

# CLIFF PARK ORMISTON ACADEMY

## CAREERS, EMPLOYABILITY AND ENTERPRISE SKILLS ACROSS THE CURRICULUM

### ART 2020/2021

#### Careers, Employability and Enterprise Learning

The Careers Development Institute (CDI) highlights 17 important areas of careers, employability and enterprise learning within 3 overarching core elements:

Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management and employability skills
<ol style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> </ol>	<ol style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>5. Investigating work and working life</li> <li>6. Understanding business and industry</li> <li>7. Investigating jobs and labour market information (LMI)</li> <li>8. Valuing equality, diversity and inclusion</li> <li>9. Learning about safe working practices and environments</li> </ol>	<ol style="list-style-type: none"> <li>10. Making the most of careers information, advice and guidance</li> <li>11. Preparing for employability</li> <li>12. Showing initiative and enterprise</li> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>16. Handling applications and interviews</li> <li>17. Managing changes and transitions</li> </ol>

## Employability skills

This year, departments will be referencing our identified **employability skills** within their lessons:



In addition to this, each department has mapped how they will be making links between their subject and careers. This is mapped below.

# Art

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
8 & 9	BBC Workshop on becoming a radio reporter (BBC Voices, The Forum, Norwich)	Students will be working with the educational link for BBC Voices, BBC Look East, Norwich. They will be developing their ability to create reports before recording these and, if possible, presenting them live on radio. Students will also have a tour of the studio and a talk about ways into the profession.	Team work Effective communication	4, 6, 7, 11, 12
Year 7	N/A	N/A		
Year 8	Sainsbury Centre for Visual Arts Trip	February: For 45 pupil premium students early on in high school to give them an experience of art and university outside the classroom in Norwich. <ol style="list-style-type: none"> <li>1. To visit an art gallery. To see at first hand and up-close real life art work and ask questions to an experience tour guide.</li> <li>2. To take part in an art workshop gaining art skills and knowledge from an art practitioner. There is the opportunity for career-based questions.</li> <li>3. To experience in person a guided tour around the University campus by current students who can discuss the pros and cons about University life.</li> </ol>	- Risk Management - Positive attitude - Organising & planning - Decision making & problem solving - Creativity and innovation. - Effective communication - Initiative	1,2,3 4,9 12,14,15,17
Year 9	GoGo T-Rex from Norfolk charity Break	January: The whole school to take part in designing the image which will appear on the T-Rex. The chosen design to be painting on the GoGo T-Rex by 10 pupil premium	- Risk Management - Positive attitude	1,2,3 4,9 12,14,15,17

		<p>students in Year 9. They will work to a brief with a deadline and will have support with an outside practitioner. Trip to see their T-Rex in situ with the others.</p> <p>There is the opportunity for career-based questions.</p>	<ul style="list-style-type: none"> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	
Year 10	Time & Tide visit to school	<p>October: All students have the opportunity to draw/paint from a range of Natural Form objects brought into school from the local museum with the history attached to each item. There is the opportunity for career-based questions.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	1,2,3 4,9 12,14,15,17
Year 10	Time & Tide visit to school	<p>March: All students have the opportunity to listen to the history of the circus and the make a 3D construction lead by a specialist artist. There is the opportunity for career-based questions.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> </ul>	1,2,3 4,9 12,14,15,17

			<ul style="list-style-type: none"> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	
Year 10	Great Yarmouth Hippodrome trip	April: All students taking Art in Year 10 to visit the Hippodrome Circus as part of their coursework to see at first hand and experience a show. Then go backstage to the museum to collect photographs of artefacts that can be used in their 3D Circus project. There is the opportunity for career-based questions.	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	4,9 12,14,17
Year 11	N/A	N/A		

### Year 7 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
7A - 2D Portrait Project (Painting) ALA	This unit explores the students working to a brief as a 2D specialist artist, designing, making and presenting their final creation. Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 2D journey. Students will have to follow health and safety procedures throughout the project, especially in the use of paint. Students will have the opportunity to see career links to 2D artists in action (mainly using Youtube).	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	1,2,3 4,9 12,14,15,17
7B - 3D Figure Project (Sculpture) NCU	This unit explores the students working to a brief as a sculpture artist, designing, making and presenting their final creation. Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 3D journey. Students will	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> </ul>	1,2,3 4,9 12,14,15,17

	have to follow health and safety procedures throughout the project, especially in the use of clay. Students will have the opportunity to see career links to 3D artists in action (mainly using Youtube).	<ul style="list-style-type: none"> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	
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<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
8A - 2D Protest Project (Painting) NCU	<p>This unit explores the students working to a brief as a 2D specialist artist, designing, making and presenting their final creation.</p> <p>Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 2D journey.</p> <p>Students will have to follow health and safety procedures throughout the project, especially in the use of acrylic paint.</p> <p>Students will have the opportunity to see career links to 2D artists in action (mainly using Youtube).</p> <p>This project has a strong PSHE link to protest and will look at different people's views on equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	<p>1,2,3</p> <p>4,8,9</p> <p>12,14,15,17</p>
8B - 3D Celebration Project (Sculpture) ALA	<p>This unit explores the students working to a brief as a sculpture artist, designing, making and presenting their final creation.</p> <p>Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 3D journey.</p> <p>Students will have to follow health and safety procedures throughout the project, especially in the use of clay.</p> <p>Students will have the opportunity to see career links to 3D art.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> </ul>	<p>1,2,3</p> <p>4,8,9</p> <p>12,14,15,17</p>

	This project has a strong PSHE link to the Mexican tradition of 'Day of the Dead' and will look at different peoples views on equality, diversity and inclusion.	- Effective communication - Initiative	
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### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
9A - 2D Animal Project (Painting) NCU	This unit explores the students working to a brief as a 2D specialist printmaking artist, designing, making and presenting their final creation. Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 2D journey. Students will have to follow health and safety procedures throughout the project, especially in the use of printmaking materials. Students will have the opportunity to see career links to 2D artists in action (mainly using Youtube).	- Risk Management - Positive attitude - Organising & planning - Decision making & problem solving - Creativity and innovation. - Effective communication - Initiative	1,2,3 4,8,9 12,14,15,17
9B - 3D Nature Project (Sculpture) ALA	This unit explores the students working to a brief as a sculpture artist, designing, making and presenting their final creation. Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 3D journey. Students will have to follow health and safety procedures throughout the project, especially in the use of mod-roc. Students will have the opportunity to see career links to 3D artists in action (mainly using Youtube).	- Risk Management - Positive attitude - Organising & planning - Decision making & problem solving - Creativity and innovation. - Effective communication - Initiative	1,2,3 4,9 12,14,15,17

### Year 10 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
2D Natural Forms Project (Unit 1 & 3)	<p>This unit explores the students working to a Natural Forms brief as a specialist 2D artist, designing, making and presenting their final creation to a client.</p> <p>Student will be encouraged to explore the environment and collect objects/take primary photographs of the Natural Forms theme.</p> <p>Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 2D journey.</p> <p>Students will have to follow health and safety procedures throughout the project and make comments, especially in the use of pencil, colour pencil, pastel, paint, printmaking etc.</p> <p>Students will have the opportunity to see career links to 2D artists from the Time &amp; Tide and on the computer via Youtube etc.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	<p>1,2,3 4,9 12,14,15,17</p>
3D Circus Project (Unit 4)	<p>This unit explores the students working to a Circus brief as a sculpture artist, designing, making and presenting their final creation to a client.</p> <p>Student will be given the opportunity to visit the Hippodrome Circus in Great Yarmouth to see a show and collect valuable first hand ideas and resources from the experience.</p> <p>Students will have the opportunity to mainly work alone, but have regular sessions for both peer and group feedback along their creative 3D journey.</p> <p>Students will have to follow health and safety procedures throughout the project and make comments, especially in the use of clay, mod-roc, wire, play-doh, soap carving and card construction.</p> <p>Students will have the opportunity to see career links to 3D artists at the Hippodrome, from the Time &amp; Tide and on the computer via Youtube etc.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	<p>1,2,3 4,9 12,14,15,17</p>

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
3D Circus Project (continued) (Unit 4)	<i>Same as Year 10 above</i>	<i>Same as Year 10 above</i>	<i>Same as Year 10 above</i>
Exam Project (Unit 2)	<p>This exam unit gives the students the choice of working to a brief depending on their art material strength, so they can work as a 2D or 3D artist, textile designer or photographer, designing, making and presenting their final creation to a client.</p> <p>Student will be encouraged to explore their chosen theme which relates to the exam question. Collecting objects/taking primary photographs of the exam theme.</p> <p>Students will work alone, but have regular sessions for both peer and group feedback along their creative 3D journey up to completing their final piece in exam conditions.</p> <p>Students will have to follow health and safety procedures throughout the project and make comments on the material used.</p>	<ul style="list-style-type: none"> <li>- Risk Management</li> <li>- Positive attitude</li> <li>- Organising &amp; planning</li> <li>- Decision making &amp; problem solving</li> <li>- Creativity and innovation.</li> <li>- Effective communication</li> <li>- Initiative</li> </ul>	<p>1,2,3 4,9 12,14,15,17</p>

## CHILD CARE / HEALTH AND SOCIAL CARE 2020/2021

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
8 & 9	<i>BBC Workshop on becoming a radio reporter (BBC Voices, The Forum, Norwich)</i>	<i>Students will be working with the educational link for BBC Voices, BBC Look East, Norwich. They will be developing their ability to create reports before recording these and, if possible, presenting them live on radio. Students will also have a tour of the studio and a talk about ways into the profession.</i>	<i>Team work Effective communication</i>	<i>4, 6, 7, 11, 12</i>
10	Outside speakers will come in to give advice and inside knowledge about the professions they do. I would like to do  nurse  midwife  childminder	Students will prepare questions before that they would like to know or gain insight to. They can ask about the qualifications needed, the work life balance, expectations, responsibilities, pros, cons etc	effective communication  planning and organising  positive attitude	1,3,4,5,6,9,10,14 and 15

