



## Tudor Grange Academy Kingshurst



### Scheme of Learning to Support Adaptive Teaching

Department	Subject	Year Group	Topic Title	Timeframe
	Life Long Learning	8	Careers Education	HT3
<b>Department Curriculum Intent:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>				
<b>Scheme Objective:</b> This scheme aims to build on students' prior work on goals and aspirations (Y7 Careers) and develop this further by exploring why soft skills are important (and how they can develop them during their school career) and pathways they can take after Year 11. It also aims to start introducing them to career possibilities, including exposure to employers in the form of careers talks.				
<b>Planned outcome – Links to Assessment:</b> <ul style="list-style-type: none"> <li>Students to have deepened their understanding of the importance of aspirations and goal-setting.</li> <li>Students to understand what we mean by soft skills and why these are so important.</li> <li>Students to have exposure to career options – knowledge of LMI, STEM careers and specific careers from an external speaker.</li> </ul>				

Component 1 LMI <i>(this session is taught every year to keep up to date with current LMI)</i>	Before moving onto	Component 2 Goals and Aspirations	Before moving onto	Component 3 Soft skills
<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>Who are the biggest employers in the local area?</li> <li>Which employment sector employs the most/least people in the local area?</li> <li>Employment rate in the local area.</li> <li>How can LMI help us when considering future careers?</li> </ul>		<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>Why is it important to set goals?</li> <li>How can we use the GROW coaching model to help us set goals?</li> </ul>		<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>What soft skills do employers value?</li> <li>Why is it important to have both soft and hard skills?</li> </ul>
<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>Labour Market Information (LMI)</li> <li>Employment</li> </ul>		<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>Goals</li> <li>Aspirations</li> </ul>		<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>Soft skills</li> <li>Hard skills</li> </ul>
<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>Teacher to check students' interpretation of the LMI data through questioning.</li> <li>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</li> </ul>		<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>Teacher-led discussion to check understanding of the importance of setting goals.</li> <li>Retrieval practice in Let's Get Started of next session to check understanding of importance of setting goals and having aspirations.</li> </ul>		<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>Teacher-led discussion to check understanding of the importance of soft skills.</li> <li>Retrieval practice in Let's Get Started of next session to check understanding of soft skills.</li> </ul>

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are; which employment sectors are largest.			
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Component 4 STEM Careers	Before moving onto	Component 5 Pathways	Before moving onto	Component 6
<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>○ Examples of STEM jobs</li> <li>○ Benefits of STEM careers – financial, growth of employment sector etc.</li> </ul>		<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>○ There is not a single route to any career.</li> <li>○ Why is it important to know about different pathways? How can life change the pathway we take?</li> </ul>		<b>Fundamental Knowledge:</b> <ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>
<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>○ STEM</li> </ul>		<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>○ Pathways</li> <li>○ Goals</li> </ul>		<b>Tier 2/3 Vocabulary:</b> <ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul>
<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>• Teacher to check student knowledge of STEM careers and benefits through questioning.</li> <li>• Retrieval practice in Let's Get Started of next session to check understanding of STEM careers.</li> </ul>		<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>• Teacher-led discussion to check understanding of different pathways (in different scenarios/case studies).</li> </ul>		<b>Knowledge to be checked:</b> <ul style="list-style-type: none"> <li>•</li> <li>○</li> <li>○</li> </ul>