Careers in curriculum subjects

Religious Studies

Year 7

- Unit One: Welcome Mass - allowing learners to have first-hand experience in the liturgical life of the school; seeing a Priest/Chaplaincy carry out their day-to-day.
- Art and God: the role of an artist/curator
- Year 7 Unit Two: Charities
- Year 7 Unit Three: Vocation in Daily Life: this lesson specifically looks at volunteering and how this may impact the Christian life.
- Year 7 Unit Three: Social Justice and Human Rights.
- Year 7 Unit Four: Role of the Parish Priest. Comment: for September, this will allow an opportunity for our local priest to share how the role of a Parish Priest is a vocation/career choice.
- Year 7: Unit Five: Religious Communities.
- Year 7: Unit Six: the Mandir; Hinduism and War.

Year 8

- Unit One: what makes a leader: in examining the links between Religion and Politics.
- Unit One: Stewardship. Comment: cross-curricular links to Geography/History.
- Unit Two: The Good Samaritan: this lesson makes specific links to the Parable of the Good Samaritan; and how this may link to an understanding of ethics in business.
- Year 8 Unit Three: Stereotypes; Discrimination; Martin Luther King.
- Year 8 Unit Four: Moral Decisions; Reconciliation. Comment: learners express first-hand experience of the life of a Parish Priest in our Reconciliation Services.
- Year 8 Unit Five: Law and Justice. Comment: medical ethics; the NHS; Doctors; Nursing; Lawyers.
- Year 8 Unit Six: Islam and IVF; Justice; Transplant Surgery; Alcohol.

Year 9

- New Curriculum Directory: Abortion and the Law; Euthanasia; Organ Donation; Animal Rights; the Rights of Women; Marian Artwork
- Do Faith and Science Conflict: Animal Rights; IVF; Weapons of Mass Destruction.

Year 10/11

- Catholic Christianity: Michelangelo's Creation of Adam; Pilgrimage; Catholic Social teachings; the Magisterium; Sources of Personal Ethics decision making; Catholic Church Architecture.
- Judaism: Moral Principles and the Mitzvot; Features of a Synagogue.
- Philosophy and Ethics: the problem of Evil and Suffering; Marriage; Family Planning; Equality.

Summary

The above lessons provide opportunities to engage critically with how Religious Education links to life choices/careers. In these lessons, learners may:

- read case scenarios as if in the role of a: lawyer; judge; doctor; medical profession; etc, allowing the learner to imagine the role as one of the above.
- examine specific examples, such as: Sean Devereux in Year 7, who devoted his life to helping others through vocation/his career choice, (teaching). Martin Luther King specifically addresses the role of politics and how we challenge prejudice/discrimination.
- Reflect on the philosophical/ethical dimensions of Religious Education and how this is put into practice.
- Design/Create a piece of work which is similar to the role of an: artist; curator.

Retreats

Learners from Year 7 - Year 10 partake in specific retreats throughout the year. This enables learners to see and experience the work of a: Youth Worker/Chaplain/Charity Worker/Priest/Outside Speaker.

Maths

Curriculum

At Key Stage 4, pupils are provided with information within lessons, video links are utilised to highlight the careers where certain mathematical topics are used/ required. At Key Stage 3, Functional Maths is explored linked to careers which is embedded in the White Rose Scheme of work (Maths Mastery). Please see below a list of the topics and when taught to each year group from Year 7-Year 9

Year 7

- A2 - Solving Financial Maths. Timetables and tables. Standard Form --- Distance to planets etc
- SP1 - Metric Conversion. Area of rectangular shapes. Solving problems with Mean
- SP2 - Fractions of Amounts. Percentage of amounts. Percentage Increase and Decrease
- S1 - Constructions and measures
- S2 - Angles in Context. Shapes - Drawing

Year 8

- A1 – Ratio (Recipes, Gradients, Pi, Fractions)
- A2 - Non-Linear Graphs. Graphs of Direct Proportion
- SP1 - Representing Data (Scatter Graphs)
- SP2 - Probability (Sample Space Diagrams, two-way tables etc.)
- S1 - Algebra (Forming and Solving Equations in context)
- S2 - Fractions and percentages (Percentage Change, increase and Decrease, problem solving)

Year 9

- A1 - Graphs (Using the gradient and intercepts in real life situations, Inc. Conversion Graphs)
- A2 - Algebra - Forming and Solving equations
- SP1 - Volume and Surface Area in Context
- SP2 - Constructions and Loci (Inc Plans and elevations, Scale Drawings and ratios in Maps)
- S1 - Number
- S2 - Percentage Increase and Decrease. Maths and Money

Wider Curriculum

We host an annual STEM girl in Maths session in July.