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>childcare unit 1</i>	<i>In this unit students will be exploring how adults support the development of children and what they can do as a professional</i>	<i>team work positive attitude planning and organising leadership</i>	3,4,5,14,17
Childcare unit 2	In unit 2, pupils are looking at how play can be used to promote development and how it can be structured by teachers and other early years educators.	planning and organising leadership effective communication initiative	3,4,6,13
Health and social component 1	In component 1 pupils investigate how the body changes over our life time . They also look in depth at the support which is available to help people during times of trouble. So we look at different professions in the healthcare system and what responsibilities they have.	teamwork effective communication initiative	1,3,4,14
Health and social component 2	In this unit we look in more detail about the types of care people can receive and the barriers that prevent them from seeking help. In the second learning aim we look at the care values and how professionals use them to ensure the best type of care for people.	leadership decision making and problem solving effective communication leadership	4,8,9,10,14

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Childcare unit 3</i>	<i>Pupils will be investigating the work sector and how staff are used to empower children and help support them in their development. They will also investigate the impact of inclusive and non inclusive settings have on the development and well being of children</i>	<i>leadership decision making and problem solving teamwork</i>	<i>3,4,5,8,11</i>
<i>Health and social component 3</i>	<i>In this unit students will explore factors that affect the health and well being of people. They will act as professions to interpret health indicators and provide person centred improvement plans based on the knowledge they have gained.</i>	<i>risk management positive attitudes organising and planning decision making and problem solving effective communication leadership</i>	<i>1,3,4,5,9,10,14,17</i>

## DRAMA 2020/2021

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
7,8,9,10	Norwich Theatre visit	A trip to Norwich Theatre (NT) to see a current West End touring production. The event will use the Partnership in place between CPOA and NT and include a full backstage tour, Q&A with cast and creative and live production	Creativity and Innovation Team work Effective Communication	4 5 6 10 14
10	Splendid Productions Tour	A visit to see a Touring production by Splendid Productions including a Q&A and Post Productions Workshop	Creativity and Innovation Team work Effective Communication Risk management Organising and Planning	1 2 3 4 9 12 15
10	Highly Sprung visit	A visiting performance company will perform a production and run a full day workshop focussing on the skills	Creativity and Innovation Team work Effective Communication Risk management Organising and Planning	1 2 3 4 9 12 15

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Introduction to Drama	Introduces students to the basic performance related skills required to be a performer.	Team work Leadership Organising Planning Decision Making	1 2 3 9 11 12 15

	Develops students confidence and combats nerves and performance anxiety (a vital skill in interviews). Introduces learners to the roles of Actors and Directors and the skills required to be effective in both roles.	Problem Solving Creativity Innovation Effective Communication Initiative	
Tell Tale Heart	Introduces students to some basic Brechtian inspired techniques in the context of a scripted Edgar Allan Poe short story.  Develops students leadership skills and introduces the role of Directors/Leaders into groupings. Develops students problem solving skills and innovation skills due to performing without dialogue which adds an extra layer of challenge to overcome.	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 9 11 12 15
Commedia Dell'arte	Introduces students to a silent performance style based on Italian theatre traditions.  Develops students group work skills as each group member has a specific job role to carry out. Develops students problem solving and organisation skills as performances must be timed accurately to music. Forces effective communication due to the nature of group learning tasks.	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 9 11 12 15

### Year 8 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
The Arrival	A solo performance unit focussing on Russian Stanislavski techniques.  Unit teaches students how to prepare effectively for a solo audition linked to the job role of a performer. It teaches them the expectations of Casting Directors and Producers which is taken up by the role of the teacher in this unit. Develops creativity due to creating a script from a visual stimulus, decision making through students have total control of	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation	1 2 3 9 11 12 15

	their end product, initiative to work alone and innovation to create a unique piece of work	Effective Communication Initiative	
Physical Theatre	<p>A group practical unit focussing on lifts and transitions created by Frantic Assembly and Highly Sprung.</p> <p>Unit allows students to develop extremely high levels of teamwork and risk management due to the danger elements attached to these techniques. Creativity and innovation are strong elements due to students having to create their own piece of work using techniques. Strong levels of verbal and non-verbal communication key in order to execute sequences effectively and safely.</p>	<p>Team work</p> <p>Leadership</p> <p>Organising Planning</p> <p>Decision Making</p> <p>Problem Solving</p> <p>Creativity</p> <p>Innovation</p> <p>Effective Communication Initiative</p>	1 2 3 9 11 12 15
Curious Incident	<p>A whole class performance led by the teacher as Director based on the story Curious Incident of the Dog in the Night Time.</p> <p>Unit allows students to experience life as a performance company under the leadership of a director (teacher). Forces students to develop strong teamwork skills (large groups of 20+) and develop their use of verbal and non verbal communication.</p>	<p>Team work</p> <p>Leadership</p> <p>Organising Planning</p> <p>Decision Making</p> <p>Problem Solving</p> <p>Creativity</p> <p>Innovation</p> <p>Effective Communication Initiative</p>	1 2 3 9 11 12 15

### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Brecht	An in depth study of the practitioner Bertolt Brecht focussing on the style specific conventions of EPIC Theatre.	<p>Team work</p> <p>Leadership</p> <p>Organising Planning</p> <p>Decision Making</p>	1 2 3 9 11 12 15

	Unit allows students to use teamwork skills by working in small groups, leadership skills due to a rotating leadership role, creativity and decision making with the nature of students applying skills to scripted contexts in their own way. Initiative and communication required in order to be effective contributors to a group performance.	Problem Solving Creativity Innovation Effective Communication Initiative	
Advanced Physical Theatre	<p>A group practical unit focussing on lifts and transitions created by Frantic Assembly and Highly Sprung.</p> <p>Unit allows students to develop extremely high levels of teamwork and risk management due to the danger elements attached to these techniques. Creativity and innovation are strong elements due to students having to create their own piece of work using techniques. Strong levels of verbal and non-verbal communication key in order to execute sequences effectively and safely.</p>	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 9 11 12 15
World War 1	<p>A unit designed to bring all elements of prior units together. Focusses on the history of World War 1 and teaches students the stages of the war, looking into the causes, lifestyles and consequences.</p> <p>Unit allows students to use teamwork skills by working in small groups, leadership skills due to a rotating leadership role, creativity and decision making with the nature of students applying skills to scripted contexts in their own way. Initiative and communication required in order to be effective contributors to a group performance.</p>	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 9 11 12 15

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Developing Skills for Performance	This BTEC unit focussed students on 3 different job roles in the Performing Arts sector, they study them in depth, analyse their roles and responsibilities, what makes them effective, and they are all required to collaborate together in order to achieve the end goal of the production in question. Student get exposure to 2 different companies in face to face sessions with opportunities to take part in a Q&A session with them to understand the importance of teamwork and collaborative working in the real world.	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 4 5 6 9 11 12 15
Preparing for an Audition	Students have a chance to practically explore all of the career opportunities studied in the first unit - students get chances to explore the work individually and as part of a group to develop their initiative as a solo performer and their other career skills as members of a group. Students are tasked to take on the role of a professional performer and be able to collaborate in order to create a piece of work suitable for an audition to a panel of producers.	Team work Leadership Organising Planning Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	1 2 3 4 5 6 9 11 12 15

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Performing to a Brief	Combines all of the above skills in Year 10 into the context of an Exam scenario.	Team work Leadership Organising Planning	1 2 3 4 5 6 9 11 12 15

		Decision Making Problem Solving Creativity Innovation Effective Communication Initiative	
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## ENGINEERING 2020/2021

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
9, 10	Scottish Power Wind Turbine Loading Dock	Students toured the loading site at the Outer Harbour seeing how the parts of a wind turbine are loaded onto the work ship.	Team Work, risk management, organising and planning, leadership.	1,4,5,6,7,9,10,11, 14
9, 10	F24 Greenpower International Final	Students competed at Silverstone Circuit in the International Final of the F24 Greenpower competition.	Team work, positive attitude, effective communication, decision making and problem solving.	2, 4, 9, 12,15

### Year 7 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Design and Make Project	This project introduces students to manufacturing in a workshop environment. Opens up possibilities of a career in the local engineering or manufacturing and maintenance industries.	Risk management, creativity and innovation, organisation and planning.	3, 5, 9, 15.

### Year 8 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Design and Make Project	This project looks at the local wind turbine industry. Students carry out a case study into the local Green energy sector and create a wind-powered turbine in mixed materials.	Positive attitude, Team-work, effective communication.	1, 4, 5, 6, 7, 11, 14.

### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Design and Make Project	This project involves students carrying out an investigation into 'point of sale' display products in the context of a phone stand. Students design and make a phone stand after some card modelling and experimentation.	Positive attitude, creativity and innovation, decision making and problem solving.	3, 6, 8, 12, 14, 15.

### Year 10 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Local Engineering Co. Case Study	Students investigate a local engineering company. Possible link to Work Experience. Introduces the local engineering, manufacturing and offshore related industries in the area.	Effective communication. Initiative. Teamwork.	1, 4, 5, 6, 7, 8, 9, 10, 11, 14, 16

CAD Modelling	Students learn to use 3D CAD modelling software to create engineering components and build assemblies.	Teamwork, Creativity and Innovation, Organising and Planning.	3, 7, 11
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Completion of Design Coursework	Students design a product in response to a given brief. Design ideas follow lengthy investigation into the brief. Leading to a final proposal with all decisions fully justified and the design presented in a variety of media.	Decision making and problem solving, Creativity and Innovation, Effective communication.	2, 12, 14, 15.

