



Our Lady's Catholic College Lancaster

Careers Education Across the Curriculum								
Careers & Employability	English & Drama	Maths	Science	Computing & Technology	HUMANITIES	MFL/SPORT	Vocational	RE
KS3-KS5	KS3	KS3	KS3	KS3 & KS4	KS3	KS3	KS4	KS3
<p>Students have an up-to-date CV and a digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills</p> <p>Curriculum Vitae (CV) and personal digital profile update www.startprofile e.g. work experience/achievements in formal and informal learning, capturing key employability skills</p> <p>Students are able to investigate opportunities for learning and work on their own</p> <p>Contact with industry experts, mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, national careers week etc.</p> <p>Students are able to identify information for partiality and bias</p> <p>Encourage reading: use short video in the classroom to elaborate on topics, create interactive reflective activities using materials from the internet www.learnlive and devise quizzes</p> <p>Teach students about using references and how to spot bias. H and Sc and Business.</p> <p>Students can follow applications procedures and prepare interviews</p> <p>Employers or recruitment specialists visit the school to provide feedback on students' competences in completing applications and self-presentation in interviews</p>	<p>Formal letter writing</p> <p>Report writing</p> <p>Inference</p> <p>Working in a group</p> <p>Creative writing</p> <p>Mind mapping</p> <p>Discussions/ Role play</p> <p>Stimulus learning (film clips etc.)</p> <p>KS4</p> <p>Transactional writing (letters/ reports etc.)</p> <p>Formal presentation to an audience with questions afterwards</p> <p>Evaluation</p> <p>KS5</p> <p>Analytical thinking/skills</p> <p>Working independently</p> <p>Critical thinking</p> <p>Script writing, producing, acting and marketing of the play.</p>	<p>World Maths day competitions. An opportunity to compete and showcase numeracy and mathematical skills</p> <p>STEM Activities covered in text books</p> <p>Problem solving</p> <p>KS4</p> <p>Different examples of how various careers use mathematics e.g. Finance and Algebra for practical application in the work place e.g. NHS staff, Builders etc.</p> <p>Problem solving</p> <p>External speakers from local universities deliver talks on how statistics are used in their research</p> <p>KS5</p> <p>Practical application in the work place</p> <p>Problem solving</p> <p>Use of statistics</p> <p>KS5 Careers Talks focused</p>	<p>Y7 Science Week – bridge building. Civil engineers come in to speak to students</p> <p>Y8 Lancaster University Medical Students – visit and run sessions with students.</p> <p>STEAM club</p> <p>Y8 EDF show at Lancaster Grand – info on apprenticeships and links to STEM careers NHS, EDF and MOSI visits</p> <p>Y9 had a visit to Lancaster Uni for engineering competition Top of the Bench competition</p> <p>KS4</p> <p>Y10 EDF power station trip, including hovercraft competition</p> <p>GCSE Science Livetrip – scientists speaking and links to science careers trip to Jodrell Bank – Stimulating Physics</p> <p>Network Engineering Masterclass – 3 Y10 students at Lancaster Uni – 6 Saturday programme</p>	<p>Highlight possible careers in lessons</p> <p>Departmental display about careers including women in IT</p> <p>School Enterprise advisor for Creative digital to come in and talk to students</p> <p>Cybersecurity employer invited or visit</p> <p>Visit GCHQ Police computer forensics</p> <p>Promoting girls into IT sector</p> <p>Local food businesses/ council (environmental health) invited in to talk to pupils.</p> <p>KS5</p> <p>Invite social media marketing company to visit Yr12 BTEC group</p> <p>Promoting girls into IT sector</p>	<p>Problemsolving, group activities and present information. When discussing impacts of geography, make careers more obvious e.g. Land use planning, construction, tourism board.</p> <p>-Visitor economy (sector skills workshop)</p> <p>School visits to museums / historical sites which show history related roles in the workplace.</p> <p>Lesson links to history related roles e.g. archaeologist / archivist.</p> <p>Exploration of work skills / attributes when studying working lives / roles in historical periods e.g. Roman Soldiers / role of a successful monarch / Plague doctors.</p> <p>Job adverts / references / CVs for different roles / individuals in history.</p> <p>Study of Industrial Revolution looking at entrepreneurs / businesses / good and bad employers / health and safety in the workplace / trade unions.</p> <p>Study of Slave Trade in Y8 with links to workplace rights and modern slavery concerns.</p> <p>Y9 Options discussion links to what qualifications in history could lead to.</p> <p>KS4</p> <p>Medicine Through Time looks at 'healers' through time from Middle Ages to modern times, with focus on</p>	<p>Year 9 Spring term unit focusing on careers 'Al'horizon'</p> <p>Options – focus on benefits of languages on career prospects</p> <p>European Day of Languages focus on globalization/benefits of speaking multiple languages</p> <p>Guest speakers to discuss careers e.g. UCLan outreach Careers display?</p> <p>Y7 School unit – link in language related careers in research lesson</p> <p>Year 8 – Lancaster University student talk to pupils about studying languages at university Y11 units linked to further education/careers 'Au college' / 'Bon travail' Opportunities to volunteer at Primary Events to develop leadership skills.</p> <p>KS4</p> <p>Visit university languages departments for language enrichment events – Manchester/Preston/Lancaster.</p> <p>KS5</p> <p>Unit 3 – Professional Development and careers in the Sports Industry (BTEC Sports students only).</p> <p>Understand the career and job opportunities in the sports industry.</p> <p>Explore own skills using a skills audit to inform a career development action plan.</p> <p>Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</p> <p>Reflect on the recruitment and selection process and your individual performance.</p>	<p>Business unit 5 (end of year 11)</p> <p>Students have an up-to-date CV and a digital portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills Curriculum Vitae (CV) and personal digital profile update www.startprofile e.g. work experience/achievements in formal and informal learning, capturing key employability skills</p> <p>Contact with industry experts, mentoring, confidence building, learning about work opportunities, talking about self and their CV, work experience, supported work experience, national careers week etc.</p> <p>Students are able to identify information for partiality and bias</p> <p>Encourage reading: use short video in the classroom to elaborate on topics, create interactive reflective activities using materials from the internet www.learnlive and devise quizzes</p> <p>Teach students about using references and how to spot bias. H and Sc and Business.</p> <p>Students can follow applications procedures and prepare interviews</p> <p>Employers or recruitment specialists visit the school to provide feedback on students' competences</p>	<p>Why study RE "topic will include options for careers such as Journalism and Social work. "Days with a Difference" speakers referring to the careers that they have pursued because of RE.</p> <p>"Olive Branch" - shows students that there are vocations helping the poor linked to RE. "Environment" and "Animal Rights" topics can highlight the career possibilities in these areas.</p> <p>KS4</p> <p>Days with a Difference" speakers referring to the careers that they have pursued because of RE.</p> <p>KS5</p> <p>Work on personal statements. Ex-students who have studied Ethics and Philosophy that have gone on to gain employment in varied career paths.</p>



