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

**Curriculum area: English Language and Literature Curriculum Leader: K Dunn 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 1- 3 | Learning about careers and the world of work  **4-9** | Developing your career management, employability and enterprise skills  10-17 |
| **7** | Planning into SoL adequate opportunities for careers – plenaries used for example to reflect on the ‘skills’ used in the lesson and what careers they could apply to. Certain SoL allow for speaking and listening opportunities as well as extended writing in a range of settings applicable to careers and employability such as letter writing etc.  Careers week activities – looking at how English fits into employment. How different sectors require English. | * Letter writing * Giving presentations * Hot seating / interviews * Reflect activities where pupils are actively encouraged to consider how their learning could link to careers and employment. * Group presentations * Standalone careers lesson – class discussion (how English fits in employment), CV skills. * Outside speaker (author came in and discussed being a writer for WBD) | 1, 3 | 4 | 13, 16 (cv skills) |
| **8** | Planning into SoL adequate opportunities for careers – plenaries used for example to reflect on the ‘skills’ used in the lesson and what careers they could apply to. Certain SoL allow for speaking and listening opportunities as well as extended writing in a range of settings applicable to careers and employability such as letter writing etc.  Careers week activities – looking at how English fits into employment. How different sectors require English. | * Letter writing * Giving presentations * Hot seating / interviews * Group presentations (design and present a product) * Standalone careers lesson – class discussion (how English fits in employment), CV skills.   Reflect activities where pupils are actively encouraged to consider how their learning could link to careers and employment. | 1, 3 | 4 | 16 (cv skills) |
| **9** | Planning into SoL adequate opportunities for careers – plenaries used for example to reflect on the ‘skills’ used in the lesson and what careers they could apply to. Certain SoL allow for speaking and listening opportunities as well as extended writing in a range of settings applicable to careers and employability such as letter writing etc.  Careers week activities – looking at how English fits into employment. How different sectors require English.  Through literature texts pupils will become aware of careers in the past. | * Letter writing * Giving presentations * Hot seating / interviews * Organising and structuring talk - using verbal and non-verbal techniques in discussion * Non fiction reading. Careers for women in the developing work force. * Careers for working class males and the changing need since WW2. * Standalone careers lesson – class discussion (how English fits in employment), CV skills. * Reflect activities where pupils are actively encouraged to consider how their learning could link to careers and employment. | 1, 3 | 4, 6 | 16 (cv skills) |
| **10** | *Future career opportunities during GCSE Spoken Language. Presentation skills.*  *Paper 2 - functional writing - pupils will write in styles that would be suitable for employability, such as writing letters and speeches. In reading, pupils will read non-fiction texts, some of which, link to careers.*  Through literature texts pupils will become aware of careers in the past.  *Research skills.*  *Some understanding of working life is presented though the study of literature texts.*  *Read with understanding a range of texts.*  Careers week activities | * *Pupils to work through a range of activities related to their chosen career.* * *Potential opportunity for outside speakers if available to speak to pupils.* * *Pupils able to research careers in detail over several weeks and then present their ideas.* * *Literature texts enable pupils to look at stereotypes and discrimination.* * *Pupils to look at job adverts (persuasive language homework).* * *Presentation of speeches.* * *Planning and writing of letters, speeches and articles.* * Reflect activities where pupils are actively encouraged to consider how their learning could link to careers and employment. * Standalone careers lesson – class discussion (how English fits in employment), CV skills. * looking at how English fits into employment. How different sectors require English. | *1, 2, 3* | *4, 5, 6, 8* | *10, 11, 13* |
| **11** | *Paper 2 – pupils will write in styles that would be suitable for employability, such as writing letters and speeches.*  *Some reading materials link to careers.*  *Some understanding of working life is presented though the study of literature texts.*  Through literature texts pupils will become aware of careers in the past.  Careers week activities – looking at how English fits into employment. How different sectors require English. | * *Writing of letters, speeches and articles.* * Standalone careers lesson – class discussion (how English fits in employment), CV skills. * Wider reading building on skills in synthesis of ideas and interpretation. * Research of context – working life. * Reflect activities where pupils are actively encouraged to consider how their learning could link to careers and employment. * Literature texts look at discrimination and stereotypes. | *1, 3* | *4, 6* | *11* |
| **Post 16** | *Pupils will write in styles that would be suitable for employability, such as writing letters and speeches.*  *Reading of literature texts to see changes in employment e.g. The Grapes of Wrath.* | * *Writing of letters, speeches and articles.* * *The ability to read a range of media texts and synthesize key ideas in order to form opinions.* * *The ability to use a text as a model and create own work based on it is a valuable writing skill in the workplace.* * *EPQ Study at post 16 offers an opportunity to research and present findings in a style suited to the workplace* * *External speaker (chief examiner) came in to speak to pupils.* | *1, 3* | *5, 6* | *14* |

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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 |