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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Post 16** |
| **Maths** | Students learn how to use basic numeracy within context. Often relating to real life situations involving money. Term 2 | Trip to Bletchley Park to learn about historic and present day work on deciphering. Careers lesson exploring counter intelligence. | Careers with Maths, 5 types over 5 weeks.  Short video clips used to give students a flavour of careers available with Maths elements. | Exponential Growth is fantastic topic taught to all Y10 students with direct application into the world of work across Medicine, Finance & Human Geography. | Students taught unit on Financial Maths including student loans with Barclays using MoneySense resources | A Level students have frequently careers focused lesson content which helps to direct UCAS applications in Y13. |
| **English** | ‘The Arrival’ – valuing equality, diversity and inclusion by learning about immigration and the reasons people leave their countries.  Holding a trial for Frankenstein – experience of law & how trials work | Experience in writing travel  Bespoke careers lesson for Y8 – travel reviews | Students are taught to value diversity and inclusion through the study of ‘The Dark Lady’ novel  Study of Akala as a speaker and activist. Exploration of race in historical Britain compared to now. Listening to talks from Akala    Holding a trial - experience of law & how trials work | Students develop their self-awareness, confidence and self-improvement by drafting, editing, practising and performing a speech | Students learn about the career of journalism  Review writing – study of real-life reviews, purpose and function of these (link to media, journalism), and students write their own reviews | Students give presentations to the class, developing their skills in planning, decision making processes., |
| **Science** | In lessons, discuss the role of topics for different professions- ie  knowledge of anatomy for physiotherapists and medicine, and role of chromatography in drug testing / criminology.  Displays in classroom updated regularly. Links in first lesson of topic to careers.  Specific lesson in Term 6 ‘Crime Scene Investigation’ looking at links to science practical and careers in police / criminology. | Students learn about World Space Week in October, with a focus on careers in astrophysics.  World Space Week events. | Standalone lesson on where science can take you for future university study and careers.  Dedicated careers lesson- focus on staff’s previous study at university and careers before teaching.  Unit of work introducing GCSE astronomy. | When studying topics infection and immunity, links to medical world and careers in the NHS. When studying photosynthesis/using resources- links to agriculture and environmental careers. | University trip possible to surrey university, linked to studies related to medicine, environmental career | With A level students we constantly link the learning to how it is applied to the real world, in real scientific research and how it is applicable to degree programmes and jobs.  Careers talks by people working in scientific industries- NPL, phD candidates.    Medical Society Y12s to help with wanting to work in NHS / as a doctor. |
| **History** | Work done on planning and deciding, problem solving, and self-improving as a learning. | Dedicated Careers History Lesson. | Dedicated Careers History Lesson. | Numerous studies of Historians and historiography. Work done on planning and deciding, problem solving, and self-improving as a learning. | Numerous studies of Historians and historiography. Work done on planning and deciding, problem solving, and self-improving as a learning.  Visit by historians John Nugee and Weipin Tsai. | Numerous studies of Historians and historiography. Work done on planning and deciding, problem solving, and self-improving as a learning. |
| **Geography** | Key geographers studied and links to their education backgrounds prior to them undertaking their roles.   Sustainability unit of work   Fieldtrip to Kew Gardens to learn about the work done by horticulturists to maintain, protect and preserve the environment.  Lessons on future jobs, focused around development of new technologies. | Standalone careers lesson, with fieldwork to investigate jobs in local are.  Topic on inequality (Health and food)  Students’ complete fieldwork to study the different jobs and sectors of work in the local area.  Students investigate the future of the supply chain and the use of technology to bridge the gap and reduce inequality. | Turing House Geographer Competition. Linked to the careers in geography lesson.    Enterprise and employment within the Globalisation unit.  Lessons based around different sectors of work, within the UK and abroad. Case studies of different companies used within teaching | Whilst studying urban issues and challenges students learn about the changing face of work in Stratford with the development of the Olympic Park for the 2012 games.  Lesson plans  Fieldtrip to the London Olympic Park | Whilst studying Changing Economic World and Resources Management students discuss and learn about new opportunities in the work places as the economy changes and new jobs arise. | A range of career focused opportunities in conjunction with the RGS and with the GA.  Students given a range of opportunities to participate in career enhancing opportunities such as the Financial Times Essay Competition. |
| **RP** | Develop Critical thinking skills - 2. Term 4 students take on the part of an investigator/Police/Lawyer to look at the evidence presented | Term 1 Examination of right and wrong and morality  Links to the police and the justice system in Term 4  Links to careers in art in term 6 | Terms 4-6 Prejudice and discrimination in the workplace with specific reference to sexism and homophobia | Terms 1-3 Islamic Beliefs, students gain a comprehensive insight into Islam which subsequently leads of increased tolerance and respect in society for Muslims.  Managing conflict though Religion peace and Justice. Terms 4&5 | N/A | N/A |