## ENGLISH 2020/2021

<b>CEIAG Trips</b>				
<b>Year Group(s)</b>	<b>Trip Title and Company/Education Provider details</b>	<b>Brief description of the event (including date if known)</b>	<b>Employability Skills covered</b>	<b>Which CDI number(s) are covered?</b>
8 & 9	BBC Workshop on becoming a radio reporter (BBC Voices, The Forum, Norwich)	Students will be working with the educational link for BBC Voices, BBC Look East, Norwich. They will be developing their ability to create reports before recording these and, if possible, presenting them live on radio. Students will also have a tour of the studio and a talk about ways into the profession.	Team work Effective communication	4, 6, 7, 11, 12
7-10	Readathon	Students will have the opportunity on world book day to gain sponsorship and plan a day of reading to raise money for charity. Students will be grouped together on the day and will need to demonstrate the self discipline	Organising and planning Financial literacy Positive attitude	1, 9, 12, 13, 15

		needed to manage sponsorship and carry out reading effectively on the day.	Team Work	
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<b>Year 7 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Term 1: Exploring Magazines</i>	<i>This unit explores the production and marketing of teenage magazines. Students will explore how they can successfully target a specific audience. Student will be working in teams and</i>	<i>Team work Organising and planning</i>	<i>4, 6, 7, 11, 12</i>
Oliver Twist	The unit guides students through active reading and engagement as well as analysis of the novel Oliver Twist. Students will respond to relevant issues linked to the Victorian society, evaluate characters and communicate their interpretations of language, theme and characters.	Team work Organising and planning Effect communication	1, 3, 5, 8, 14, 15
A Midsummer Night's Dream	The unit guides students through active reading and engagement as well as analysis of the Shakespeare play. Students will respond to relevant issues linked to the 1600s as well as Ancient Greek society. Students will need to evaluate characters and communicate their interpretations of language, theme and characters. Students will also have the opportunity to perform sections of the play in groups.	Team work Leadership Creativity and innovation Organising and planning Decision making and problem solving Initiative Positive attitude	1, 2, 3, 8, 12, 14, 15
Poetry	Students will study 6 poems, focussing on content, language and technique. Students will have the opportunity to discuss meaning and interpretation and will need to demonstrate their knowledge in essay form.	Creativity and innovation Effective communication	2, 3, 8, 12, 15

		Initiative Risk Management	
Grammar	Students will explore the mechanics of the English language. The unit teaches key aspects of punctuation, spelling and grammar. Students will have to self evaluate and respond to feedback quickly in order to improve the accuracy of their written work.	Effective communication Decision making and problem solving Organising and Planning	1, 2, 3, 15

<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Sherlock Holmes</i>	The unit guides students through active reading and engagement as well as analysis of various short stories following the character of Sherlock Holmes. Students will respond to relevant issues linked to the Victorian society, evaluate characters and communicate their interpretations of language, theme and characters. Students will need to communicate their interpretations in essay form	<i>Effective communication Organising and planning Decision making Team work</i>	1, 3, 5, 8, 14, 15
<i>The Tempest</i>	The unit guides students through active reading and engagement as well as analysis of the Shakespeare play. Students will respond to relevant issues linked to the 1600s as well as some controversial and moral issues. Students will need to evaluate characters and communicate their interpretations of language, theme and characters. Students will also have the opportunity to perform sections of the play in groups.	Team work Leadership Creativity and innovation Organising and planning	1, 2, 3, 8, 12, 14, 15

		Decision making and problem solving Initiative Positive attitude <i>Negotiating and influencing</i> <i>Risk Management</i>	
<i>Animal Farm</i>	The unit guides students through active reading and engagement as well as analysis of the novel <i>Animal Farm</i> . This novel fits into the dystopian genre and students will therefore be asked to make some moral judgements and decisions. Students will respond to relevant issues linked to the genre, evaluate characters and communicate their interpretations of language, theme and characters. Students will need to communicate their interpretations in essay form	<i>Effective communication</i> <i>Organising and planning</i> <i>Decision making</i> <i>Team work</i> <i>Negotiating and influencing</i>	1, 3, 5, 8, 14, 15
<i>Grammar</i>	Students will explore the mechanics of the English language. The unit teaches key aspects of punctuation, spelling and grammar. Students will have to self evaluate and respond to feedback quickly in order to improve the accuracy of their written work.		1, 2, 3, 15

### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<i>Jane Eyre</i>	The unit guides students through active reading and engagement as well as analysis of the novel <i>Jane Eyre</i> . Students will respond to relevant issues linked to the Victorian society, evaluate characters and communicate their interpretations of language, theme and characters. Students will need to communicate their interpretations in essay form	<i>Positive attitude</i> <i>Effective communication</i> <i>Organising and planning</i> <i>Decision making</i> <i>Team work</i>	1, 3, 5, 8, 14, 15

<i>Romeo and Juliet</i>	The unit guides students through active reading and engagement as well as analysis of the Shakespeare play. Students will respond to relevant issues linked to the 1600s as well as some controversial and moral issues. Students will need to evaluate characters and communicate their interpretations of language, theme and characters. Students will also have the opportunity to perform sections of the play in groups.	Team work Leadership Creativity and innovation Organising and planning Decision making and problem solving Initiative Positive attitude <i>Negotiating and influencing</i>	1, 2, 3, 8, 12, 14, 15
<i>Poetry</i>	Students will study 6 poems, focussing on content, language and technique. Students will have the opportunity to discuss meaning and interpretation and will need to demonstrate their knowledge in essay form.	Creativity and innovation Effective communication Initiative	2, 3, 8, 12, 15
<i>Grammar</i>	Students will explore the mechanics of the English language. The unit teaches key aspects of punctuation, spelling and grammar. Students will have to self evaluate and respond to feedback quickly in order to improve the accuracy of their written work.	Effective communication Decision making and problem solving Organising and Planning	1, 2, 3, 15

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Reading A Christmas Carol</i>	The unit guides students through active reading and engagement as well as analysis of the novel Jane Eyre. Students will respond to relevant	<i>Effective communication</i>	1, 3, 8, 14, 15

	issues linked to the Victorian society, evaluate characters and communicate their interpretations of language, theme and characters. Students will need to communicate their interpretations in essay form in increasing complexity suitable for GCSE.	<i>Organising and planning</i> <i>Decision making</i> <i>Team work</i> <i>Negotiating and influencing</i>	
Reading and writing fiction texts	Students will explore the conventions and techniques of writing accurate and engaging fiction texts. Students will apply their analytical and language skills to read fiction and make inferences of a fiction text at a high level.	Creativity and innovation Effective communication Organising and planning Decision making and problem solving	1, 3, 11, 15
Romanticism	This unit focuses on the study of key unseen and anthology poems at GCSE level. Students will explore contextual information as well as poem content and poetic technique. Students will need to communicate their interpretations and knowledge in essay form.	Creativity and innovation Effective communication Initiative	1, 2, 3, 8, 12, 14, 15
Macbeth	The unit guides students through active reading and engagement as well as analysis of the Shakespeare play. Students will respond to relevant issues linked to the 1000s and 1600s as well as some controversial and moral issues. Students will need to evaluate characters and communicate their interpretations of language, theme and characters. Students will also have the opportunity to perform sections of the play in groups.	Team work Leadership Creativity and innovation Organising and planning Decision making and problem solving Initiative Positive attitude	1, 2, 3, 8, 12, 14, 15

		<i>Negotiating and influencing</i>	
War poetry	This unit focuses on the study of key anthology poems at GCSE level. Students will explore contextual information as well as poem content and poetic technique. Students will need to communicate their interpretations and knowledge in essay form.	Creativity and innovation Effective communication Initiative	1, 2, 3, 8, 12, 14, 15
Reading and writing non-fiction + speaking & listening	Students will explore the conventions and techniques of writing accurate and engaging non-fiction texts. Students will apply their analytical and language skills to read fiction and make inferences of a fiction text at a high level. Students will prepare a speech linked to a controversial topic that is to be performed to an audience.	Creativity and innovation Effective communication Organising and planning Decision making and problem solving Initiative Positive attitude Team work	1, 3, 11, 15
Grammar	Students will explore the mechanics of the English language. The unit teaches key aspects of punctuation, spelling and grammar. Students will have to self evaluate and respond to feedback quickly in order to improve the accuracy of their written work.	Effective communication Decision making and problem solving Organising and Planning	1, 2, 3, 15

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>

<i>An Inspector Calls as a construct</i>	The unit guides students through active reading and engagement as well as analysis of the play. Students will respond to relevant issues linked to the early 1900s as well as some controversial and moral issues. Students will need to evaluate characters and communicate their interpretations of language, theme and characters. Students will also have the opportunity to perform sections of the play in groups.	Team work Leadership Creativity and innovation Organising and planning Decision making and problem solving Initiative Positive attitude <i>Negotiating and influencing</i>	1, 2, 3, 5, 6, 8, 12, 14, 15
<i>A Christmas Carol as a construct</i>	<i>Students will look at higher level analysis of the Dickens novella, with specific focus on writing for GCSE.</i>	Creativity and innovation Organising and planning Decision making and problem solving Initiative	1, 2, 3, 5, 6, 8, 12, 14, 15
<i>Language paper 1 and Paper 2 introduction</i>	<i>Students will look at higher level analysis of the GCSE language papers , with specific focus on understanding skills linked to questions.</i>	Effective communication Creativity and innovation Organising and planning Decision making and problem solving Initiative	1, 3, 11, 15

