

Stone Hill School

Upper School Curriculum Plan

Careers, Employability and Enterprise Education – Key Stage 3

Intent:
 Stone Hill School understands the importance of providing all our pupils with the skills and knowledge required to make effective decisions; especially in relation to future education, training and employment options. At Stone Hill, we have high aspirations for all our pupils. We believe that a well-structured and highly effective programme of Careers, Employability and Enterprise Education will play a key role in how we prepare our young people for a safe, independent life.
 The key aim of the curriculum is for pupils to develop an understanding of careers and work-related information that develops their sense of enquiry, not only about careers and further education but also of how the skills developed in school are applicable and integral ingredients in the modern workplace. The Careers, Employability and Enterprise Education curriculum at Stone Hill School is aligned with the eight Gatsby Benchmarks, a framework of excellence, based on national and international research defining all the elements of very best practice.
 The Key Stage 3 Careers, Employability and Enterprise curriculum has been designed to enable pupils to further explore careers and future aspirations, whilst also providing them with a solid basis of knowledge of how to access labour market information. The curriculum intends to raise aspirations, promote discussion, as well as introduce them to a wide range of different pathways. Pupils will study the future job market, how role models affect aspirations; how skills relate to different careers and will also explore how life skills can support success.
 Enterprise is about trying new things, working with others, using initiative and having ambition. At Stone Hill School, Enterprise is about ‘Making Ideas Happen!’ The intent of the Enterprise curriculum across Key Stage 3 is to support the development of eight core competencies, identified as critical components of what it means to ‘be enterprising’. These are: problem solving, communication, teamwork, resilience, confidence, initiative, organisation and creativity. Throughout KS3, pupils are taught important Enterprise competencies through every day curriculum activities and one off events, developing links with local Enterprise education providers wherever possible.
 Employability and Enterprise skills are embedded across all aspects of the curriculum, and leaders of all subjects contribute to the assessment of pupils’ progress and experiences linked to the Gatsby Benchmarks, Skills Builder and Learning Behaviours. We also plan multiple opportunities for our pupils to use their employability and enterprise skills in real world situations through, for example, role play, enterprise projects, encounters with employers and visits out of school.

Year	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Skills Builder Gatsby Benchmarks
Year 7 Careers and Employability	All year	Developing yourself through careers, employability and enterprise education. <u>Vocabulary</u> Self-awareness, self-determination, self-improvement, careers, employability, enterprise.	Self-Awareness: Describe what you are like, what you are good at and what you enjoy doing. Self Determination: Explain how to get what you want. Self-Improvement as a Learner: Identify what you are learning from careers, employability and enterprise activities and experiences.	LITERACY <u>Reading</u> Look at pictures Decoding Reading with support Reading independently Talk or write about text/pictures Ask questions Answer questions Give opinion Listen to an opinion

