

| | Year 7 | Year 8 | Year9 | Year 10 | Year 11 | Sixth Form |
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| Business | - | - | - | Study a unit looking at recruitment and selection, where they learn in detail about applying for jobs. Students also complete the Tycoon enterprise challenge, where they have the opportunity to set up a business. | Complete a unit exploring different business sectors, the career opportunities within them and the wider issues affecting these. | Learn about managing both their personal and business finances. As part of the course students also complete a 5-day work experience placement. |
| Textiles | Look at different types of artists/ designers and how they make their work and what makes them successful in terms of how they have developed their career. | Students look at collaborations and trends and how this drives art to be produced focusing on the graffiti artists and how this leads to financial reward. | Career videos linked to assignments such as trend forecasters. Explaining how students could become a " trend forecaster" | Career videos shown in class linking the curriculum to potential careers. | Students develop their portfolio and have interview practice. Sometimes practicing artisans and crafts people visit students | Portfolio critiques/ interview process. Occasionally visits from practicing artisans and crafts people. |

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| <p>Art</p> | <p>Christmas card competition (Illustration), shoebox design (linked to London Festival of Architecture)</p> | <p>Christmas card competition (Illustration), shoebox design (linked to London Festival of Architecture)</p> | <p>Christmas card competition (Illustration), shoebox design (linked to London Festival of Architecture) Gallery visits, InVestin opportunities via Student Mentoring</p> | <p>Christmas card competition (Illustration), shoebox doll's house design (linked to London Festival of Architecture) Gallery visits, InVestin opportunities, Dulwich Picture Gallery VIP Programme</p> | <p>Christmas card competition (Illustration), shoebox doll's house design (linked to London Festival of Architecture) Gallery visits, InVestin opportunities, Dulwich Picture Gallery VIP Programme</p> | <p>Visiting speakers, Art in Action, Summer workshop placements (Stained Glass, UAL), Inspiring Young Designers - KLC School of Design, Christmas card competition (Illustration), Shoebox doll's house design (linked to London Festival of Architecture) Gallery visits, InVestin opportunities, Dulwich Picture Gallery VIP Programme (Curating experience)</p> |
| <p>Graphics</p> | <p>Live briefs and competitions. Trips to see subject in industry. Class clip videos- link theory to jobs. Careers displays/ women in industry.</p> | | <p>Ventura DM com. Trips. Handling collections</p> | <p>Portfolio- building Visiting Graphic Designer- practical workshops. Careers workshops Tedtalks DM-Architecture Fridays.</p> | | |

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| | | | Think do exercise wall. | Instagram/pinterest link to careers Visiting past Year 13 students/ alumni that now work in Graphical fields of work. | | |
| Music | Explore "Instruments of the Orchestra and beyond" which includes looking at a range of professional music careers. Exposing the students to a wide range of performing careers. | Look at both the performer and composer and how music is created for specific genres and for specific occasions. | Music branches out into the world of Music Technology and Sound Production where students are exposed to a whole new set of careers such as recording engineering and production and have the opportunity to access professional equipment used in this industry. In Year 9 we also look at the contrasts between GCSE Music and NCFE Music Technology pathways in | Building on Performance, Composition and Sound Production. Developing the ability to meet an external brief which is always in the style of a commercial brief at GCSE Music or NCFE Music Technology. | Similar to Year 10 but in addition we look at Music and Music Technology at A Level in relation to future careers. | As well as A Level Music and Music Technology we have also had students taking EPQ qualifications. All 3 of these typically respond to commercial briefs for creating music for purpose, such as film music, fashion show and so on. |

