

Careers, Employability and Enterprise Audit across the Curriculum



Curriculum area History Staff SEI, UDY, RRD Date: 01/03/2020

| Year group | How does your subject contribute to the Careers, Employability and Enterprise curriculum? | What are the activities used? | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
|------------|--|---|---|--|--|
| 7 | <p>Medieval History: Conquest, Religion and Society What is History? Historical skills and sources . England before 1066. .The Norman Conquest of 1066 . Norman England. Medieval Religion and Society1300-1500. Tudor England 1485-1607 The Reformation 1517-1607. The English Civil War 1642-51.</p> | <p>Examples how the curriculum develops employments skills:</p> <ol style="list-style-type: none"> 1) Witan debate on who should succeed Edward the Confessor in 1066. 2) Drawing inferences from sources such as Da Vinci's last supper. 3) Understanding the notion of a parliamentary democracy by studying the English Civil War. <p>All these skills would be useful for a career in law, politics, and journalism.</p> | 1,3 | 8 | 11, 12 |
| 8 | <p>Early Modern to Modern History: Race, Industry and Empire The Industrial Revolution 1700-1850 Jack the Ripper. The British Empire1815-1945. Decolonisation and Independence 1945-52. The Trans-Atlantic Slave Trade The American Civil Rights Movement . The Troubles in Northern Ireland 1969-1998</p> | <p>Examples how the curriculum develops employments skills:</p> <ol style="list-style-type: none"> 1) Presentation of the most significant invention of the Industrial Revolution 2) Understanding Britain's place in the world through the study of Empire. 3) Weighing up factors of causation on why Jack the Ripper was never caught. <p>All these skills would be useful for a career in finance.</p> | 1,3 | 8 | 11 |
| 9 | <p>Modern History: World Wars, Genocide and Equality The First World War 1914-18. The Inter-War Period 1919-39 . Life in Nazi Germany 1933-45. The Second World War 1939-45. The Holocaust 1941-45. The Rwandan Genocide 1994. South African Apartheid 1948-94.</p> | <p>Examples how the curriculum develops employments skills:</p> <ol style="list-style-type: none"> 1) Critical evaluation of sources as evidence and analysis of their reliability and utility eg <i>Hotel Rwanda</i> as a portrayal of the Rwandan Genocide 2) The rule of law and importance of an autonomous the judiciary in a democratic society when studying Nazi dictatorship. | 1,3 | 8 | 11 |

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| | | <p>3) Developing arguments on morality eg was the use of the atomic bomb in Japan justified?</p> <p>All these skills would be useful for a career in law and the police.</p> | | | |
| 10 | <p>Edexcel GCSE History Medicine in Britain 1250-Present. The British sector on the Western Front, 1914–18: injuries, treatment and the trenches (Paper 1). Super Power Relations in the Cold War 1941 Early Elizabethan England 1558-88 (Paper 2).</p> | <p>Examples how the curriculum develops employments skills:</p> <ol style="list-style-type: none"> 1) extended writing on the consequences of foreign policy on international relations. 2) Critically evaluating the utility of a variety of different sources to form enquiries on the trench medicine. 3) Understanding the changes of Britain’s religious landscape throughout Elizabethan society and the separation of church and state in a secular, democratic society. <p>All these skills would be useful for a career in government and the law.</p> | 1,3 | 8 | 11 |
| 11 | <p>Edexcel GCSE History Early Elizabethan England 1558-88 continued (Paper 2). Weimar and Nazi Germany 1918-39 (Paper 3).</p> | <p>Examples how the curriculum develops employments skills: As above and...</p> <ol style="list-style-type: none"> 1) Analysis of historical interpretations on Weimar and Nazi Germany, evaluation of them and explanation of why interpretations differ in an extended 20 mark essay. <p>All these skills would be useful for a career in journalism and writing.</p> | 1,3 | 8 | 11 |
| 12 and 13 | <p>Edexcel A-level History Russia from Lenin to Yeltsin 1917-91 (Paper 1). Mao’s China 1949-76 c (Paper 2 Rebellion and disorder under the Tudors, 1485–1603 (paper 3) . Coursework: The Arab-Israeli Conflict 1948-present .</p> | <ol style="list-style-type: none"> 1) Presenting findings from independent readings on Communist China and Russia formulating questions, developing critical thinking of sources. 2) Analysis of historical interpretations, evaluation of them and explanation of why interpretations differ on the Arab-Israeli conflict in an independently researched essay of 4,00 0words. 3) Critically evaluating the utility and reliability of a variety of different sources on Tudor England. <p>All these skills would be useful for a career in research, finance and law.</p> | 1,3 | 8 | 11 |

Three Core Elements of Careers, Employability and Enterprise:

For details of the CDI Careers Framework www.thecdi.net
 November 2016

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