unit, students will research the role of a choreographer and why they use motif development in their choreography. Students are assigned the role of a choreographer and  | <b>Professional Dancer/Director</b><br><br>In the unit ‘Contemporary dance’, students will look at the role of a dancer, their lifestyles, including how diet fuels the body for performance. As a homework task, students will complete a food diary for a professional dancer.  | <b>Screenwriter/ Set designer</b><br><br>As part of the ‘Soap Opera’ scheme of work, students study writing for television. They learn the skills needed to create plots and characters, improvising and writing scripted scenes. Over the course of the unit, students learn the skills of a Screenwriter.  |

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|                             | <p>create an 'audience intention' – deciding on the message they wish the audience to receive. This will then be evaluated and improvements made.*</p> <p>As part of the scripted unit 'The Terrible Fate of Humpty Dumpty' students explore the role of an actor. They consider the responsibilities and skills of an actor through the exploration of practical work. There is a weekly focus of a specific skill required for the job role. Students then answer a job description for homework, indicating their experience of the skills needed to become an actor.</p>   | <p>As part of the unit 'Blood Brothers', students will consider the role of a director and make directorial decisions for their extract. Students will self - assess their decisions, considering their role as a director. Students will then be introduced to the staging decisions a director needs to make and apply these to their extract. They will annotate their script making movement decisions that are appropriate to the role of director.</p>  | <p>Students then respond to a job application for a Screenwriter at the BBC. They apply for the job, listing their skills and experience to ensure the success of the application.</p> <p>The last scheme in Y9 allows students to explore a stimulus specialising in either Dance or Drama. They make creative decisions about their work, including how to produce a suitable set for their dance or drama. Students are introduced to the role of a Set Designer and consider the creative decisions made to successfully design and build a set. For homework, students are asked to design an appropriate set for their work.</p>   |
| <p><b>Outcomes (PA)</b></p> | <p><b>Employability behaviour: Working with Others</b></p> <p>Choreographer- To know how a choreography may approach practical work. To list skills needed to create practical work. To link practical work to a stimulus and assess the success of their own choreography. Students will have to:</p> <ul style="list-style-type: none"> <li>• Create choreography using a checklist of requirements.</li> <li>• Create an audience intention for their piece, considering the impact of their performance.</li> <li>• Work as a team to create performance work.</li> <li>• Evaluate their work reflecting on the audience experience.</li> </ul> <p><b>Employability behaviour: Self-regulation</b></p> | <p><b>Employability behaviour: Professional Conduct</b></p> <p>Dancer- To list the skills needed to become a professional dancer. To understand the five main food groups and how they contribute to a dancer's fitness and wellbeing. To complete a food diary as if they were a professional dancer, identifying food groups and potential meals. Students will have to:</p> <ul style="list-style-type: none"> <li>• Know the four food groups and consider this within their own diet.</li> <li>• Understand how food provides energy for the body.</li> <li>• Complete a food diary selecting the most appropriate groups for a professional dancer.</li> </ul> <p><b>Employability behaviour: Working with others</b></p> <p>Director- To list the skills needed to become a director. To show these skills in rehearsal and make creative decisions that contribute to the success of the piece. To annotate a script which identifies</p> | <p><b>Employability behaviour: Professional Conduct</b></p> <p>Screenwriter- To list the skills needed to become a Screenwriter. To reflect on work in class and make links between a Screenwriter and their own experience. To apply for a position of a Screenwriter, stating appropriate experience for the role. Students will have to:</p> <ul style="list-style-type: none"> <li>• Consider the skills needed to become a successful Screenwriter.</li> <li>• Evidence how they use these skills in their own practical work.</li> <li>• Apply for the position of a Screenwriter discussing their skills and experience for the role.</li> </ul> <p><b>Employability behaviour: Working with others</b></p> <p>Set designer- To list the skills needed to become a set designer. To understand the decisions set designers make to create an appropriate set. To understand how backdrops, props, lighting and colours can contribute to overall performance. To design a set</p> |

