

July

Curriculum Planning Toolkit



THE CAREERS &
ENTERPRISE
COMPANY

Aims of Planning Toolkit

- Incorporating Careers into the Curriculum (Gatsby Benchmark 4) doesn't have to be limited to students researching a job role which is linked to a subject or listening to a subject linked presentation from someone who works for a local employer. Careers in the Curriculum can mean exposing students to key themes and strands within a subject which captures their interest and encourages them to find out more, allowing them to be exposed to problems they will commit their working lives to solving and practise the skills which they will need to be successful in paid employment.
- Young people should be exposed to regular practice of drawing links between subjects and strands to reduce the risk of confining future jobs prospects to a subject which often results in misconceptions and stereotyping. A suggested way to achieve this is to immerse students in a thematic curriculum project where Careers/employability skills feature as a 'golden strand' of learning along with other core subject strands such as Maths, English and Science.
- This toolkit is designed to support the planning process for teaching staff to develop curriculum topics where Careers is included as a strand along with other subjects as opposed to discreet, standalone Careers activity which is evidenced to have little impact. The toolkit can be used as a CPD/upskilling tool to aid teaching staff in using national stimuli as a vehicle to embed Careers and other subjects into a thematic curriculum which is holistically delivered to students. The toolkit has been designed to be a working document where teaching staff add to and develop stimuli in relevance to the school setting. The toolkit also aims to provide guidance and information with regards to local and national campaigns to help book enrichment in advance and in-line with themes to help provide cohesion across the curriculum.
- N.B. The career inspiration examples highlight current and future jobs. Teaching staff should be responsible for pointing out obvious career links, for example: National Breakfast Week links to the obvious career of a Chef, and using the toolkit to inspire young people with jobs they may not have heard of yet.

Example of how to use the toolkit

- If the school chooses to engage with 'World Space Week', historic practice in Careers-Related Education would include dedicating a one-off timetabled session to conduct web-based research on the various careers linked to space. This toolkit would allow for a wider staff team (department staff, teaching and learning leaders, all teaching staff, etc.) to plan an immersive week where multiple subject sessions reflect the space theme, thus surrounding students with consistent messaging in highlighting how each subject can link to the theme which could reduce misconceptions and stereotypical thinking. Where possible, the toolkit includes a link to local, Doncaster-based businesses who may be happy to support the theme across the whole school or even at classroom level. Examples include providing an opportunity for students to ask an employee burning questions about the sector, arranging an industry visit or employability workshop for young people who may have an interest in a space-related career. This exposes young people of Doncaster to local Labour Market Information (LMI) and raises the profile of Doncaster as a diverse place to work. The local links also signposts workshops and activities which would allow young people to experience Career themes in a practical, hands-on approach which schools may be unable to facilitate due to budgeting and resourcing restrictions. Local employers may also be happy to share insight into their sector, exposing both pupils and staff to subject knowledge perhaps previously unknown. Additionally, this may allow for Careers Leaders to develop a working relationship with employers who are keen to support schools in the absence of national funding. Finally, the national resources column aims to signpost existing resources and information which have been generated at a national level and can be incorporated as additional classroom provision.

How to use the Curriculum Planning Toolkit

This column lists the monthly local, national and global stimuli which schools could use as a vehicle to deliver Careers and other curriculum areas through a theme.

This column provides a small selection of ideas which link curriculum subjects and objectives to the stimuli. These ideas could help plan an immersive, thematic project which allows students to naturally draw links. Ideas can include assembly themes, display ideas, pastoral activities, lesson theme ideas whole school activities and links to existing resources.

This column contains information about local employers in Doncaster who work in the field linked to the stimuli. The employer may be willing to support the theme across the whole school or at classroom level.

Stimulus <i>(Brief summary)</i>	Date	Which Careers link to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources

N.B. • Future jobs taken from Panjango resource and are based on futurism studies in collaboration with some of the world's learning futurists, including the UNESCO Chair in Future Studies.
• Growth Sectors for the Sheffield City Region taken from National Careers Week posters derived from Office for National Statistics and NOMIS statistics.

In here, you will find a list of current jobs and the predicted future jobs linked to the stimuli, along with a link to the relevant National Careers Service Job profiles.

This column contains information about national employers who work in the field linked to the stimuli. The employer may be circulating free teaching resources or information to support the different curriculum areas which link to the stimuli.