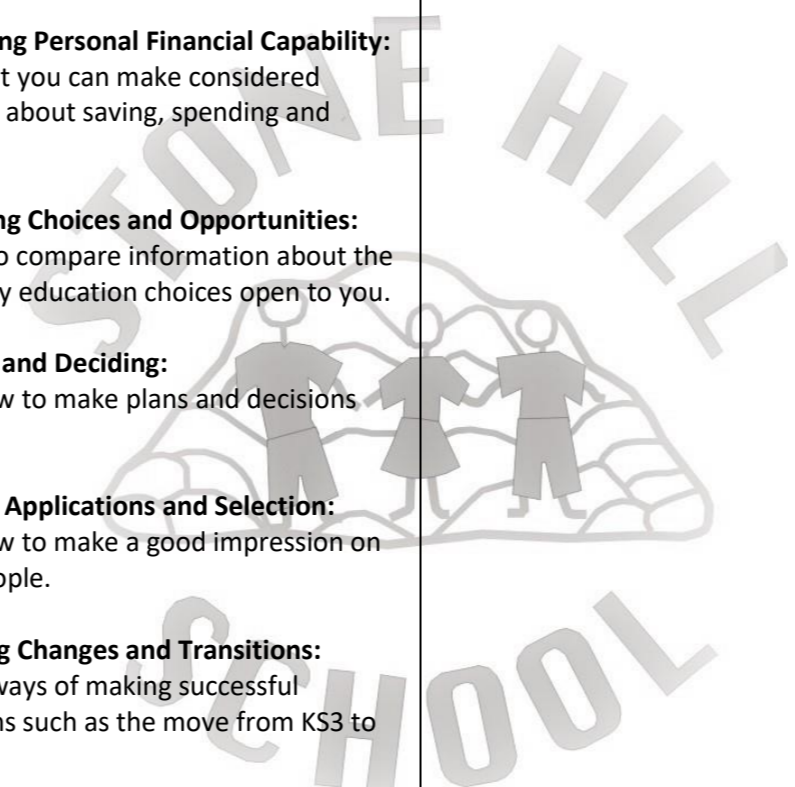
<p>Year 7 Enterprise Trash to Treasure</p>	<p>1 - 6</p>	<p>Trash to Treasure – Skills Builder Project</p> <p>During this project, pupils work in teams to design and build a new toy from recycled materials. They will gain an understanding by conducting research, finalising a design, manufacturing, and pitching their toy whilst considering the environmental impact of their design.</p> <p>Local Visit: The World of Toys Pupils explore how essential skills are used in the world of toys and retail by going on a local visit or virtual tour.</p> <p>Session 1: Terrific Toys Pupils apply Speaking to share their ideas with their class in a clear way, as they evaluate existing toys.</p> <p>Session 2: Eco Warriors Pupils apply Creativity to use their imagination, as they explore recyclable materials and how they could be used.</p> <p>Session 3: Detailed Designs Pupils apply Leadership to recognise and understand how their teammates are feeling, as they begin creating an initial toy design.</p> <p>Session 4: Finishing Touches Pupils apply Speaking, Creativity and Leadership to create their final designs for their eco-toy.</p> <p>Session 5: Build It Up Pupils apply Leadership to ensure everyone in their team has a job and is helping each other, as they build their prototypes.</p> <p>Session 6: Adapt and Overcome Pupils apply Creativity to adapt their models to a new success criterion, as they complete their toy prototypes.</p> <p>Session 7: Speaking Plans Pupils apply Speaking to link their ideas and put their points in a clear order, as they prepare their team presentations for the Toy Showcase.</p>	<p>Problem Solving: I know what is meant by a problem.</p> <p>Communication / Speaking: I know the different ways in which people communicate, e.g., speaking, listening, writing, through body language, etc.</p> <p>Teamwork / Leadership: I know what makes a team, e.g., shared ethos, clearly defined roles, etc.</p> <p>Resilience: I know what resilience is.</p> <p>Confidence: I know what it means to be confident.</p> <p>Initiative: I know that instructions are given for a reason.</p> <p>Organisation: I know what it means to be organised.</p> <p>Creativity: I know how to describe what it means to be creative.</p>	<p>Develop vocabulary Comprehend Infer information Research</p> <p>Writing Write with support Write independently Write for a purpose Present work Correct own work Act on feedback Summarise</p> <p>GPS / Spoken Language Use correct punctuation Speak coherently Take part in discussion Use new vocabulary Present information and opinions</p> <p>NUMERACY</p> <p>Measurement Skills Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp Sequence events</p> <p>Statistics Skills Draw a pictogram/bar/tally/line/pie chart Interpret a pictogram/ bar/tally/line/pie chart</p> <p>Statistics Knowledge Know how to group tally marks into 5s. Know that graphs have scales. Know that pictogram icons can be worth more than one.</p> <p>SMSC</p> <p>Spiritual Explain own beliefs Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success</p> <p>Moral</p>
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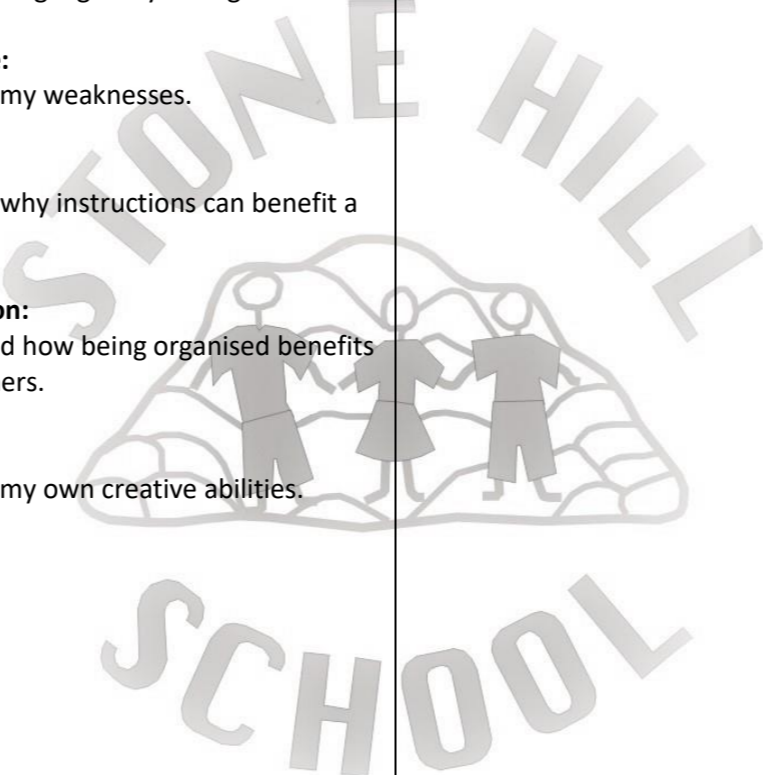
		<p>Session 8: Spectacular Showcase Pupils apply Speaking, Creativity and Leadership by rehearsing and polishing their final presentation for the Toy Showcase.</p> <p>Vocabulary Problem solving, communication, speaking, teamwork, leadership, resilience, confidence, initiative, organisation, creativity.</p>		<p>Recognise right and wrong Respect the law Understand consequences Investigate moral and ethical issues Offer reasoned views</p> <p>Social Socialise with other pupils and other people Mix with pupils or other people from different ethnic backgrounds Volunteer Cooperate with others Resolve conflict Accept British values Engage in British values Accept the rule of law Demonstrate mutual respect Contribute positively to life in modern Britain</p> <p>Cultural Participate positively in art Participate positively in music Knowledge of different socio-economic groups in the local community Knowledge of different socio-economic groups in Britain.</p> <p>British Values Democracy Rule of law Individual liberty Mutual respect Tolerance</p> <p>SKILLS BUILDER Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork</p> <p>GATSBY BENCHMARKS</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces
<p>Year 8 Careers and Employability</p>	<p>All Year</p>	<p>Learning about careers and the world of work.</p> <p>Vocabulary Career, work, business, industry, labour market, equality, diversity, inclusion, safe practices, work environment.</p>	<p>Exploring Careers and Career Development: Give examples of what it means to have a career.</p> <p>Investigating Work and Working Life: Give examples of what people like and dislike about the work they do.</p> <p>Understanding Business and Industry: Describe a local business, how it is run and the products and/or services it provides.</p> <p>Investigating jobs and Labour Market Information (LMI): Describe the main types of employment in your area: past, present and emerging.</p> <p>Valuing Equality, Diversity and Inclusion: Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.</p>	<p>SKILLS BUILDER Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork</p> <p>GATSBY BENCHMARKS</p> <ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces