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|                         | <p>Actor- To list the skills needed to become a profession actor. To show these skills in rehearsal and performance. To respond to a job description identifying skills and experience needed for the role. Students will have to:</p> <ul style="list-style-type: none"> <li>• Consider the skills needed to become a successful actor.</li> <li>• Evidence how they use these skills in their own practical work.</li> <li>• Apply for an acting job discussing their skills and experience for the role.</li> </ul> | <p>appropriate directorial decisions for the cast. Students will have to:</p> <ul style="list-style-type: none"> <li>• Make decisions regarding the audience intention and how to communicate this in performance.</li> <li>• Make decisions regarding the staging.</li> <li>• Work with a group of actors to perform to achieve the desired outcome.</li> </ul>  | <p>appropriate for their practical work. Students will have to:</p> <ul style="list-style-type: none"> <li>• Work as a creative team to design a set.</li> <li>• Discuss how their set meets the creative intention of the performance.</li> <li>• Make decisions regarding the practical suitability of their set.</li> </ul>   |
| <b>Music</b>            | <p><b>Professional Performer/ Composer</b></p> <p><b><i>VIP Derbyshire Charanga software</i></b><br/>This is a cloud-based software that allows students to compose within the classroom and continue their work at home. On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.</p>  | <p><b>Music Producer</b><br/><b>VIP Derbyshire Charanga</b><br/>Students will use cloud-based software that allows students to compose within the classroom and continue their work at home. On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.</p> <p><b>Careers in Musical Theatre</b><br/>Local/National Creative Arts Groups (e.g., Chesterfield Studios/ I4YPC)<br/>Provide pupils with a professional workshop experience within the combined art forms of Music, Drama and Dance<br/>Raising aspirations of what it would be like to work in a professional company</p> | <p><b>Music Producer/Promotions</b><br/>Students will use cloud-based software that allows students to compose within the classroom and continue their work at home. On completion of tracks, there is the option for pupils to receive feedback from VIP Charanga CEO, Max Wheeler, (Music Producer) with added opportunities to submit their work into county wide competitions.</p> <p><b><i>Professional Performer: Battle of the Bands Project</i></b><br/>Students are asked to view their work as a manufacturable music product. They have creative control in what they create but are working to a brief to create and produce work suitable to be promoted within the music industry.</p> |
| <b>Outcomes (music)</b> | <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• To introduce the skills required to use a Digital Audio Workstation to</li> </ul>   | <p>(VIP) Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• To develop skills using a Digital Audio Workstation to produce a Grime track within a pair.</li> </ul>   | <p>(Producer) Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• To expand students' knowledge and practise of using a Digital Audio workstation and</li> </ul>   |

