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**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area History Curriculum Leader \_\_\_\_Stuart Ireland\_\_\_\_\_\_\_ Date April 2020**

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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** | Allowing pupils to consider their abilities and strengths/skills with regards to the 8 essential skills for employability. | Making pupils aware in lessons of skills that they are using in history that are linked to the 8 skills. Example presentations are used to allow pupils to see their strengths and are marked using a group mark sheet, linked to the essential skills within presenting and sharing information. *Trips deployed such as battlefields and Leeds Armoury to expose pupils to a range of careers around history.* | 1,2 | 7 |  |
| **8** | Allowing pupils to consider their abilities and strengths/skills with regards to the 8 essential skills for employability. Embedding jobs and opportunities in careers in history. | Building upon the skills and awareness and determination from y7,y8 develop ways that they may improve their skills in lessons, linked into the employability skills. that are linked to the 8 skills. Teachers begin to link in the skills to careers that could be used with qualifications in history, using careers posters and their own career paths. Industrial revolution used to help pupils see working rights and opportunities and how this compares to the modern world. *Trips deployed such as battlefields and Leeds Armoury to expose pupils to a range of careers around history.* | 1,2,3 | 4,5,6,7 | 14 |
| **9** | Pupils begin to consolidate their skills and develop ideas about post-16 routes and possible careers in history. | Teacher led discussions on careers, using benchmarks and teacher’s own career pathway. Pupils begin to identify their strengths and approach tasks accordingly. In group tasks for example, roles may be given, and pupils decide who does what role, based on their strengths. This allows for reflectivity and awareness of how to develop their weaknesses, learning from their peers. Guest speakers have been used such as holocaust survivors and speakers from Holocaust Memorial Trust. *Trips deployed such as battlefields and Leeds Armoury to expose pupils to a range of careers around history.* | 1,2,3 | 4,7 | 14,15 |
| **10** | Pupils consolidate their skills and develop ideas about post-16 routes and possible careers in history. | Teacher led discussions on careers, using benchmarks and teacher’s own career pathway. Pupils begin to identify their strengths and approach tasks accordingly. In group tasks for example, roles may be given, and pupils decide who does what role, based on their strengths. This allows for reflectivity and awareness of how to develop their weaknesses, learning from their peers. Guest speakers have been used such as holocaust survivors and speakers from Holocaust Memorial Trust. *Trips deployed such as battlefields and Leeds Armoury to expose pupils to a range of careers around history.* | *1,2,3* | *4,6,7* | *14,15* |
| **11** | Pupils work toward post-16 world, making informed decisions about their own futures based on previous years of study. | Guest speakers, from post 16 provisions, pupils are able to do taster session for 6th form provision within Southmoor. Applications for post-16 discussed in lessons, with clear guidance from teachers to help pupils decide about their own futures with regards to post-16 provision, university and their own careers. | *1,2,3* | *4,6,7* | *10,15,16,17* |
| **Post 16** | Pupils work toward their chosen career path, where applicable and the skill set that they consistently improve and consolidate, they consider and decide upon their future choices in terms of university and careers. | Pupils get a range of guest speakers in assemblies and in lessons. Opportunities such as Lessons From Auschwitz, all giving exposure to job markets and careers choices for themselves. UCAS applications made and discussed, with guidance from staff. | 1,2,3 | 4,6,7 | 11,12,14,16,17 |

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**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:**

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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** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |