

## Tudor Grange Academy Kingshurst



### Scheme of Learning to Support Adaptive Teaching

Department	Subject	Year Group	Topic Title	Timeframe
	Life Long Learning	9	Careers Education	HT3
<p><b>Department Curriculum Intent:</b></p> <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>				
<p><b>Scheme Objective:</b></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 support students with how to use their future goals to help them choose their options subjects. This half-term's scheme aims to introduce students to more career possibilities, including exposure to employers in the form of careers talks.</p>				
<p><b>Planned outcome – Links to Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students to understand how school subjects offer transferable skills that can help them in various aspects of life.</li> <li>• Students to consider their options choices and understand the benefits of studying EBacc subjects.</li> <li>• Students to understand what influences our career choices and the benefits of seeking advice from different sources.</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 Seeing skills not subjects	Before moving onto	Component 2 Options	Before moving onto	Component 3 Who should influence your career choices?
<p><b>Fundamental Knowledge:</b></p> <ul style="list-style-type: none"> <li>○ What are hard skills and soft skills and why is it important to have both?</li> <li>○ What are transferable skills and which ones can we gain from our school subjects?</li> </ul>		<p><b>Fundamental Knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Students to know which subjects are compulsory and which subjects they can choose at TGAK.</li> <li>○ Students to understand why they need to study at least two EBacc subjects.</li> </ul>		<p><b>Fundamental Knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Who/what might influence our career choices?</li> <li>○ Advantages and disadvantages of different influences.</li> </ul>
<p><b>Tier 2/3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○ Transferable skills</li> <li>○ Soft skills</li> <li>○ Hard skills</li> </ul>		<p><b>Tier 2/3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○ EBacc</li> <li>○ Options</li> <li>○ BTEC Qualification</li> </ul>		<p><b>Tier 2/3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○ Influence</li> <li>○ Advantage</li> <li>○ Disadvantage</li> </ul>
<p><b>Knowledge to be checked:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led discussion to check understanding of the importance of transferable skills.</li> <li>• Retrieval practice in Let's Get Started of next session to check understanding of transferable, soft and hard skills.</li> </ul>		<p><b>Knowledge to be checked:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led discussion to check understanding of the importance of EBacc subjects.</li> </ul>		<p><b>Knowledge to be checked:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led discussion to check understanding of who/what can impact our career choices and the advantages/disadvantages of each.</li> <li>• Retrieval practice in Let's Get Started of next session to check understanding of career influences.</li> </ul>

Component 4 LMI (this session is taught every year to keep up to date with current LMI)	Before moving onto	Component 5	Before moving onto
<p><b>Fundamental Knowledge:</b></p> <ul style="list-style-type: none"> <li>○ Who are the biggest employers in the local area?</li> </ul>		<p><b>Fundamental Knowledge:</b></p> <ul style="list-style-type: none"> <li>○</li> </ul>	

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<ul style="list-style-type: none"> <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>				
<p><b>Tier 2/3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○ Labour Market Information (LMI)</li> <li>○ Employment</li> </ul>		<p><b>Tier 2/3 Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○</li> </ul>		<p><b>Tier 2/3</b></p> <ul style="list-style-type: none"> <li>○</li> </ul>
<p><b>Knowledge to be checked:</b></p> <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 are; which employment sectors are largest.</li> </ul>		<p><b>Knowledge to be checked:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Knowle</b></p> <ul style="list-style-type: none"> <li>○</li> </ul>