			<p>Learning about safe working practices and environments: Be aware of how to keep yourself safe and well when you are learning and playing.</p>	8. Personal guidance
<p>Year 8 Enterprise Community Café</p>	1 - 6	<p>Community Café – Skills Builder Project</p> <p>During this project, pupils will explore how they can help the local community by organising and running their own in-school café. They will gain an understanding of planning and running their own enterprise including the values of planning ahead, collaboration and design.</p> <p>Session 1: Local Visit: Gathering Ideas Pupils explore how essential skills are used in the world of cafés by going on a local visit or virtual tour.</p> <p>Session 2: Creative Cafés Pupils apply Creativity by using their imagination to explore what makes a creative café.</p> <p>Session 3: Team Decisions Pupils apply Leadership to explore emotions, as they create a name and theme for their café.</p> <p>Session 4: Design Time Pupils apply Teamwork to contribute towards the group task of designing a café logo and employee badge.</p>	<p>Problem Solving: I can recognise potential problems in a task and understand why they have happened.</p> <p>Communication: I can explain the different forms and uses of communication, e.g., informing, explaining, describing, etc.</p> <p>Teamwork / Leadership: I can be an active member of a team.</p> <p>Resilience: I can talk positively about how wellbeing may be maintained.</p> <p>Confidence: I can describe my personality, strengths and preferences.</p> <p>Initiative: I can follow instructions.</p> <p>Organisation: I can prioritise tasks to suit the needs of the team/situation.</p> <p>Creativity: I can use resources in a creative way.</p>	

