

# Careers, Employability and Enterprise Audit across the Curriculum



Curriculum area: English

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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>Understanding how the voice is a tool and how tone/language choice can produce different results/outcomes</p> <p>Communicating accurately and expanding viewpoints with evidence.</p> <p>Choosing appropriate register in speech.</p> <p>Understanding how / when to use standard English</p> <p>Reading to understand, analyse and evaluate</p> <p>Enabling hindsight as a means of learning and correcting of mistakes</p> <p>Showing that ambition requires drive and discipline</p> <p>Imagination leads to ingenuity and efficiency</p> <p>Spelling and punctuation skills</p> <p>Links to careers in: Art &amp; design, publishing/media/education/advertising</p>	<p>Through reading poetry book: "Love that dog", pupils are introduced to literary devices, and how they are employed for comparative purposes and how the need for analogies enable tasks or concepts to be more readily understood.</p> <p>Through selected poems, Pupils attempt to read the text in a variation of speeds and volume to thus enable them to <b>project their voice for varying effect and show the importance of tone.</b></p> <p>Pupils are shown unconventional poetry structures with inconsistent metres and asked to format them into standard and coherent sentences in order to <b>promote translating and clarification skills.</b></p> <p>Through synonym identification tasks, students are encouraged to <b>extend vocabulary</b> through more appropriate word choices.</p> <p>Low stakes tests demonstrate how the use of correct terminology <b>displays understanding</b></p> <p><b>Creating original poems promotes imagination leading to ingenuity</b></p>	1,2,3	4,8	11,12,15,16

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8	<p>Exposing pupils to a variety of different jobs through literary texts.</p> <p>Developing confidence through the understanding and application of historical and social contexts.</p> <p>Establishing goals and time-management skills</p> <p>Enabling hindsight as a means of learning and correcting of mistakes</p> <p>Discussing pragmatic approaches to employment depending on location.</p> <p>Links to careers in: Art &amp; design, publishing/media/education/advertising/ Entertainment</p> <p>Spelling and punctuation skills</p>	<p>Through studying “Of Mice &amp; Men”, pupils explore the agricultural industry and unskilled labour, as well as the advancements in modern day agriculture production and the modern shift to more urbanised forms of employment.</p> <p>Through the gothic genre pupils explore the transformation of entertainment from the written word to a more dominant visual medium. Through selected texts and films, students are introduced to the power of theatricality and touch upon its impact on the ever-growing entertainment industry of today, with employment opportunities ranging from scriptwriting, sound and light engineering to costume design.</p> <p>Reading of “Midsummer’s Nights’ Dream” further reinforces and reminds students of literary devices and language analysis.</p>	2,3	4,5,6,7,9	11,14,15
9	<p>Exposing pupils to a variety of different jobs through literary texts.</p> <p>Promoting imagination and ingenuity</p> <p>Promoting hindsight as a means of learning and correcting of mistakes</p>	<p>Through studying “An Inspector Calls” pupils explore entrepreneurialism and capitalism as well as the history of workers’ rights and responsibilities.</p> <p>Through “A Christmas Carol” students explore concepts of workers rights, dedication/commitment, safe working practices and even mental health within the workplace. Trips to exhibitions will enable</p>	1,2,3	4,5,6,7,8,9	11,12,13,14,15,16,17

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	<p>Building confidence through the taking of risks and expansion of ideas</p> <p>Crafting language for both written and oral effect</p> <p>Effective communication and literary structuring</p> <p>Spelling and punctuation skills</p> <p>Revision techniques and time management</p> <p>Links to careers in: Art &amp; design, publishing/media/education/advertising/Entertainment/ law/recruitment &amp; HR</p>	<p>awareness of the value and importance it has within their cultural.</p> <p>Through explorations in creative writing, students learn the art of persuasion, literary structure and the power/benefits of imagination.</p> <p>Practice exams will introduce students to required expectations of work that successfully meets a marking criteria and the need to effectively manage their time and formulate ideas concisely and coherently.</p> <p>Focus on the use of abstract language and concepts will seek to enable students to identify the hidden meanings in all forms of communication from advertisements, journalism and politics so as embolden them to make well informed choices in the future</p>			
<b>10</b>	<p>Exposing pupils to a variety of different jobs through literary texts.</p> <p>Promoting imagination and ingenuity</p> <p>Effective communication and literary structuring</p> <p>Crafting language for both written and oral effect</p> <p>Spelling and punctuation skills</p>	<p>Studying of "Romeo &amp; Juliet" provides consistency and reinforcement of literary analysis and the power of drama as a means of entertainment and social reflection.</p> <p>Through further explorations in creative writing, students continue to learn the art of persuasion, literary structure and the power/benefits of imagination.</p> <p>Focus on the use of abstract language and concepts will seek to enable students to identify the hidden meanings in all forms of communication from</p>	1,2,3	4,5,6,8	11,12,13,14,15,16,17

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	<p>Building confidence through the taking of risks and expansion of ideas</p> <p>Empowering students through the use of self-initiative and making well thought-out decisions based on the availability of facts as well as the absence of them.</p> <p>Applying skills gained to future endeavours and across different subjects</p> <p>Revision techniques and time management</p> <p>Links to careers in: Art &amp; design, publishing/media/education/advertising/ Entertainment/ law/recruitment &amp; HR/politics</p>	<p>advertisements, journalism and politics so as embolden them to make well informed choices in the future</p> <p>Practice exams will introduce students to GCSE content and should enable students to progress and develop as well as applying and build upon skills gained and to effectively display understanding of material both covered and unseen</p> <p>“Jack Petchey speak out campaign”: promotes oratory/rhetoric skills and confidence in speaking to large groups</p> <p>Visits from the Globe theatre company give context and promote interest through the power of acting and excitement as well as presenting students with career paths into entertainment and history</p>			
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11	<p>Building/expanding upon previous knowledge</p> <p>Spelling and punctuation skills</p> <p>Applying skills gained to future endeavours and across different subjects</p> <p>Research and presentation skills</p> <p>Links to careers in: Art &amp; design, publishing/media/education/advertising/ Entertainment/ law/recruitment &amp; HR/politics</p>	<p>Through a further studying of “An Inspector Calls” pupils will be able to expand upon their previous analysis, adding greater insight and demonstrating an ability to read deeper into a text. Students will continue to explore entrepreneurialism and capitalism as well as the history of workers’ rights and responsibilities.</p> <p>Practice exams will keep students mentally active and prepare them for their GCSE. Revision techniques and time management will be consistently employed and promote drive and mental focus.</p> <p>Spoken language component gives the power to students to pursue and discuss subjects of their choice.</p>	1,2,3	4,5,6,7,8,9	10,11,12,14,15,16, 17
Post 16	<p>Exposing pupils to a variety of different jobs through literary texts.</p> <p>Reading evaluatively.</p> <p>Writing persuasively.</p> <p>Promotion of Higher Education</p> <hr/> <p>Ensuring highly skilled verbal and written communication.</p>	<p>NEA: independent research task. Students will produce an in-depth analysis and presentation of a text of their choosing that will provide skills and experience that will carry over in to higher education</p> <p>Group presentations will teach students to work effectively as a team to complete tasks within a time frame. This will enable delegating communicating and inclusion skills</p>	1,2,3	4,5,6,7,8,9	10,11,12,13,14,15,16,17

# Careers, Employability and Enterprise Audit across the Curriculum



The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

## Three core elements of Careers, Employability and Enterprise:

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>