



Tudor Grange Academy Kingshurst

Scheme of Learning to Support Adaptive Teaching

Department	Subject	Year Group	Topic Title	Timeframe
	Life Long Learning	7	Careers Education	HT1
<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>Careers education in Year 7 aims to support the transition from primary to secondary education by ensuring that students know the importance of school, the importance of having goals in order to succeed and how they can maximise their opportunities whilst at TGAK.</p>				
<p>Planned outcome – Links to Assessment:</p> <ul style="list-style-type: none"> • Students to understand that transition is part of life and helps us to progress. • Students to understand the importance of school in terms of both qualifications/ future career prospects but also in terms of personal development. • Students to understand that maximising opportunities in school will help them later on in terms of applying for next steps. • Students to set goals for their time at TGAK. 				

Component 1 Transition to secondary school	Before moving onto	Component 2 The importance of school	Before moving onto	Component 3 Opportunities inside school
<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ Meaning and importance of 'transition'. ○ Key information they need to know about secondary/TGAK – what to pack in their bag, how to get to key areas of the site, uniform expectations, sanctions and where to seek support. 		<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ Meaning of 'education'. ○ Reasons why education is important. ○ Understanding that subject knowledge is not the only thing we gain from secondary education. 		<p>Fundamental Knowledge:</p> <ul style="list-style-type: none"> ○ Benefits of extra-curricular activities for future CVs/applications as well as for personal/social development. ○ What do our hobbies/interests say about us as people? ○ Students to be made aware of extra-curricular activities available at TGAK.
<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Transition 		<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Education 		<p>Tier 2/3 Vocabulary:</p> <ul style="list-style-type: none"> ○ Extra-curricular ○ Opportunities ○ Curriculum Vitae (CV)
<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion to check understanding of what transition means and check understanding of key TGAK info. • Retrieval practice in Let's Get Started of next session to check understanding of transition. 		<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion about value of education. • Teacher-led discussion about reasons education is important. • Retrieval practice in Let's Get Started of next session to check understanding of why education is valuable. 		<p>Knowledge to be checked:</p> <ul style="list-style-type: none"> • Teacher-led discussion about benefits of extra-curricular activities. • Retrieval practice in Let's Get Started of next session to check understanding of why extra-curricular activities are important.

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Component 4 The importance of having goals	Before moving onto	Component 5 LMI <i>(this session is taught every year to keep up to date with current LMI)</i>	Before moving onto	Component 6
Fundamental Knowledge: <ul style="list-style-type: none"> ○ Why are aspirations important? ○ Why is it important to set goals? ○ SMART goals – how can you set achievable goals? 		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"> ○ ○ ○ ○
Tier 2/3 Vocabulary: <ul style="list-style-type: none"> ○ Goals ○ Aspirations 		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"> ○ ○ ○ ○
Knowledge to be checked: <ul style="list-style-type: none"> • Teacher-led discussion about importance of goals and aspirations. • Retrieval practice in Let's Get Started of next session to check understanding of SMART goals, importance of goal-setting and importance of aspirations. 		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"> : ○ ○