

Tudor Grange Academy Kingshurst



Scheme of Learning to Support Adaptive Teaching

Department	Subject	Year Group	Topic Title	Timeframe
	Life Long Learning	10	Careers	HT3
<p>Department Curriculum Intent:</p> <ul style="list-style-type: none"> • RSHE at TGAK delivers the statutory content (2020) which students are expected to know by the time they have left secondary school and builds upon the foundations of the statutory primary curriculum. • The statutory content is delivered at TGAK through five half-termly strands: Safety, Relationships, Sex Education, Health and Mental health. A strand on careers is also taught to all year groups. • The curriculum aims to give students the knowledge, understanding and skills in the above strands to make informed, safe and healthy choices in their lifelong learning. 				
<p>Scheme Objective:</p> <p>This scheme aims to build on students' prior work on career options and pathways they can take after Year 11. It also aims to equip students with the skills they will need to sell themselves to prospective employers by teaching the importance of work experience, taking extra-curricular opportunities and the key aspects of a good CV. This half-term's scheme aims to introduce students to more pathway options, including exposure to further education in the form of careers talks.</p>				
<p>Planned outcome – Links to Assessment:</p> <ul style="list-style-type: none"> • Students to understand how opportunities inside and outside school can prepare you for the workplace. • Students to understand key employment laws and workers' rights. • Students to understand the Labour Market Information for the local area and what this can tell us. • Students to understand the basics of what makes an effective CV. 				

Component 1 Opportunities inside and outside school	Before moving onto	Component 2 Employment Laws	Before moving onto	Component 3 Gatsby Benchmark 6
<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ What extra-curricular activities are offered at school – what benefits do these have? ○ What opportunities are there in the local area? Benefits of these. ○ Benefits of a Saturday job. 		<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ Employment rights everyone is entitled to, including minimum wage, paid holiday, rest breaks and protection against discrimination. ○ Why is it important to know your rights at work? 		<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ Why do the government believe work experience is important? ○ Benefits of work experience. ○ How can you gain work experience if not through school?
<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Opportunities ○ Saturday job ○ Extra-curricular 		<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Employment law ○ Rights ○ Discrimination ○ Statutory ○ Minimum Wage ○ Maternity/paternity pay ○ Dismissal ○ Redundancy ○ Flexible working 		<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Gatsby Benchmarks ○ Work experience ○ Volunteering
<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check understanding of benefits of taking opportunities in school and in the local area. • Retrieval practice in Let's Get Started of next session to check understanding 		<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check understanding of what workers are and are not entitled to. • Retrieval practice in Let's get Started of next lesson to check understanding of employment rights and laws. 		<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check understanding of benefits of work experience and how to gain this. • Retrieval practice in Let's Get Started of next session to check understanding of why

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of benefits of extra-curricular activities.			work experience is important.
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Component 4 LMI <i>(this session is taught every year to keep up to date with current LMI)</i>	Before moving onto	Component 5 CVs	Before moving onto	Component 6
Fundamental Knowledge: <ul style="list-style-type: none"> ○ Who are the biggest employers in the local area? ○ Which employment sector employs the most/least people in the local area? ○ Employment rate in the local area. ○ How can LMI help us when considering future careers? 		Fundamental Knowledge: <ul style="list-style-type: none"> ○ Why are CVs important? ○ Profile section – what qualities would you include? ○ Hobbies section – what can this tell an employer? How can we build this up? 		Fundamental Knowledge: <ul style="list-style-type: none"> ○
Tier 2/3 Vocabulary: <ul style="list-style-type: none"> ○ Labour Market Information (LMI) ○ Employment 		Tier 2/3 Vocabulary: <ul style="list-style-type: none"> ○ Curriculum Vitae – CV ○ Profile ○ Hobbies 		Tier 2/3 Vocabulary: <ul style="list-style-type: none"> ○
Knowledge to be checked: <ul style="list-style-type: none"> • Teacher to check students' interpretation of the LMI data through questioning. • Retrieval practice in Let's Get Started of next session to check understanding of LMI meaning and importance; who the big employers in the area are; which employment sectors are largest. 		Knowledge to be checked: <ul style="list-style-type: none"> • Teacher-led discussion to check understanding of why CVs are important and what the profile/hobbies sections can tell an employer. 		Knowledge to be checked: <ul style="list-style-type: none"> ○