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|                                     | <p>compose a piece of music in a Dubstep Style.</p> <ul style="list-style-type: none"> <li>To use <b>Professional Conduct</b> when selecting sounds to compose music with, true of the required style, that when finished that can be utilised within the academy and sent to a Music producer for further feedback.</li> </ul>   | <ul style="list-style-type: none"> <li>To <b>present</b> not only the music itself, but a suitable marketing portfolio e.g., Artwork/merchandise that could be used to market within the Music industry.</li> </ul> <p>(Musical Theatre) Learning Outcomes:</p> <ul style="list-style-type: none"> <li><b>Working with others</b> to form a Musical Theatre Ensemble</li> <li>To rehearse and perform a Musical Theatre number, demonstrating conventions true of this style.</li> <li>To define and be able to discuss the purpose of Musical Theatre in the Entertainment industry.</li> </ul>   | <p>manipulate pre-determined and their own composed sounds to create a Rap remix.</p> <ul style="list-style-type: none"> <li>To <b>Collaborate</b> with a working Musical Artist in using fragments of existing audio, e.g., Vocal stems to allow pupils to create their own unique composition.</li> </ul> <p>(Performer) Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To form Bands within the classroom and present a performance an audience demonstrating the skills required of a professional musician.</li> <li><b>Working with others</b> to choose repertoire that is suitable for competition and addresses the strengths and talents within your chosen band.</li> <li>To be <b>Collaborative</b> in working as part of a professional Band in a competitive setting.</li> </ul> |
| <p><b>Design and Technology</b></p> | <p><b>Architect / Fashion Designer/Car Designer/ Engineers (a range)</b></p> <p>All lessons to be completed at the beginning of each term/rotation.</p> <p>Students will study how careers across the industry link with the design process. They will focus on the daily roles of specific people/careers and how their job is reliant on the iterative design process, an integral part of each project students' study in the rotation of D&amp;T, textiles, graphics and food.</p> <p>Students will identify links and explain how the employees work individually, or as a team to meet the needs of the consumer/target market, listing skills required for the role.</p> | <p><b>Costume Designer/Food Nutritionist/Electrician/Joiner/Plumber</b></p> <p>All lessons to be completed at the beginning of each term/rotation.</p> <p>Students will study how careers across the industry link with the design process. They will focus on the daily roles of specific people/careers and how their job is reliant on the iterative design process, an integral part of each project students' study in the rotation of D&amp;T, textiles and food.</p> <p>Students will identify links and explain how the employees work individually, or as a team to meet the needs of the consumer/target market, listing skills required for the role.</p> | <p><b>Furniture Designer/BSI Safety Tester/Brand Marketer*</b></p> <p>All lessons to be completed at the beginning of each term/rotation.</p> <p>Students will study how careers across the industry link with the design process. They will focus on the daily roles of specific people/careers and how their job is reliant on the iterative design process, an integral part of each project students' study in the rotation of D&amp;T, textiles and food.</p> <p>Students will identify links and explain how the employees work individually, or as a team to meet the needs of the consumer/target market, listing skills required for the role.</p>   |

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|                           |  |  | Current Yr 9 are completing the Yr 8 careers missed last year.  |
| <b>Outcomes (D&amp;T)</b> | <p>Students produce a written responses to questions about each career.</p> <ul style="list-style-type: none"> <li>Identify links to the DNA design process for each career.</li> <li>Understand the daily routine/tasks of the employee seen.</li> <li>Know the possible routes into the career and qualification expectations.</li> </ul> <p><b>Employability behaviour: Working with others</b></p> | <p>Students produce a written responses to questions about each career.</p> <ul style="list-style-type: none"> <li>Identify links to the DNA design process for each career.</li> <li>Understand the daily routine/tasks of the employee seen.</li> <li>Know the possible routes into the career and qualification expectations.</li> <li>Describe skills required to be successful in the role.</li> </ul> <p><b>Employability behaviour: Self-regulation</b></p>   | <p>Students produce a written responses to questions about each career.</p> <ul style="list-style-type: none"> <li>Identify links to the DNA design process for each career.</li> <li>Understand the daily routine/tasks of the employee seen.</li> <li>Know the possible routes into the career and qualification expectations.</li> </ul> <p><b>Employability behaviour: Working with others</b></p>  |
| <b>Art</b>                | <p><b>Textiles /Printing Design /Product Design</b></p> <p>As part of the Plants and Cacti unit, students will study the textile designer Orla Kiely, focusing on her design process and how she developed her brand.</p> <p>They will study printing, tessellations, repeat patterns and colour palettes. The outcome for the unit will be screen printing or sublimation printing tea towels.</p>    | <p><b>Photographer</b></p> <p>In the second unit of work, Sweets and Cakes, students will study how a photographer works in industry. They will be introduced to a food photographer and the ways in which they work.</p> <p>Working in groups, students will create a setting for sweets and cakes to be photographed in, taking into consideration elements which would be thought about by a professional photographer, such as the setting, arrangement of subject matter, composition of photographs (rule of thirds), and lighting. Students will also learn the basic functions of a SLR camera.</p> <p>To conclude, in their groups, students will produce a visual 'Industry' board of their work, as if to present a mood board to the author and publisher of their photography. This will include annotation to explain their process.</p> | <p><b>Illustrator/Graphic Designer/Typographer*</b></p> <p>This unit has been designed to give students an experience of the different side of visual art taking into account JTU's education and experience. Other KS3 work is Fine Art based but this unit sets out to show students the illustration, applied art and editorial side of visual arts.</p> <p>Students will work to mock briefs, learn different career roles such as illustrator, graphic designer and typographer are and gain understanding of another side of the subject.</p> |