<i>The argumentative essay</i>	<i>Students will explore how to write a high level GCSE Literature response by forming and focusing on the question as an argument.</i>	Effective communication Creativity and innovation Organising and planning Decision making and problem solving Initiative	1, 3, 11, 15
<i>Poetry Comparison</i>	This unit focuses on the study of key anthology poems at GCSE level. Students will explore contextual information as well as poem content and poetic technique. Students will need to communicate their interpretations and knowledge in essay form.	Creativity and innovation Effective communication Initiative Organisation and planning	1, 3, 11, 15
<i>Narrative writing - exam ready</i>	<i>This unit will link closely to the grammar teaching from years 10 and 11 and will help students prepare accurate and engaging writing within exam conditions.</i>	<i>Effective communication organisation and Planning</i>	1, 2, 3, 11, 15
<i>Walk and talk GCSE language</i>	<i>Students will prepare to face GCSE Language Papers under exam conditions and time constraints.</i>	<i>Effective communication organisation and Planning</i>	1, 2,3, 11, 15
<i>Grammar</i>	Students will explore the mechanics of the English language. The unit teaches key aspects of punctuation, spelling and grammar. Students will have to self evaluate and respond to feedback quickly in order to improve the accuracy of their written work.	Effective communication Decision making and problem solving	1, 2, 3, 15

		Organising and Planning	
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## ENTERPRISE 2020/2021

Year 10 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<i>Component 1 - Exploring Enterprises</i>	<p><i>Learners will examine different local enterprises to develop their knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. They will understand the importance of having a clear focus on the customer and the importance of meeting their needs through understanding relevant skills in market research and to analyse and be able to interpret findings to support their understanding of customers and competitors.</i></p> <p><i>Learners will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making.</i></p> <p><i>Students will meet at least 2 different entrepreneurs face to face during this component.</i></p>	<p><i>Team work</i>  <i>Positive attitude</i>  <i>Negotiating &amp; Influencing</i>  <i>Organising &amp; Planning</i>  <i>Decision Making &amp; Problem Solving</i>  <i>Creativity &amp; Innovation</i>  <i>Effective communication</i>  <i>Initiative</i>  <i>Leadership</i></p>	3, 4, 5, 6, 11, 12
<i>Component 3 - Promotion and Finance for Enterprise</i>	<p><i>Learners will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Learners will explore financial documents and how</i></p>	<p><i>Financial Literacy</i>  <i>Positive attitude</i></p>	3, 5, 6, 8, 11, 12, 13, 14, 15

	<i>to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</i>	<i>Negotiating &amp; Influencing Organising &amp; Planning Decision Making &amp; Problem Solving Creativity &amp; Innovation Effective communication Initiative</i>	
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students’ careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Component 2 - Planning for and Pitching an Enterprise Activity</i>	<i>Learners will individually select an idea for a micro-enterprise activity to plan and pitch. They will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. They will take responsibility for creating and then delivering a pitch for their developed idea to an audience using their knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component they will use feedback to review their plan and pitch for the micro-enterprise activity, reflecting on their plan, pitch and the skills demonstrated when pitching.</i>	<i>Team work Financial Literacy Positive attitude Negotiating &amp; Influencing Organising &amp; Planning Decision Making &amp; Problem Solving Creativity &amp; Innovation Effective communication Initiative</i>	<i>1, 2, 3, 4, 5, 6, 11, 12, 15, 16</i>

## HISTORY 2020/2021

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
11	World War One: Medicine and surgery  Anglia Tours	Students follow the chain of evacuation from the front line to the casualty clearing station working out the problems medical staff faced and the possible solutions on the way.	Teamwork  Effective communication	8, 9, 11, 12, 15, 17

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Introduction and skills of the historian			
Sherlock and the body in the bog	Students work in teams to solve the mystery of the body in the bog.	Teamwork Effective communication	8, 11, 12, 17
Britain before 1066	Students understand the impact Europe had on Britain before 1066	Valuing equality diversity inclusion	8, 17

The Norman Conquest and control	Students learn about how the Normans were able to overcome the challenges posed by the English and ultimately control the local population.	Understanding hierarchy Considering the impact of choices	5, 14, 15, 17
The Church, society and the wider world (The early Plantagenets and the Crusades)	<p>Students work in teams to solve the mystery of the Becket murder and the king's whipping</p> <p>Students compare Saladin and the East, namely Baghdad, (including how hospital sites were chosen) with Richard I and the West. They also investigate the Third Crusade and the disastrous reign of King John.</p>	<p>Teamwork Effective communication</p> <p>The importance of planning, the consequences of the mismanagement of finances and the importance of building good relationships with colleagues</p>	<p>8, 11, 12</p> <p>7, 8, 9, 12, 13, 14, 15, 17</p>
The Black Death and the Peasants' Revolt	Students assess the impact of the Black Death on the feudal system and how this changed the bargaining powers of the peasants.	An important historical example of understanding how the job market changes and identifying new opportunities for workers and	5, 6, 7, 8, 12, 14, 17

		the problems that arise from an uncompromising stance from the employers	
Women in the Middle Ages	Students investigate powerful women from the past and assess if they were held back by their gender and if there is anything to Theresa May's claim that there are 'boys' jobs and girls' jobs.'	Challenging stereotypes	2, 8
The Wars of the Roses and the Princes in the Tower	Students work in teams to solve the mystery of the Princes in the Tower	Teamwork Effective communication	8, 11, 12
Yarmouth and its wall 1260-1384	Students investigate how and why the wall was built.	Understanding how major national/international events can disrupt industry.	6, 7, 15

<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Why did Richard Whiting die? Henry VIII and the reformation	Students learn about how Henry's break with Rome impacted on people in England, particularly those working in the monasteries. The 'Should the monasteries be dissolved?' role play covers several key areas, such as options for those working in the	Understanding how major national/international	7, 8, 11, 12, 14, 15, 17

	monasteries and the way Cromwell planned for the monasteries to be dissolved.	events can change the job market	
What was Henry's legacy? Religion in the Tudor period	Students examine the religious policies of Henry's children.	Tolerance	8
Elizabethan exploration and the changing nature of the Britain's place in the world under James I.	Students investigate the foundation of Empire, beginning with the trading companies (such as the East India Company.)	Understanding supply and demand	6, 7, 12, 14, 15, 17
The English Civil War and the World turned upside down.	Students discover how poor financial, political and religious decisions led to a break down of support and ultimately civil war. They also discover how careful planning and financial astuteness allowed the Parliamentarians to win the war.	Leadership qualities	8, 13, 14, 15, 17
Was the life of a slave worse than the life of a factory worker?	The 'Slave trade game' offers students the opportunity to become a merchant, factory owner, plantation owner, slave or factory worker and investigate how the experiences differ. The follow up lessons look at these roles in more detail.	Awareness of different types of work, working conditions and exploitation. Understanding the economic reasons for the growth (and eventual decline) of the slave trade.	1, 5, 6, 7, 8, 9, 12, 13, 14, 15, 17
The industrial revolution -			

how and why did conditions improve?	Students investigate philanthropic factory owners and the organisation of the workforce to bring about change.	Considering the rights and responsibilities of employers and employees	5, 6, 7, 8, 9, 12, 15, 17
World War One How did Yarmouth experience the First World War?	<p>Students learn about the causes of WW1 and trench life. They also look at the impact of the war on Britain through studying the 'Man who won the war'.</p> <p>The 'Decisions, decisions, decisions' activity for the Treaty of Versailles offers the students the opportunity for critical thinking</p>	<p>Teamwork</p> <p>Understanding how major national/ international events can change the job market</p> <p>Critical thinking and decision making</p>	<p>8, 9, 11, 12</p> <p>7, 11, 12, 14, 15, 17</p> <p>12, 14, 15, 17</p>
Hitler and the Nazis (including the Holocaust)	Students investigate the reasons for Hitler's rise to power including his personal strengths and choices and the impact of the economy on the German people.	<p>Leadership qualities</p> <p>Understanding how major national/ international events can disrupt industry and change the job market</p>	5, 6, 7, 8, 11, 12, 13, 14, 15, 17

	Students investigate how and why the holocaust was allowed to happen.	Tolerance	8
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<b>Year 9 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Plains Indian culture	Students come to understand the nomadic nature of the Plains Indians and contrast this with our society.	Understanding the value placed on different commodities Tolerance	7, 8, 12, 14, 17
The early pioneers	Students learn about how and why mountain men went west and how they coped once the industry changed.  Students learn about how and why the Mormons moved west.  Students learn about how and why the gold prospectors moved west and who really made money from the 1848 Gold Rush.	Initiative, risk and resilience  Tolerance  Understanding supply and demand and risk	8, 12, 13, 14, 15, 17  6, 7, 8, 13, 14, 15, 17  5, 6, 7, 8, 9, 12, 13, 14, 15, 17
Settling the plains	Students learn about how and why the homesteaders went west and how they eventually succeeded.  Students learn about how and why the cowboys went west and how and why there was a boom and bust in the cattle industry.	Initiative, risk and resilience  Initiative, risk and resilience	8, 10, 12, 13, 14, 15, 17  5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17

		Understanding supply and demand	
Law and order in the American West	The 'Who should be town marshal?' role play allows important skills to be developed.	Teamwork, effective communication, tolerance.	8, 11, 12
The Plains Indians Wars and the end of the Plains Indians	Group work on the causes, events and consequences of the Plains Indian Wars.	Teamwork, effective communication, tolerance.	8, 11, 12
Elizabethan England – The Queen, government and religion	Students investigate Elizabeth's problems on her accession and the structure of Elizabethan society.	Critical thinking Tolerance	7, 8, 13, 14, 15, 17