| **Spanish** | Students get experience of real life hospitality interactions through role play and paired dialogues. They also benefit from a visiting creative artist giving them a workshop on flamenco dancing. | Students learn about future plans linked to holiday’ study Spanish speaking holiday destinations and culture.  Also they study a unit on fashion and clothes inspiring future careers. This is done through translations and creative writing. | Students learn a whole unit on jobs and job interview language through speaking role plays and videos. | Students study how to describe their role models and who they aspire to be  through role plays and extended writing. | Students apply for jobs in Spanish and learn a whole unit on work experience and future ambitions through extended writing and presentations. | Lots of reference to Spanish working world and interview languages |
| **Computer Science** | Games development using latest industry tech/ programmes. | Trip to Bletchley to learn about coding – Cypher challenge. | Bebras Challenge – working on challenges based on real life problems.  Stem Club extra curricular  Idea award based on developing industry standard skills | Bebras Challenge Intermediates – working on challenges based on real life problems.  Stem Club extra curricular  Robotics Challenge  Career/ Skills event: workshops with industry experts  Q & A with Industry experts on working in computer industry. | Bebras Challenge Senior – working on challenges based on real life problems.  Stem Club extra curricular.  Career/ Skills event: workshops with industry experts | Bebras Challenge Elite and Cypher Challenge developing team work across Yr 10 - 13  Career/ Skills event: workshops with industry experts |
| **Physical Education** | Students experience different roles within PE such as refereeing, leadership and coaching. This Teaches students different careers within sport. Students also have a sports analysis lesson where they analyse a partner’s ability.  Spots analyst lesson – watch partner, complete tally sheet and give areas for development. | Students experience different roles within PE such as refereeing, leadership and coaching. This Teaches students different careers within sport. Students also have a sports analysis lesson where they analyse a partner’s ability.  Spots analyst lesson – watch partner, complete tally sheet and give areas for development. | Students experience different roles within PE such as refereeing, leadership and coaching. This Teaches students different careers within sport. Students also have a sports analysis lesson where they analyse a partner’s ability. | Cambridge National – Have an assignment regarding the employment within the sports industry.  Cambridge National - Coursework Assignment  Spots analyst lesson – watch partner, complete tally sheet and give areas for development.  Refereeing and coaching consistently implemented within lessons. | Cambridge National – Have an assignment regarding the employment within the sports industry.  Cambridge National - Coursework Assignment  Spots analyst lesson – watch partner, complete tally sheet and give areas for development.  Refereeing and coaching consistently implemented within lessons. | Provide sports clubs (cross country, table tennis, rugby and football) – Coaching opportunities through clubs.  Coaching opportunities to younger students. |
| **Music** | Promote teamwork, problem solving, working under pressure, working to a deadline and professionalism. Resilience and discipline.  Sustainability    Working together to produce compositions, performances and evaluations | Promote teamwork, problem solving, working under pressure, working to a deadline and professionalism.  Resilience and discipline.  Talk: careers in music/experiences of a working musician.  Visiting Musician | Promote teamwork, problem solving, working under pressure, working to a deadline and professionalism.  Resilience and discipline.  Using industry standard technology to make music eg film music and hits. Discussion of how industry works. | Promote independent work, problem solving, working under pressure, working to a deadline and professionalism. Time management.  Trip to see theatre orchestra pit.    Look around pit, talk to working musicians. | Promote independent work, problem solving, working under pressure, working to a deadline and professionalism. Time management.  Trip to south bank, smaller venue.  Look at concert musicians, possibility of going back stage to talk with them. | N/A |
| **DT/ Art** | Students consider on a basic level what a ‘designer’ is and what typical traits they may have (promotion that all students are designers)  Class discussions in DIN’s of roles and jobs a designer could do | Students look more in depth and products and how they have been designed, linking to traits and skills needed from whoever designed them. Discussions of more in depth manufacturing, leading to discussions of roles within making and creating | Group competition style project – giving roles within a team for a half term project (PM, Bursar etc) | Links to industry and visiting artists/professionals  Professional speakers, group discussion and sections of coursework dedicated to links to industry | Within Year 11, we study how students can behave and think like designers, considering job roles.  Discussions of next steps and how the design process can provide evidence for interview questions/experiences for next steps after Y11 | N/A |
| **Drama** | Each skills lesson in term 1 has an ‘in real life’ slide, talking about how you would use the learnt skill in the world of work. (e.g. team work, improvising) | Blood Brother Technical Theatre SOW – looks at a different job in theatre each week (e.g. costume designer, director). | Developing knowledge of careers in theatre/film/TV through technical theatre lessons in each unit. Further discussion about transferable skills. Health and safety explored. | Old Vic project – looking at creative careers, National Connections project – working with theatre professionals. | Old Vic project – looking at creative careers, National Connections project – working with theatre professionals.  Looking at post-16 options in performing arts, media and TV. | Old Vic project – looking at creative careers, National Connections project – working with theatre professionals. |