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| <p><b>Outcomes (Art)</b></p> | <p>Students will be introduced to Orla Kiely and her career as a textile designer.</p> <ul style="list-style-type: none"> <li>• Identify skills required in a textiles career</li> <li>• Identify career pathways into a textiles career and qualification requirements</li> <li>• Produce a range of small pattern designs in response to Orla Kiely</li> <li>• Print and sublimate one pattern design onto a tea towel in response to Orla Kiely</li> </ul> <p>Employability behaviour: Self-regulation</p> <p>Students will learn to be resilient and reflective with their designs.</p>  | <p>Students will be introduced to a food photographer and the ways in which they work.</p> <ul style="list-style-type: none"> <li>• Identify skills required in a photography career</li> <li>• Identify career pathways into a photography career and qualification requirements</li> <li>• Work in groups to create a setting of sweets and cakes to be photographed</li> <li>• Work in groups to take a range of photographs of sweets and cakes</li> </ul> <p>Employability behaviour: Working with others</p> <p>Students will learn to work with one another in a respectful, collaborative and articulate way.</p> | <p>Students will learn about each career where appropriate in the teaching of practical unit content. This will include watching a video that explains the role and answering questions on the career including training routes and progression.</p> <ul style="list-style-type: none"> <li>• Identify skills required to be an illustrator, graphic designer or typographer.</li> <li>• Identify career pathways in to an illustrators, graphic designers or typographers career</li> <li>• Students will apply knowledge of Typography/Graphic design and Illustration in practical outcomes throughout the unit.</li> </ul> <p>Employability behaviour: Articulate and Reflective</p> <p>Students will make verbal contributions throughout</p> |
| <p><b>Computing</b></p>      | <p><b>Digital Literacy – Office Workers / Cyber Forensics</b></p> <p>Students will be taught explicitly that in the 21<sup>st</sup> century, digital literacy is important for all forms of employment. They will learn that these skills will be useful to the majority of further education, employment and walks of life – impacting their future career choices. Students will be taught how to word process, create and use spreadsheets, how to use power point and email for communication and how these skills are transferrable in many careers.</p> <p>Students will look at how cyber forensics investigate crime by seizing digital devices. Tasks will focus on forensic examination, digital footprints and how a computer</p> | <p><b>Software Engineer</b></p> <p>Students will study the daily roles and responsibilities of a software engineer, including coding, programming, exchanging files and algorithms. They will watch a video of a software engineer outlining their career path and their employability characteristics.</p>   | <p><b>Project Manager/IT Networks</b></p> <p>Students will watch a video on the daily roles of a network manager and the various tasks they need to carry out. Students will look at the various employability skills needed to be a network engineer.</p>   |

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|                             | downloads all information from a device. Students will be given an imaginary crime, given documents from SPOK and digital evidence, then asked to solve the crime.   |   |  |
| <b>Outcomes (computing)</b> | <p>Students will create power points on groups. These power points will be on a topic that the group researches themselves. Students will be required to distribute jobs, work individually and then compile their work (using email)</p> <p><b>Employability Behaviour: working with others</b><br/><b>Personal Attribute: Collaboration</b></p> <p>Students will research into a particular crime. Students look through various other similar crimes to work out how long they think the criminal will be sentenced for, and how the crime took place.</p> <p><b>Employability Behaviour: Self-Regulation</b><br/><b>Personal Attribute: Self-Motivated</b></p> | <p>Students will create a program for a specific client, taking into account their customers' requirements</p> <p><b>Employability Behaviour: Self-Regulation</b><br/><b>Personal Attribute: Self-Motivated</b></p> | <p>Students after watching a video on the role of a network engineer will answer questions on what employability behaviours it takes, and whether they have them.</p> <p><b>Employability Behaviour: Self-Regulation</b><br/><b>Personal Attribute: Reflective</b></p> |

\*To be taught from 2022-23 academic year