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Elizabethan England – Challenges to Elizabeth at home and abroad	Students assess Elizabeth's most serious threats.	Critical thinking Tolerance	7, 8, 13, 14, 15, 17
Elizabethan England – Society in the Age of Exploration	Students work in groups to investigate Elizabethan theatre, pastimes and sport.  Students also investigate Elizabethan education and make a comparison with the modern day.	Teamwork, effective communication  Understanding of the variety of	8, 12  1, 2, 4, 10, 11, 12, 14, 15

	Students assess why poverty increased during Elizabeth's reign and how the Elizabethan government tried to deal with it.	educational pathways available.  Understanding supply and demand	5, 6, 7, 8, 11, 13, 14, 17
Medicine – Introduction: The Ancient World	Students investigate the careers and methods used by Hippocrates and Galen	Decision making	4, 10, 12, 13, 14, 15, 16
Medicine – Medieval and Renaissance	Students investigate the nature of medicine in the Medieval period and assess how far things changed in the renaissance. The careers of Vesalius, Sydenham and Harvey are also studied.	Tolerance Individual initiative, employability	2, 8, 11, 12, 14, 15, 16, 17
Medicine – Industrial revolution	Students work in teams to solve the mystery of the Broad Street Pump  The careers of Pasteur, Koch, Lister, Nightingale and Simpson are all studied.	Teamwork Effective communication  Tolerance Individual initiative, employability	8, 9, 11, 12, 17  2, 4, 5, 6, 8, 9, 11, 12, 14, 15, 16, 17
Medicine – Modern world	Students learn about the nature of health care and medicine in the modern world, including public health campaigns and the motivating factors behind wanting to create a healthier workforce.	Critical thinking	5, 6, 7, 9, 14, 15, 17

	The contributions of Fleming, Florey and Chain and Crick and Watson are all studied.	Individual initiative, teamwork	2, 4, 8, 9, 11, 12, 14, 15, 17
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
The historical environment -Medicine on the Western Front	Students investigate the way in which WW1 presented new problems to the Royal Army Medical Corps and the way the RAMC dealt with these problems.	Understanding how major national/ international events can act as a catalyst for change in required skills in the workforce.	4, 5, 9, 11, 12, 14, 15, 17
Weimar Germany	Students learn about the development of the Weimar republic and the impact political and economic policies had on the Germans. This includes; equal rights for women, hyperinflation of 1923, the golden years (1924-1928) and the Wall Street Crash.	Understanding how major national/ international events can disrupt industry and change the job market	4, 5, 6, 7, 8, 12, 13, 14, 15, 17

Hitler's rise to power	Students assess a range of factors that allowed Hitler to come to power.	Leadership qualities Understanding how major national/international events can disrupt industry and change the job market Critical thinking	5, 6, 7, 8, 11, 12, 13, 14, 15, 17
Nazi Germany	<p>Students learn about how the Nazis changed the way Germany was governed. This includes; reducing job opportunities for women and minorities, increasing spending on rearmament and public work creation schemes. Importantly, students learn that not all jobs are what they seem.</p> <p>Students work in teams to solve the mystery of the Grafeneck Asylum</p>	<p>Understanding how major national/international events can change the job market Critical thinking</p> <p>Teamwork Effective communication</p>	<p>4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17</p> <p>8, 11, 12</p>

# HOSPITALITY 2020/2021

## Year 7 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<i>1, 2, 9, Self determination</i>	<i>Cooking a range of complex dishes possibly for the first time on their own. Students will need to ensure they are determined to succeed when sometimes it can go wrong! The dish the are making that lesson is put into context and students are made aware where this dish could be served and how presentation, flavour, texture taste is important, especially if this dish was to be sold through a food outlet to the general public.</i>	<i>Teamwork Organising and planning Learning about safe working practices</i>	

## Year 8 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<i>Self-determination, self-improvement as a learner, valuing equality, diversity and inclusion. Safe working practices and environments. Showing initiative, planning and deciding, managing changes and transitions.</i>	<i>Students are now building on the skills they learnt in Year 7 and are now making harder more complex dishes. The dishes the students are cooking are to help them build their independence and confidence and to learn high level skills which will be important in year 11 for their cooking exam.</i>	<i>Team building, initiative, decision making and problem solving, creativity, effective communication, safe working practices.</i>	<i>1,2, 5, 6, 8, 9</i>
	<i>Students start to understand the Hospitality and Catering industry; equipment, job roles, techniques, presentation.</i>		

<b>Year 9 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Self-determination, self-improvement as a learner, valuing equality, diversity and inclusion. Safe working practices and environments. Showing initiative, planning and deciding, managing changes and transitions. Investigating work and working life.</i>	<i>Students are now building on the skills they learnt in Year 8 and are now making harder more complex dishes. The dishes the students are cooking are to help them build their independence and confidence and to learn high level skills which will be important in year 11 for their cooking exam. Students always need to look at a way they could improve their dish whether this is presentation or taste by adding additional ingredients.</i>	<i>Team building, initiative, decision making and problem solving, creativity, effective communication, safe working practices.</i>	<i>1,2, 5, 6, 8, 9</i>

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Self-determination, self-improvement as a learner, valuing equality, diversity and inclusion. Safe working practices and environments. Showing initiative, planning and deciding, managing changes and transitions. Understanding business and the industry.</i>	<i>Students now start their WJEC course in Hospitality and Catering, and they learn the following: menu planning, ratings, techniques, costings, presentation, all different job roles in the Hospitality and Catering Industry. Safe working practice, all forms of food poisoning, legalisation and safety acts for example health and safety. Dealing with customers and complaints, personal appearance and uniforms. Specialised industry cooking equipment like a 'bain marie and chiller'. The learn about wages and finances that are linked to Hospitality Industry. Different types of people with different abilities working in the Hospitality Industry. Specialised safety equipment which must be worn a safety sign. Menu planning deciding what potential dishes to cook and nutritional value.</i>	<i>Team building, initiative, decision making and problem solving, creativity, effective communication, safe working practices.</i>	<i>1,2,3,4,6,7,8,8, 9,11,12, 14,15</i>

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<p><i>Self- determination, self-improvement as a learner, valuing equality, diversity and inclusion. Safe working practices and environments. Showing initiative, planning and deciding, managing changes and transitions. Understanding business and the industry.</i></p>	<p><i>WJEC assignment and coursework. Scenario set and students have to plan and cook a 2 x course meal with dishes that fits this scenario. Students need to have good understanding of costings, appealability, presentation, safe working, time management using their own initiative and creativity. They have to improve on dishes they have already cooked to increase the skill level and use as many cooking techniques and equipment as possible.</i></p>	<p><i>Team building, initiative, decision making and problem solving, creativity, effective communication, safe working practices. Valuing equality and diversity in a working situation for example a hotel. Identifying choices and opportunities, working to a budget and catering for all 'special requirements' like veganism. Planning menus and rotas for all staff. Handling applications for new staff. Managing transitions and changes, high staff</i></p>	<p><i>1,2,3,4,6,7,8,8,9,11,12, 14,15, 16, 17</i></p>

		<i>turnover, menu changes.</i>	
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## ICT 2020/2021

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Term 1 part 1: Esafety presentation	Introducing using computers, and how to use them safely and appropriately. Students will learn how to use and store files. They will practice research techniques using the internet. They will create a presentation.  Use of journal introduced	Organising and planning. Risk management	5, 6, 8, 9, 11, 14, 15  1,2,3
Term 1 part 2: Gorleston Tourist Board presentation	This unit builds on the previous unit. Pupils use research and learn about design and planning principals to create products to a business brief for a tourist board.	Creativity and innovation, effective communication	4,5,6,8,9,15
Term 2 part 1: microbit blocks programming	Investigating how programming is used, and the principals behind programming. Identifying hardware and how it is used. Writing simple block programs	Decision making and problem solving, organising and planning	6, 12, 15
Term 2 part 2: Scratch game design	Investigating how computer games are designed. Planning, designing and programming a computer game. Using testing to improve games	Decision making and problem solving, organising and planning	3, 4, 5, 6, 12, 15
Term 3 part 1: Harry plotter spreadsheet unit	Using spreadsheets for financial modelling	Financial literacy	4,5,6,10,11,12
Term 3 part 2: Grand designs - include flowol, control and	3d building design project. Includes flowol, control and monitoring + financial modelling	Team work, leadership, Decision	4,5,6,10,11,12, 15

monitoring + financial modelling		making and problem solving, organising and planning, Financial literacy	
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<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Term 1 part 1: Introduction to computers	<i>Finding out about computer hardware and software and how it is used</i>	<i>Risk management</i>	4,5,6,14
Term 1 part 2: Photoshop skills	Photoshop skills – how to use software to create persuasive graphic designs	<i>Organising and planning, creativity and innovation, negotiating and influencing</i>	4,5,6,8,9
Term 2 part 1: Micropython	Using python programming to operate hardware	Decision making and problem solving, organising and planning	6, 12, 15
Term 2 part 2: Band manager	Using spreadsheets for financial modelling	Financial literacy	4,5,6,10,11,12
Term 3 part 1: Websites and networks	How the web works – networks and how they work, how to make a website, techniques for planning and making effective websites for a business brief	<i>Organising and planning, creativity and innovation, negotiating and influencing</i>	4,5,6,7,8,9,11,12,13,14,15
Term 3 part 2: Codebreakers/ intro to programming - python	Binary and data, and programming. How to program using data. How computers data for a range of purposes. The impact of Big data.	<i>Financial literacy, negotiating and influencing</i>	4,5,6,9,11