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<p>Business offer interviews after they have applied for a job however this takes place during class time and is done at the end of year 11.</p> <p>Career focused assemblies</p> <p>Year 11 Mock interviews and one to one personal guidance</p> <p>Careers Fair</p> <p>Employability days</p>		<p>on Maths</p>	<p>Top of the Bench competition – one Y10, one Y11</p> <p>KS5</p> <p>Spectroscopy in a Suitcase for Y12 Chemists</p> <p>Talks from optometrist, pharmacist, physiotherapist, doctor, visit to Lancaster University, chemical engineering degree apprenticeship</p> <p>Y12 Chemist visit to university – workshop in the labs</p> <p>Y12 - RSC video about all the career opportunities in Chemistry</p> <p>RSC Analytical Chemistry competition</p> <p>Y13 visit to Genetics lab at Lancaster Uni</p> <p>Nuffield Research Project</p> <p>Medical residential projects</p>		<p>increasing professionalism and training / education of Doctors and others.</p> <p>Challenge Stereotypes Treatment of women in the workplace explored through case studies of individuals and the role of women in the workplace in the 1920s in contrast with the 1930s, with focus on women encouraged focusing on family and home.</p> <p>Fieldtrips, labour market in the area and opportunities available.</p> <p>KS5</p> <p>Offer university open days, have on display.</p> <p>Discuss careers that can come after a degree.</p> <p>Highlight transferrable skills from the A-level to degrees or apprenticeships</p> <p>University guidance / careers / help with personal statements</p> <p>USA 'Civil Rights' paper focus on Trade Union rights and equality in the workplace for women, Native Americans, African Americans etc.</p>		<p>in completing applications and self-presentation in interviews</p> <p>Business offer interviews after they have applied for a job however this takes place during class time and is done at the end of year 11.</p> <p>KS5</p> <p>Students have an up to date curriculum Vitae (CV) within their digital portfolios with testimonies of formal and informal achievements that demonstrate a range of employability skills.</p> <p>Not covered in Business, Health and Social. However T and T need to prepare a CV, App form, cover letter for 2 jobs.</p> <p>Students develop a positive self concept based on maintaining realistically high aspirations, confidence and self-esteem and taking into account challenge and feedback from others</p> <p>In vocational we get students to complete assessments through presentations. This develops self-confidence and can raise self-esteem.</p> <p>Students can explain how they will realise their expectations of work</p> <p>Clear goals set and students have to manage their own work load.</p>	
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