English

Curriculum

- All year groups have opportunities to create their own poems, descriptions, stories, diary entries and analytical written work. By allowing the students to develop their creative and analytical writing, we are enabling them to progress through each year in education, but also aid them in succeeding when they leave in year 11.
- As one of the instrumental subjects in school, English not only enables students to formulate and develop their communicative competences in English but also contributes to the formation and development of general competences to live and work more effectively, to learn other subjects well and for lifelong learning.

Theatre Trips

- Theatre trips link to careers as they allow pupils to see how plays can be brought to the stage. There are many different job roles involved in a theatre production such as: playwright, director, actor, choreographer, designer (set/costume), makeup, hair, backstage manager, lighting director. Students can witness these roles in real time and decide whether a role in theatre production is the right one for them.

Competitions

- For National Writing Day, in June, we are hold a writing competition for years 7, 8, 9 and 10. The pupils that wish to partake must submit either a poem, story or speech and the winner will receive a prize.

Science

Throughout the Science curriculum, analytical skills are developed. Students apply these skills to a range of contexts and use them for problem solving and creative thinking, which is essential in preparing them for the careers of the future. For example, in Year 9, pupils evaluate the use of light and electron microscopes and assess their suitability in a laboratory setting.

Many of the most impactful careers of the future are Science based, for example: developing sustainable energy and ways of using the Earth's resources; designing and maintaining AI robotics technology; and, medical research and front-line care in the NHS and private sectors. Whilst learning the Science curriculum, they gain a foundational understanding of the science involved.

In Key Stage 3, pupils complete projects at the end of each year. They develop project management skills, including: research, design and implementation, with a focus on evaluation and improvement at each stage. For example, in year 9, pupils design, test and improve a model rocket and compete with other teams across the year to develop a rocket that can be launched the furthest or remain in the air for the longest time.

Extracurricular

The Science department support and organise a range of STEM extracurricular activities. Science clubs and STEM competitions allow students to engage their curiosity and passion for empirical discovery. The skills, enthusiasm and creative thinking developed are essential for high-salaried, secure STEM careers. For example, year 7 pupils compete in the Great Science Bake Off, where they apply their learned practical skills to a range of challenges.

Physical Education

- PE ambassadors is a focused group where students apply to be an ambassador at the beginning of the year.
- PE ambassadors organize clubs, advertise clubs and try and get more people to engage. They coach and officiate fixtures in Tameside and help with leading younger pupils
- Within KS3 and KS4 lessons staff encourage students to coach and lead warm ups and drills and also to officiate games.

MFL

At the start of every topic at Key Stage 3 and Key Stage 4, teachers highlight the different jobs related to the topic in French/Spanish. An example of this is evident within the Year 9 lesson 'Town'- Maire; pupils explore jobs relating to: town planner and the hospitality industry. This happens every half term with each year group across the school. We explore the topic of jobs and future careers; the positives and the negatives of certain aspects and what pupils would like to aspire to at Post 16. On careers centred days there is a focus on the relevance of MFL in occupations and industries. Before our Year 9 Options Process begins we have a company called: Futbol Lingo visit our school to deliver an assembly related to languages and careers in sports.

Computing

Below is an overview of the opportunities that pupils in each year will experience in Computing.

Year 7	Year 8	Year 9	Year 10	Year 11
Half term 1 • Life skills in password security • Basic desk top publishing/ word processing/ spreadsheets tools for life Half term 2 •Internet safety •Documentary about Ada Lovelace – showing females in coding Half term 3 •Judging internet and social media sources •Video clip on jobs in designing and manufacturing Pokémon cards Half term 6 •Algorithms in job applications •Will AI take my job?	Half term 1 •Digital footprint – impact on future careers •IDEA Award Worker badges Half term 3 •Cyber security including hacking and cyber crime •Careers in cyber security Half term 4 •Creating radio adverts for a business •Jobs in sound editing and production Half term 5 •Careers in software development •Documentary – The Secret Genius of Modern Life Half term 6 •Life skills booking and planning a holiday – how to make the most of the digital world	Half term 1 •Fake news Half term 2 •Network security •Careers in video editing Half term 4 •Mark Zucker teaches coding •Superstar coders Half term 6 •Careers in CAD & CAM	Half term 1 •Careers in digital media •Health and safety in digital media production Half term 3 & 4 •Controlled assessment based on real life scenarios	Half term 1 -5 •Apprenticeship opportunities communicated to pupils •Courses offered at local institutions communicated to pupils

Technology

Key stage 3

In year 7 and 8 Product Design, students are introduced to the role of carpentry and joinery and use of key pieces of equipment to construct a precise product with two types of joints. They are also introduced to CAD/CAM and the important role of CAD and CAM in modern production. In year 9 Product Design students learn about careers in contract electronics by developing through-hole soldering skills and learning how to solder correctly. They then link their knowledge of a simple circuit to more complex surface mount technology. The students also learn about the teacher's experience of working for a large global contract electronics manufacturer, and the range of products which can be made using this technology. Students also learn about how the industry is changing towards sustainable design and the job opportunities that this provides. In year 8, graphics, students explore two established illustrators work – Quentin Blake and Beatrix Potter and use this as inspiration for their own design work.