<b>Year 9 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Term 1 part 1: Illustrator Project	how to use software to create persuasive graphic designs	<i>Organising and planning, creativity and innovation, negotiating and influencing</i>	4,5,6,8,9
Term 1 part 2: Computer science taster using microbits	A project looking at 6 aspects of computer science using microbits.	<i>Decision making and problem solving</i>	4,5,6,9,11
Term 2 part 1: multimedia product unit	Kiosk to the museum of you. Research, plan, make, review.	<i>Organising and planning, creativity and innovation, negotiating and influencing</i>	4,5,6,8,9
Term 2 part 2: graphics for web	Developing graphics for specific business briefs to develop the appearance of business websites	<i>Organising and planning, creativity and innovation, negotiating and influencing</i>	4,5,6,8,9
Term 3 part 1: website unit	Building on the previous unit, pupils research different types of website, then build their own.	<i>Organising and planning, creativity and innovation, negotiating and influencing, risk management</i>	4,5,6,8,9
Term 3 part 2: Learning for imedia exam/office skills - with real life theme	cvs, budgets for home, promoting business, linked to the exam topics for imedia – preproduction documents, the law relating to computers and the internet. A focus on the use of Office software.	<i>Organising and planning, negotiating and</i>	1,2,3,4,5,6,7,8,9,10,11,12

		<i>influencing, risk management</i>	
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<b>Year 10 – SoL Overview imedia</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Term 1 part 1: imedia - Practice graphics	Research, plan, make, review - recipe card unit	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	<i>1,2,3,4,5,6,7,8,9,10,11,12</i>
Term 1 part 2: imedia - Graphics research and planning	Start R0 82 - magazine advert (assignment 3) Creating moodboards, visualisations, timed plans and covering the legal issues in a project based on a business brief. Researching graphics in business	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	<i>1,2,3,4,5,6,7,8,9,10,11,12</i>
Term 2 part 1: imedia Graphics - making and reviewing	Making graphic products based on a business brief. Reviewing work completed	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	
Term 2 part 2: imedia Website practice and research. Plan website	Creating moodboards, visualisations, timed plans and covering the legal issues in a project based on a business brief. Researching website use and design in business	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	<i>1,2,3,4,5,6,7,8,9,10,11,12</i>

Term 3 part 1: imedia Finish Planning and building website + review	Creating moodboards, visualisations, timed plans and covering the legal issues in a project based on a business brief. Building website to a business brief. Reviewing and testing the website	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	1,2,3,4,5,6,7,8,9,10,11,12
Term 3 part 2: imedia research + plan multimedia RO87	Researching the use and purposes of multimedia products. Creating moodboards, visualisations, timed plans and covering the legal issues in a project based on a business brief. Building multimedia product to a business brief. Reviewing and testing the product	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	1,2,3,4,5,6,7,8,9,10,11,12

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Term 1 part 1: Complete R082	Making graphic products based on a business brief. Reviewing work completed	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	1,2,3,4,5,6,7,8,9,10,11,12
Term 1 part 2: Complete RO 85 (+ 2 weeks exam prep)	Building website to a business brief. Reviewing and testing the website	<i>Organising and planning, negotiating and influencing, risk management, decision making</i>	1,2,3,4,5,6,7,8,9,10,11,12
Term 2 part 1: revise...Final exam. Complete RO87	<i>Learning about the different types of graphic product, how they are planned using storyboards, moodboards, mindmaps, scripts, timed plans</i>	<i>Leadership, Decision making,</i>	1,2,3,4,5,6,7,8,9,10,11,12

	<i>etc. Legal issues associated with creating products. Using assets. Allowing access to different kinds of users and audiences.</i>	<i>Organising and planning,</i>	
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## MATHS 2020/2021

<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>All Modules</i>	<i>All modules covered in maths have an aspect of problem solving as an application of every skill studied, regular references are made to how the skills studied apply to the workplace. Problem solving and success in maths have a direct link to employability. Self motivation and determination are needed to succeed in maths. Students are encouraged to set out work methodically in an organised way. At higher levels, initiative and creativity are needed to solve more complex problems, applying abstract skills to a variety of given situations.</i>	<i>Decision making and problem solving, organisation and planning,</i>	1, 2, 3, 11, 12, 13, 15
A1	Real world formulae used, such as calculating wages, hire of equipment,	Financial Literacy	6
D1/D2	Range of charts graphs and averages covered in this topic, being able to read and create graphs and analyse numbers such as averages are useful employability skills	Financial Literacy	11, 13
N2	Percentages and interest, bank interest, simple and compound, loans, mortgages etc.	Financial Literacy	11, 13
S1 Higher/S4 Foundation	Trigonometry and Pythagoras, applications in Navigation, Engineering, Building work	Problem Solving	7, 11
S2	Units and accuracy - converting of metric/imperial measures - understanding/awareness of the error of measurement in manufacturing		7, 11, 13

A3	Real Life Graphs - students study how real life situations can be modelled using graphs		
N3	Ratio and proportion- from calculating recipes to dealing with differing units to writing proportionality formulae expressing the relationship between two variables. Proportion is a skill used and applied in many different careers etc		
D3	Calculating probability - how insurance industry works is covered in this module		

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>All Modules</i>	<i>All modules covered in maths have an aspect of problem solving as an application of every skill studied, regular references are made to how the skills studied apply to the workplace. Problem solving and success in maths have a direct link to employability. Self motivation and determination are needed to succeed in maths. Students are encouraged to set out work methodically in an organised way. At higher levels, initiative and creativity are needed to solve more complex problems, applying abstract skills to a variety of given situations.</i>	<i>Decision making and problem solving, organisation and planning,</i>	<i>1, 2, 3, 11, 12, 13, 15</i>
<i>N4</i>	<i>Percentage profit and loss, VAT, exponential growth and decay studied in this module.</i>	<i>Decision making and problem solving, organisation and planning, financial literacy</i>	<i>6, 11, 13</i>
<i>S5</i>	<i>Bearings and Scale Drawings, transferrable skills to many careers and real world examples studied.</i>	<i>Decision making and problem solving,</i>	<i>4</i>

		<i>organisation and planning</i>	
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## MODERN FOREIGN LANGUAGES 2020/2021

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Module 1	Develop the ability of the student to give personal details about oneself in the Target Language. Name, Age, Birthday	Working in pairs. Talk in front of others. Listen	1, 2, 3, 12
Module 2	Develop student's ability to talk about one's family. Be able to describe oneself and others physically and personality	Working in pairs. Talk in front of others. Listen	1, 2, 3, 12
Module 5	Develop the student's ability to talk about school subjects, likes and dislikes/ Giving opinions	Working in pairs/ groups/ Speak in front of others/ Listen	1, 2, 3, 12

Year 8 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Module 1 Unit 1	Students learn the names for different jobs/ explore likes and dislikes about the job from people who do these jobs	Working in pairs Giving and understanding opinions about jobs Listening and Speaking skills	1,2,3 4, 5

Module 1 Unit 5	Students develop reading skills about someone's experience of their job Students identify and use daily routine verbs.	Working in pairs/ Understanding and giving details about jobs	1,2,3,4,5,7
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### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Module 1	Develop the ability of the student to give personal details about oneself in the Target Language. Be able to use the 3 <sup>rd</sup> person singular in speech and in writing Develop student's ability to talk about one's family and friends and to talk about parents' jobs. Be able to describe oneself and others physically and personality Develop the student's ability to talk about what he/she wanted to be/ job wise, when he/she was younger	Working in pairs Giving and understanding opinions about jobs Listening , Reading, Writing and Speaking skills	1, 2, 3, 4, 5, 15

### Year 10 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Module 6	Develop students' knowledge of school related matters/ school subject/ likes/dislikes/ wishes for the future/ what t study in college and at University and why	Developing Speaking/ Reading/ Listening and Writing skills	1, 2, 3, 4, 5,11
Module 7	Develop the students' ability to discuss jobs and work preferences/ career choices/ plans/hopes/ wishes/ importance of languages/applying for jobs/ understanding case studies	Developing Speaking ( to a potential employer)/ Reading case studies/ Listening and	1, 2, 3, 4, 5, 11, 14

		Writing skills based of job/ career wishes	
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Module 8	Develop students' ability to understand key facts about volunteering and why they might want to do it	Developing Speaking/ Reading/ Listening and Writing skills	1, 2, 3, 4, 5, 11, 12, 14, 15

## MUSIC 2020/2021

<b>Year 7 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Musical dimensions- An introduction to music	Introduction to some of the immediate jobs in the music industry. Pupils will naturally cover employability skills during practical tasks, such as taking on a leadership role within a group performance. Discussions about how artists keep themselves safe during performances- warm ups.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication	1.2.3.9.15

		Initiative organising and planning	
Notation and Keyboard	Pupils will go through the job role of a composer- how do they make it in the industry, rules and employability within the industry. Pupils will need to be creative with their compositions and be able to problem solve to help understand notation.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.2.3.4.6.9.12
African drumming/ The Blues	Pupils will be working as a team to create a whole composition. They will need to be creative and innovative with their ideas. Effective communication is important and pupils will be taught verbal and non verbal communication skills.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative	1.2.3.9.15

		organising and planning	
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<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Reggae/ Samba</i>	Pupils will naturally cover employability skills during practical tasks, such as taking on a leadership role within a group performance. Pupils will be taught and supported to value equality and diversity by looking at our cultural performances.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.2.3.9.15
<i>Band skills</i>	Pupil will be taught self awareness within a group role, they will need to strive to improve as a musician. They will need to show initiative within their work. Pupils will be working in 'bands' and must be able to work in a team, some may take on leadership roles. Pupils will need to be able to communicate to other band members but also learn to do this during a performance and in rehearsal.	Team work Positive attitude Leadership Problem solving Creativity and innovation	1.2.3.8.9.10.12.14

		effective communication Initiative organising and planning	
<i>Historical understanding</i>	Pupils will naturally cover employability skills during practical tasks, such as taking on a leadership role within a group performance. Pupils will show initiative within their performances.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.2.3.9.15