Stimulus (Brief summary)	Date	Which Careers link to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources
World Population Day <i>(An annual event which seeks to raise awareness of global population issues.)</i>	11 th July	Current: <ul style="list-style-type: none"> • Cartographer • Geospatial Technician • Research Scientist https://nationalcareers.service.gov.uk/job-categories/environment-and-land Future: <ul style="list-style-type: none"> • Fusion Scientist • Climate Engineer • Basic Income Coordinator 	<ul style="list-style-type: none"> • Geography (Human and Physical Geography): Students to study <i>human geography relating to population and urbanisation</i>. • Geography: Students to study <i>Locational Knowledge and Place Knowledge</i> objectives with a focus on Nairobi, Kenya in Africa as there will be a conference here in November which looks to accelerate efforts to achieve the unmet goals set out in the 1994 International Conference on Population and Development. • PSHE/ Science>Biology>Reproduction: As reproductive health and gender equality were identified as essential for achieving sustainable development at the 1994 International Conference on Population and Development, students to study relevant objectives from PSHE Association Programme of Study. 	Doncaster Archives and Local Studies: https://library.doncaster.gov.uk/web/arena/census-information-and-census-returns https://www.doncaster.gov.uk/services/libraries/archives-local-studies-and-family-history	World Population Day website: https://www.un.org/en/events/populationday/ PSHE Association Programme of Study: https://www.pshe-association.org.uk/system/files/Pshe%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%2028Key%20stages%201%E2%80%9335%29%2C%20Jan%202020_0.pdf
The British Open <i>(The British Open Championship is the oldest of the four major golf championships.)</i> *Cancelled*	12 th - 19 th July	Current: <ul style="list-style-type: none"> • Professional Golfer • Sports Agent • Sports Scientist https://nationalcareers.service.gov.uk/job-categories/sports-and-leisure Future: <ul style="list-style-type: none"> • Virtual Sportsperson • Bionic Sportsperson • VR/AR Designer 	<ul style="list-style-type: none"> • Maths (Geometry and Measures): Students to study objectives relevant to angles using the ‘putting green’ as a theme or vehicle for learning. • PE: <i>Through community links or sports clubs outside of school</i>, students to take part in golfing activities. • Design Technology: Using the Rossington Hall European Golf Development, students to <i>design and communicate ideas using annotated sketches and detailed plans</i> to inform what the development could look like, based on the criteria of what it is set to include (see web link for more detail). • Geography (Geographical Skills and Fieldwork): Students to <i>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale and aerial and satellite photographs</i> to explore where the Rossington Hall European Golf Development is proposed to take place. 	Kingswood Junior Golf Academy: http://www.kingswoodgolfcentre.co.uk/golf/golf-academy/junior-academy/ European Tour Golf Development at Rossington Hall: https://wearedoncaster.co.uk/investment-portfolio/european-tour-golf-development/	The British Open website: https://www.theopen.com/
St. Swithin’s Day <i>(A day to watch the weather.)</i>	15 th July	Current: <ul style="list-style-type: none"> • Meteorologist • Climate Scientist https://nationalcareers.service.gov.uk/search-results?searchTerm=weather Future: <ul style="list-style-type: none"> • Planet Explorer • Learning Guide • Extreme Tour Guide 	<ul style="list-style-type: none"> • Geography (Human and Physical Geography): Students to study <i>physical geography relating to weather and climate, including the change in climate from the Ice Age to the present</i>. • Science (Chemistry>Earth and Atmosphere): Students to study <i>the production of carbon dioxide by human activity and the impact on climate</i>. • English/Science/Geography: In British Folklore, tradition says that whatever the weather is like on St. Swithin’s Day, it will continue for the next forty days. Students to keep a weather diary to prove/disprove for 2020. 	Kingswood Activity Centre: https://www.kingswood.co.uk/activity-centres/dearne-valley/	St. Swithin’s Day website: https://www.britannica.com/topic/Saint-Swithins-Day
World Emoji Day <i>(A day to promote emojis and spread the enjoyment that they bring to all of those around us.)</i>	17 th July	Current: <ul style="list-style-type: none"> • Graphic Designer • Animator • Illustrator https://nationalcareers.service.gov.uk/job-categories/creative-and-media Future: <ul style="list-style-type: none"> • Media Remixer • Gamifier 	<ul style="list-style-type: none"> • Maths (Develop Fluency): Students to explore objectives using Emoji maths puzzles. • English/Wider School Project: Students to select a paragraph or title from their favourite children’s book and rewrite using emojis. As an activity with a feeder school, primary school students to decipher the title or paragraph. • Design Technology/Art: Students to design their own emoji. Use the Twitter handle: #WorldEmojiDay to document learning. 	Light Forge Academy: https://www.lightforgeacademy.com/	World Emoji Day website: https://worldemojiday.com/

<p>Mandela Day (Aims to inspire individuals to take action to help change the world for the better.)</p>	<p>18th July</p>	<p>Current:</p> <ul style="list-style-type: none"> • Equalities Officer • Welfare Rights Officer • Activist/Campaigner <p>https://nationalcareers.service.gov.uk/search-results?searchTerm=human+rights</p> <p>Future:</p> <ul style="list-style-type: none"> • Community Champion • Robot Rights Lawyer • Learning Guide 	<ul style="list-style-type: none"> • History, PSHE and Citizenship: Students to learn about the story of Nelson Mandela and draw links and comparisons between his story and British Values. • Wider School Project: Students on School Council to identify an action place based on the 'Take Action; Inspire Change; Make Every Day a Mandela Day' agenda. <p>Download the Mandela Day toolkit: https://www.mandeladay.com/resources</p>	<p>Equality Data and Information at Doncaster Council: https://www.doncaster.gov.uk/services/the-council-democracy/equality-data-and-information</p>	<p>Mandela Day website: https://www.mandeladay.com/</p>
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