	<p>Session 5: Advertising Aces Pupils apply Creativity, Leadership and Teamwork by working together to advertise their cafés.</p> <p>Session 6: Market Researching Pupils apply Teamwork to explore the benefits of teamwork, as they gather and interpret data about customer preferences.</p> <p>Session 7: Writing Menus Pupils apply Creativity to share their imaginative ideas, as they design menus and role-play how they are used in cafés.</p> <p>Session 8: Decoration Station Pupils apply Leadership to recognise their team mates' emotions, whilst creating café decorations.</p> <p>Session 9: Customer Service Pupils apply Creativity, Leadership and Teamwork by delegating jobs and hosting the final café event.</p> <p><u>Vocabulary</u> Problem solving, communication, teamwork, leadership, resilience, confidence, initiative, organisation, creativity.</p>		
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<p>Year 9 Careers and Employability</p>	<p>All year</p>	<p>Developing your career management and employability skills.</p> <p><u>Vocabulary</u> Career, employability, initiative, enterprise, financial capability, saving, spending, choice, opportunity, planning, deciding, applications, selection, transition.</p>	<p>Making the most of Careers Information, Advice and Guidance: Be aware of where to get impartial information and support when you need it and how to make good use of it.</p> <p>Preparing for Employability: Identify key qualities and skills that employers are looking for.</p> <p>Showing Initiative and Enterprise: Show that you can use your initiative and be enterprising.</p> <p>Developing Personal Financial Capability: Show that you can make considered decisions about saving, spending and giving.</p> <p>Identifying Choices and Opportunities: Be able to compare information about the secondary education choices open to you.</p> <p>Planning and Deciding: Know how to make plans and decisions carefully.</p> <p>Handling Applications and Selection: Know how to make a good impression on other people.</p> <p>Managing Changes and Transitions: Identify ways of making successful transitions such as the move from KS3 to KS4.</p>	
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<p>Year 9 Enterprise Number Crunching</p>	<p>1 – 6</p>	<p>Number Crunching – Skills Builder Project</p> <p>During this project, pupils will design a brand new confectionery product. They will gain understanding of the process involved in setting up their own brand, including the values of planning ahead, collaboration and design. This project culminates in a business plan, when they will present their plans to an audience.</p> <p>Local Visit: Sourcing The Information Pupils explore how essential skills are used in the world of confectionery by going on a local visit or virtual tour.</p> <p>Session 1: What Is Confectionery? Pupils apply Speaking to order their ideas and include relevant detail, as they share what they already know about confectionery.</p> <p>Session 2: Patient’s Problem Pupils apply Problem Solving to explore how teamwork can be more effective than working alone, as they recall and role play different jobs.</p> <p>Session 3: Creative Confectionery Pupils apply Staying Positive to apply strategies in response to setbacks, as they design a confectionery brand with given limitations.</p> <p>Session 4: On Brand Pupils apply Speaking, Leadership and Teamwork to research the features of a successful brand and finalise their team confectionery brand.</p> <p>Session 5: Wrapping Up Pupils apply Staying Positive to keep trying when something goes wrong, as they design and create their packaging prototypes.</p> <p>Session 6: Marketing Moguls Pupils apply Problem Solving to identify different ways to solve a problem, as they explore how to market their brand to different audiences.</p>	<p>Problem Solving: I understand how a potential problem may affect the overall outcome.</p> <p>Communication / Speaking / Listening: I recognise why communication skills benefit all of us.</p> <p>Teamwork: I understand why being in a team is a benefit.</p> <p>Resilience / Staying Positive: I am able to highlight my strengths.</p> <p>Confidence: I recognise my weaknesses.</p> <p>Initiative: I recognise why instructions can benefit a team.</p> <p>Organisation: I understand how being organised benefits me and others.</p> <p>Creativity: I recognise my own creative abilities.</p>	
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	<p>Session 7: Lights, Camera, Action! Pupils apply Speaking to consider their audience whilst writing and practising TV adverts promoting their confectionery brand.</p> <p>Session 8: Confectionery Chat Pupils apply Speaking, Problem Solving and Staying Positive as they prepare their TV adverts and presentation pitches.</p> <p>Session 9: Final Brand Pitch Pupils experience the excitement and challenges of pitching their confectionery brand.</p> <p>Vocabulary Problem solving, communication, speaking, listening, teamwork, resilience, staying positive, confidence, initiative, organisation, creativity.</p>		
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Intended impact:
Pupils will have knowledge and experience of a range of careers within the labour market. Pupils will be able to evaluate their own skills and will be aware of skills and qualities required for employment. Pupils will have aspirations and ambitions for future employment and will be aware of a wide range of different pathways into further education and employment. Pupils will have developed a range of career management, employability and enterprise skills that will enable them to access Careers and Employability education at Key Stage 4.

Pupils will develop progressive skills, knowledge and attitudes in the eight core enterprise competencies that will allow them to access Enterprise at KS4:

Problem Solving: The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.

Communication: The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.

Teamwork: The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.

Resilience: The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.

Confidence: The self-motivation and ability to generate and retain strong self-belief in personal skills, capabilities and likelihood of success.

Initiative: The ability to take initiatives, evaluate and calculate risks, and do more than is required in the pursuit of successful outcomes whilst understanding the need for original and creative solutions/ideas.

Organisation: The ability to effectively manage tasks, plan and prioritise actions within a time schedule and set smart goals whilst using creativity to enhance the outcomes of tasks.

Creativity: The use of imagination or original ideas to create something; inventiveness.