<b>Year 9 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Film music	Pupils will be taught about the role of a composer as well as look at some high profile composers in the industry currently. Pupils will look at how a composer gets their compositions used within films and the legal requirements around this. Pupils will be creative and have a positive attitude in their work. They will need to plan and organise their ideas effectively.	Team work Positive attitude Leadership Problem solving	1.2.3.4.9.15

		Creativity and innovation effective communication Initiative organising and planning	
Music technology	pupils will look at the different job roles within the music technology sector and how people get into these jobs. They will show determination in being creative and innovative on their ideas. They will need to plan and organise their ideas effectively or their compositions will not work on the technology.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.2.3.4.9.15
Performance skills	Pupil will be taught self awareness within a group role, they will need to strive to improve as a musician. They will need to show initiative within their work. Pupils will be working in 'bands' and must be able to work in a team, some may take on leadership roles. Pupils will need to be able to communicate to other band members but also learn to do this during a performance and in rehearsal. Discussions will take place about next steps and how	Team work Positive attitude Leadership Problem solving Creativity and innovation	1.2.3.4.9.15

	Music can help you with specific careers linked to the sector as well as how it can help other employment sectors.	effective communication Initiative organising and planning	
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<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Musical knowledge and development</i>	Pupils will be taught to understand the different eras of music and how these developed. They will be given an introduction to the course and how this can impact college.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.10.11.12.14.15.16. 2.3.4.8.9.17
Instrumental study	Pupils will need to understand their instrument and how they need to maintain the instrument. Pupils will go through health and safety. Discussions will take place about the different job roles pupils could go on to for the future. College guidance discussions will take place early and sign posting to music specialist colleges etc will happen.	Team work Positive attitude Leadership Problem solving	1.10.11.12.14.15.16. 2.3.4.8.9.17

		Creativity and innovation effective communication Initiative organising and planning	
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Instrumental study	Pupils will need to understand their instrument and how they need to maintain the instrument. Pupils will go through health and safety. Discussions will take place about the different job roles pupils could go on to for the future. College guidance discussions will take place early and sign posting to music specialist colleges etc will happen.	Team work Positive attitude Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning	1.10.11.12.14.15.16. 2.3.4.8.9.17
Live music performance	Pupils will need to understand their instrument and how they need to maintain the instrument. Pupils will go through health and safety. Discussions will take place about the different job roles	Team work Positive attitude	1.10.11.12.14.15.16. 2.3.4.8.9.17

	<p>pupils could go on to for the future. College guidance discussions will take place early and signposting to music specialist colleges etc will happen. Pupils will need to work in a group to create a performance. They will need to be able to highlight their developments they need to make and the determination to complete this. Pupils will take initiative in striving for the best and will need to be good at organising and planning their final performance.</p>	<p>Leadership Problem solving Creativity and innovation effective communication Initiative organising and planning</p>	
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## PHYSICAL EDUCATION 2020/2021

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<p>Autumn Term 1 Key skills; developing physical literacy; working as a team.</p>	<p>This unit looks at pupil baseline fitness information; developing pupils knowledge of preparation for exercise; introducing and developing an understanding of areas of skills related fitness necessary to be successful in sport. This can link to a healthy body, healthy mind in relation to employability. Working as a team in the class setting and within individual games settings.</p>	<p>Team work Decision making Positive attitude</p>	<p>1,2,9,12, 14,15</p>
<p>Autumn Term 2 Application of components of fitness, developing physical literacy, physical development.</p>	<p>This unit looks at acquiring new knowledge and skills in relation to sporting activities. This can link to continued development of a healthy body, healthy mind in relation to employability. Working as a team in the class setting and within individual games settings.</p>	<p>Team work Decision making Positive attitude</p>	<p>1,2,9,12, 14,15</p>

Spring Term 1 Developing physical literacy, physical development.	This unit looks at factors affecting performance, making decisions and acquiring new knowledge and skills in relation to sporting activities. This can link to key elements necessary to improve / perform.	Team work Decision making Positive attitude	1,2,3,9,12,14,15
Spring Term 2 Developing physical literacy, physical development.	This unit looks at observation skills - peer and self assessment; linking basic skills with some fluency and accuracy in relation to sporting activities. This can link to aiding the improvement of performance in others, sharing information to improve.	Team work Decision making Effective communication. Positive attitude	1,2,3,9,12,14,15
Summer Term 1 Developing physical literacy, physical development.	This unit looks at comparing performances; acquiring new knowledge and skills, in relation to sporting activities. Athletics activities - link to perseverance to apply oneself and do one's best within solo/individual activity - self determination. Full understanding of safety with each different activity.	Team work Decision making Effective communication. Positive attitude	1,2,3,9,12,14,15
Summer Term 2 Developing physical literacy, physical development. Adapt skills to outwit opponents.	This unit looks at Identifying fitness components - relate to performance and success; acquiring new knowledge and skills in relation to sporting activities. Summer sports activities - link to using new and acquired knowledge to be successful.	Team work Decision making Effective communication. Positive attitude	1,2,3,9,12,14,15

<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Autumn Term 1 Evaluate accurately. Knowledge of the importance of physical fitness.	This unit looks at recapping and developing sporting knowledge - highlighting fitness (for sport, health, mental and physical); using observation and communication skills to evaluate own performance with the intention of improving it.	Team work Decision making Effective communication. Positive attitude	1,2,3,9,12,14,15
Autumn Term 2 Achieving a higher level of performance and understanding.	This unit looks at continuing to develop performance and physical literacy - building on prior learning and seeking to improve performance; ways to cooperate more effectively as a team; different contexts when performing.	Team work Decision making Effective communication. Positive attitude	1,2,3,9,12,14,15

Spring Term 1 Achieving a higher level of technique ,performance and understanding.	This unit looks at continuing to develop performance and physical literacy - building on prior learning and seeking to improve performance; undertaking a variety of roles. Valuing all input into different situations and scenarios.	Team work Decision making Effective communication. Positive attitude Organising and planning. Creativity and innovation.	1,2,3,8,9,12,14,15
Spring Term 2 Developing composition - tactics and strategies	This unit looks at continuing to develop performance and physical literacy - building on prior learning and seeking to improve performance; plan, perform, evaluate;develop and set criteria on planning and judgement; valuing all input into different situations and scenarios	Team work Decision making Effective communication. Positive attitude Organising and planning. Creativity and innovation.	1,2,3,8,9,12,14,15
Summer Term 1 Achieving a higher level of technique ,performance and understanding.	This unit looks at athletics activities where for the most part pupils are continuing to develop their individual athletics skills and all that entails. Linking together prior and current knowledge of their own performance and fitness in order to apply themselves to the best of their ability. Evaluate self, partner , others - highlight areas that need improvement to achieve a higher level of technique.	Team work Decision making Effective communication. Positive attitude.	1,2,3,9,12,14,15
Summer Term 2 Analyse performance and compare to previous ones. Demonstrate improvement to achieve personal best.	This unit revisits summer activities with the focus of improving in these activities; using comparison skills to review from previous performance and linking observations (peer/self) to perform to the best of their ability. Self evaluation,self determination to do better.	Team work Decision making Effective communication. Positive attitude.	1,2,3,9,12,14,15

### Year 9 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
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Autumn Term 1 Recapping health & skill related fitness Understanding of, Importance of, application of rules, regulations and scoring systems.	This unit recaps understanding of health and skill related fitness components and their effect of performance. This can link to a healthy body, healthy mind in relation to employability. This unit also looks at specifics of sport i.e. rules, regulations and scoring systems of the activities undertaken. This can link to employment rules - consequences of not following the rules; regulations and their importance to employees and employers.	Team work Decision making Effective communication. Positive attitude	1,2,3,11,14
Autumn Term 2 Fitness testing and methods of training	Importance of physical fitness on immediate and long term health. Why fitness components are important for successful participation. This can link to a healthy body, healthy mind in relation to employability.	Team work Decision making Effective communication. Positive attitude	1,2,3,9, 11,14
Spring Term 1 Planning fitness programme	Exercise intensity F.I.T.T. Training zones Peak performance. Link to planning to achieve an aim; target setting - short term and long term; requirements to make a successful plan.	Team work Decision making Effective communication. Positive attitude Organising and planning.	1,2,3,9, 11, 12,14, 15
Spring Term 2 Carrying out fitness programme	Exercise intensity F.I.T.T. Training zones peak performance. Link to undertaking, evaluating and improving plan to achieve aim; recognising strengths and areas to improve in light of own planning - having a solution to (who/where to go to to find a solution) address areas of improvement for better future planning.	Team work Decision making Effective communication. Positive attitude Organising and planning.	1,2,3,9, 11, 12,14, 15
Summer Term 1 Leadership	Leadership Develop skills and knowledge to organise sport and activity for others. Link to leading peers, small groups, understanding key elements in order to lead and be successful in imparting information to others.	Team work Decision making Effective communication. Positive attitude Organising and planning.	1,2,3,9, 11, 12,14, 15, 17
Summer Term 2	Leadership	Team work	1,2,3,9, 11, 12,14, 15, 17