Key stage 4

In Unit 1, Hospitality and Catering students learn about the different job sectors within the industry. They then go on to learn about a variety of front and back of house careers. They learn about the roles and responsibilities of each job, the personal qualities needed and relevant qualifications for entry. Students also learn about the roles and the responsibilities of an environmental officer.

The department have close links with Tameside College. Hospitality and catering students visit the college in year 10 and as part of this students get an insight into the courses available to them in this sector post 16. The school is one of 30 schools in Manchester to be linked with a hotel as part of the hotel/school's liaison project. The aim of this programme is to introduce students to the world of hotels and hospitality. The school have developed a strong partnership with the Novotel in Manchester. Students visit the hotel when it is in operation to gain first-hand experience of what it would be like to work within the industry. It also improves their awareness of the job and apprenticeship opportunities available. The Novotel also offer work experience placements to our year 10 students studying hospitality and catering.

Graphics

Year 10 students study the work of graphic designers as part of the NCFE Level 1/2 Technical award in graphic design. Students study a range of graphic design roles that are available in industry and look at a variety of entry routes such as university and apprenticeships. As part of their studies students explore the advantages and disadvantages of a number of roles as well as learn about salary expectations. Students are also provided with the opportunity to carry out their own research on the work of graphic designers in different settings e.g. Freelance and in-house graphic designers.

Humanities

- Lessons around careers and where Humanities can take you are delivered to all classes at the set point in the year. The focus of these is the type of careers that these subjects can lead to and combatting misconceptions of what History and Geography can be used for. This includes further learning and research to take place outside the classroom.
- Both Humanities subjects are very well regarded by colleges and universities due to the range and balance of skills they include and the rigour of their study. This is reaffirmed throughout the curriculum, especially in Year 8 and 9 when pupils are choosing their options and in Year 10/11 when they are looking at colleges. Throughout the History and Geography curriculum we develop a variety of skills such as resilience, empathy, adaptability and analysis that are valuable later in life. Students apply these skills to a range of contexts which is essential in preparing them for the careers of the future.
- At the same time as learning these skills every term and every year also learns about the world around them in more detail – something that is vital for anyone that is looking at their own life and career. Ever increasing globalisation and the interconnectedness of people of all types around the world is studied in every year too. This helps prepare pupils for interacting with people all over the world who will come from a variety of backgrounds.

Performing Arts (Drama and Music)

Curriculum

Pupils look at professional roles available in the Performing Arts industry through the study of several different practitioners, such as:

- PERFORMERS – Musicians, Actors, Dancers
- CHOREOGRAPHERS
- DIRECTORS – Musical directors & Stage/Film directors
- DESIGNERS – Set, Costume, Masks/Make-up, Lighting/Sound.
- COMPOSERS/WRITERS – song writers, playwrights.
- Rehearsal techniques – how to warm-up & practice like a professional when performing.
- Evaluating live theatre productions – observing the professionals in practice.
- Listen to/watch professional recordings of Musicians.
- Use of professional sound/recording equipment/programs.

Trips and Visits

Pupils learn how professional productions are staged through annual theatre trips:

- Year 7 – Pantomime
- Year 8/9 – Little Shop of Horrors, Bugsy Malone, Annie,
- Year 10/11 – Grease, Mamma Mia, Hamilton

Annual trip to London to experience different areas of the Performing Arts industry (as well as other general cultural experiences):

- Watch Westend productions
- Harry Potter Studio tour
- Backstage theatre tours
- Participate in workshops run by theatre professionals.

Annual whole-school production – experience how to be a performer, designer, choreographer, sound/lighting technician, backstage support etc.

Art

Throughout the Art curriculum, pupils explore the many different job roles in the Art industry and experience first-hand many of them such as:

- Painter,
- Graphic & 3D designers,
- Architectural technologist,
- Screen printer,
- Ceramic artist,
- Sketch artist.

Within lessons, across both Key Stages, teachers compose starter activities for pupils to actively participate in during National Careers week that focus on specific job roles within the Art industry. In Year 9, pupils are provided with Art careers-specific options lessons combined with a supporting careers pathway booklet, with guidance on what/where to specific study/ courses at Post-16. There is a Careers in Art specific display in/outside classrooms encouraging pupils to interactive with information via QR code to find out more.