Leadership	Develop skills and knowledge to organise sport and activity for others. Link to recognising and evaluating own and others leadership and its success and how to improve and why.	Decision making Effective communication. Positive attitude Organising and planning.	
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<b>Year 10 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students’ careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Autumn Term 1 Unit 3: Applying the principles of personal training.	Independent planning and design of a 6 week personal training programme to meet a personal target/goal. Link to further understanding of planning - requirements, safety, creativity in design.	Decision making Effective communication. Positive attitude Organising and planning. Creativity and innovation.	1,2,3,9,12, 14, 15
Autumn Term 2 Unit 3: Applying the principles of personal training.	Structure And function of musculoskeletal and cardiorespiratory systems during exercise. Short and long term effects. Healthy body and link to working sustainability as a result of exercise and effects on key body systems.	Positive attitude	1,2,3,11,14
Spring Term 1 Unit 3: Applying the principles of personal training.	Safely implementing the training programme - maintaining a training diary. Link to mental, physical and social well being whilst completing the programme. Motivation to persevere with plan and activities planned within it.	Positive attitude	1,2,3,11,14
Spring Term 2 Unit 3: Applying the principles of personal training.	Review the 6 week training programme - describing results, strengths and areas for improvement. Link to thorough evaluation of the plan - strengths and areas for improvement - recommendations for future planning.	Decision making Organising and planning. Positive attitude.	1,2,3,11,14, 15

Summer Term 1 Unit 6: Leading Sports Activities	Attributes, responsibilities of sports leadership. Comparison of different leaders. Link to further understanding of skills and qualities needed in leadership; what is relevant; what is necessary. Experiencing using leadership skills, evaluating their strength and areas for improvement. Understanding leadership at different levels.	Decision making Effective communication. Positive attitude Organising and planning.	1,2,3,9, 11, 12,14, 15, 17
Summer Term 2 Unit 6: Leading Sports Activities	Planning to lead; independently leading; reviewing planning; justify targets for future development.	Decision making Effective communication. Positive attitude Organising and planning.	1,2,3,9, 11, 12,14, 15, 17

<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Autumn Term 1: Completion of Unit 2: Practical Performance in sport.	Rules, regulations, scoring systems. Link to understanding of the (governing) body in charge; the need to have rules and consequences; values - to be successful, fair, safe. Deadlines - completion of work to a high standard.	Team work Decision making Effective communication. Positive attitude	1,2,3,11,14
Autumn Term 2: Complete Unit 3: Applying the principles of training.	Planning, performing,evaluating, recommended improvements. Link to setting targets, planning to achieve an aim set out, evaluating how this aim was best achieved and how to do better in the future. Deadlines - completion of work to a high standard.	Decision making Organising and planning. Positive attitude.	1,2,3,11,14, 15
Spring Term 1: Revision - unit 1: Fitness for sport and exercise	Learning facts, applying them, recognising command words in questions. The knowledge in this unit is particularly relevant for understanding and progression into qualifications in sports coaching, elite sport or personal training.	Decision making Organising and planning. Positive attitude.	1,2,3
Spring Term 2: Completion of coursework	Completion of coursework to a high standard.	Decision making Organising and planning. Positive attitude.	1,2,3

Summer Term 1: Completion of coursework	Completion of coursework to a high standard.	Decision making Organising and planning. Positive attitude.	1,2,3
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## SCIENCE 2020/2021

Year 7 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Working Scientifically	Unit deals with safer working practices in a lab setting and developing scientific skills.	Decision Making Organisation & Planning Risk Management Team Work	9
Particles	Conceptual unit containing practical work which develops employability skills.	Decision Making Organisation & Planning Risk Management Team Work	
Space	Conceptual unit which involves students working as teams to interrogate and communicate ideas about planets.	Team Work Effective Communication	
Cells	Safe working practices when working with microscopes and slides. conceptual unit which develops employability skills.	Risk Management Team Work Effective Communication	9
Reproduction	Conceptual unit containing practical work which develops employability skills.	Effective Communication	

Acids & Alkalis	Safe working practices relating to working with acids and alkalis. Working in teams, planning, executing and analysing an investigation.	Decision Making Organisation & Planning Risk Management Team Work	9, 15
Separation Techniques	Working in teams, planning and solving a problem using scientific processes.	Decision Making Organisation & Planning Risk Management Creativity and Innovation	15
Forces	Carrying out practical work to develop employability skills. Working in teams, planning, executing and analysing an investigation.	Decision Making Organisation & Planning Risk Management Team Work	15
Microbes	Conceptual unit containing practical work which develops employability skills. Interrogating and communicating ideas about scientific developments.	Decision Making Organisation & Planning Risk Management Team Work Effective Communication	

<b>Year 8 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
Reproduction & Birth	Conceptual unit containing practical work which develops employability skills.	Effective Communication	

Energy	Carrying out practical work developing employability skills. Develops creativity skills to produce work towards assessment.	Team Work Organisation & Planning Decision Making & Problem Solving Creativity and Innovation	
Electricity	Safe working practices when dealing with electricity. Carrying out practical work to develop employability skills. Working in teams, planning, executing and analysing an investigation.	Decision Making and Problem Solving Risk Management Organising & Planning	9
Respiration & Digestion	Conceptual unit containing practical work which develops employability skills.	Effective Communication	
Metals & Materials	Carrying out practical work to develop employability skills. Working in teams, planning, executing and analysing an investigation.	Decision Making Organisation & Planning Risk Management Team Work	15
Electromagnetism	Working in teams, planning, executing and analysing an investigation.	Decision Making Organisation & Planning Risk Management Team Work	15
Earth & Atmosphere	Conceptual unit containing practical work which develops employability skills.	Team Work Effective Communication	
Variation	Conceptual unit containing practical work which develops employability skills. Unit also requires decisions to be made around ethical choices.	Decision Making Team Work	

		Effective Communication Innovation and Creativity	
Motion	Carrying out practical work to develop employability skills. Working in teams, planning, executing and analysing an investigation.	Decision Making Organisation & Planning Risk Management Team Work	15

<b>Year 9 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
CAM	Reinforces safe working practices when working with microscopes and biological materials. Contains practical work which develops employability skills.	Team Work Risk Management Organising and Planning Effective Communication	9
TIC 1	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning Decision making and Problem Solving Effective Communication	
Intro to Chemistry	Safe working practices related to handling acids and alkalis. Develops employability skills through practical work.	Team Work Risk Management	9

		Decision making and Problem Solving	
Working Scientifically	Unit deals with safer working practices in a lab setting and reinforcing scientific skills.	Team Work Risk Management Organising and Planning Decision making and Problem Solving Effective Communication	9
SoM	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning Decision making and Problem Solving Effective Communication	
Respiration	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning Effective Communication	
Enzymes	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning	

Chemical Analysis	Contains practical work which develops employability skills. Unit also requires analysis of information to be carried out using a variety of sources.	Team Work Risk Management Organising and Planning Decision making and Problem Solving Effective Communication	9, 15
Forces	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning Effective Communication	
Plants	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning	
Nervous System	Conceptual unit containing practical work which develops employability skills.	Team Work Effective Communication	
Atomic Structure	Conceptual unit containing practical work which develops employability skills.	Team Work Effective Communication	
Types of Reaction	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management Organising and Planning	
Sound & Light	Conceptual unit containing practical work which develops employability skills.	Team Work Risk Management	

		Creativity and Innovation Effective Communication	
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### Year 10 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Biology Physics Chemistry	Practical work carried out throughout all units which develop employability skills. All practicals carried out as teams and allows students to develop organisational skills. Link to scientific careers as and when appropriate.	Team Work Risk Management Organising and Planning Effective Communication	

### Year 11 – SoL Overview

Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
Biology	Practical work carried out throughout all units which develop employability skills. All practicals carried out as teams and allows students to develop organisational skills. Link to scientific careers as and when appropriate.	Team Work Risk Management Organising and Planning Effective Communication	

## TRAVEL AND TOURISM 2020/2021

CEIAG Trips				
Year Group(s)	Trip Title and Company/Education Provider details	Brief description of the event (including date if known)	Employability Skills covered	Which CDI number(s) are covered?
10	Pleasurewood hills visit	students will get a behind the scenes look at how the business of a local theme park works. What part customer service plays in a successful business (Unit 3 link).  Promotes local job opportunities at the theme park.	communication  Leadership  Decision making	4,6,7 & 9

Year 10 – SoL Overview			
Unit	Brief description of how the unit develops students' careers, employability and enterprise learning	Employability Skills covered	CDI number(s) covered
<i>Unit 2 UK Travel and Tourism Destinations</i>	This unit looks at UK travel destinations and gateways. Look at the appeal of UK destinations and plans for holidays in the UK. The unit looks at different jobs in the travel industry such as travel agents and the students will identify the skill needed for this role. Using organisation and planning skills when creating UK holidays.	Organising and planning Problem solving Financial literacy	4,7,15
<i>Unit 1 The UK Travel and Tourist Industry (Exam Unit)</i>	This unit looks at travel and the importance to the UK economy. Know about industry and the key organisations within the travel and tourism industry. Students review different job roles in the industry. Reviewing details of careers in the travel industry sector whilst looking at qualifications	Financial literacy	5 & 6

	needed, skills sets required and salaries of different travel and tourism jobs.		
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<b>Year 11 – SoL Overview</b>			
<b>Unit</b>	<b>Brief description of how the unit develops students' careers, employability and enterprise learning</b>	<b>Employability Skills covered</b>	<b>CDI number(s) covered</b>
<i>Unit 4 International Travel and Tourism Destinations</i>	The unit covers international tourism destinations and gateway. The appeal of destinations from around the world. And planning international travel. The students will be improving their employability skills with using problem solving when planning holidays for different visitor types. Using financial literacy when planning holidays to a budget. And looking at different career opportunities in the travel and tourism industry around the world.	Organising and planning Problem solving Financial literacy	4,7,15
<i>Unit 3 The Travel and Tourism Customer Experience</i>	The unit covers investigating customer service, understanding the needs of different customers and the importance of good customer service. The students will gain employability skills on what is good customer service in a variety of different careers.	Effective communication	6,11