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| | Non-fiction books and eBooks, highlighting life and career opportunities. | section. Wide range of Fiction, Non-fiction books and eBooks, highlighting life and career opportunities. | section. Wide range of Fiction, Non-fiction books and eBooks, highlighting life and career opportunities. | range of Fiction, Non-fiction books and eBooks, highlighting life and career opportunities. | Financial Money Guide. | section. Financial Money Guide. |
| Science | 'Im a Scientist get me out of here', we also cover a range of topics in KS3 in which we highlight a range of skills and concepts that Scientists use in their jobs. We cover a range of 'how science works' which are key for Scientists. We are running a 'Forensic Science workshop for Year 7 and Year 8. Science Week this year was about Biomimicry and innovation in science. Year 7 | 'Im a Scientist get me out of here', we also cover a range of topics in KS3 in which we highlight a range of skills and concepts that Scientists use in their jobs. We cover a range of 'how science works' which are key for Scientists. We are running a 'Forensic Science workshop for Year 7 and Year 8. Science Week this year was about Biomimicry and innovation in science. Year 7 | Students are directed more towards Chemistry, Biology and Physics. This helps them with further studies and A-level choices. We cover such a broad range of topics at GCSE that almost every area is linked with a careers. Science teachers draw attention to these careers as we teach the topics. Year 9 next year will also experience the | Students are directed more towards Chemistry, Biology and Physics. This helps them with further studies and A-level choices. We cover such a broad range of topics at GCSE that almost every area is linked with a careers. Science teachers draw attention to these careers as we teach the topics. Year 10s in particular are exposed to | Students are directed more towards Chemistry, Biology and Physics in Year 11 and we begin to discover which students are keen to take on further science studies. This helps them with further studies and A-level choices. We cover such a broad range of topics at GCSE that almost every area is linked with a careers. Science teachers draw | launched a 'journal club' which has been running every Wednesday during AM reg aimed at students wanting to study STEM related courses. Students research and present on different areas, we also discuss possible career options. This has also helped students to develop their pre-university skills such as presenting, |

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| | and 8 students will be visiting the Big Bang fair, Greenwich observatory to highlight careers in space. Weekly science club which will have a careers element based around each weekly topic. Year 7 and Year 8 enter UK space design competition. | and 8 students will be visiting the Big Bang fair, Greenwich observatory to highlight careers in space. Weekly science club which will have a careers element based around each weekly topic. Year 7 and Year 8 enter the UK space design competition. | Forensic Science workshop. Some students in Y9 (G&T) watched a PhD live demonstrating advanced studies in science. | Science LIVE! where students experience lectures from well known public scientists. From Year 10 onwards from now on students select Triple Science as part of their option choices, this will allow us to stretch and challenge them and guide them towards further study and career choices. | attention to these careers as we teach the topics. In year 11 especially we support students with their A-level choices and provide guidance and resources associated with Science related a-levels. We also make students aware of applied science courses to ensure that non-academic routes are also covered. | research and analysis of a journal. Chemistry students also complete chemistry olympiads which allows them to experience the wider chemistry world and industry. Physics olympiad also takes place as does the Biology Olympiad. DWO supports and coaches students who want to select Medicine/Dentistry or Vet Science (we typically have 3-5 students each year) choosing this pathway. |
| Economics | - | - | - | - | - | Learn about the causes of unemployment |

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| | | | | | | and methods to reduce unemployment. Explore the labour market and reasons for pay differentials including study of gender pay gap. Learn about the financial sector and visit the Bank of England and attend a talk related to this. |
| Computer Science and ICT | Practical IT skills including data security and using MS office, electronic communications, researching. Robotics and coding both explored as careers of the future. | STEP into the NHS competition to design job advert. Learn web design and game design and highlighted as potential careers. | Students continue to learn programming and revisit spreadsheets and business security, python coding and html and learn photoshop | Cyber security and the ethical, legal and environmental impacts of digital technology including to relating to the changing labour market on wider society including privacy issues. | Continues on from work completed in year 10 | Major project where students design, implement, test and evaluate a programme designed to create a solution to a problem of their choice. Preparing students for the kind of projects they may face |

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| | | | | | | working in the industry. |
| Digital and iMedia | - | - | - | Learn animation and the storyboarding process used and explore related careers. Also develop design skills including logo design and the marketing tactics of design. | Work continues from year 10. Students also have to independently plan a project using the skills developed during the course. | Learn about graphic design, planning, storyboarding, design, animation, photoshop and logo design. All of the skills developed and technologies explored are related to potential careers. |
| Dance | All students in KS3, GCSE options. Visit the theatre to be inspired by professionals, dance workshops with professional dance companies and LC3 students, G&T students taken to Laban for a workshop in a professional dance university, watching professional dance works, take part in number of performances. Creative and Choreographic tasks as well as developing performance skills and application of vocabulary. | | | | | |

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| PE | <p>At KS3, the pupils develop a number of core skills that work alongside different sports including how to work as part of different teams, communicate effectively to interact socially with other pupils, demonstration of leadership skills when leading small warmups/cool downs as well as moving towards designing and leading their own drills in Year 9 when looking at Sports Leadership. This is supported by competitive teams at every age group in a variety of sports giving them the chance to demonstrate these skills against other schools. We also travel away on football tours to places like Real Madrid and Borussia Dortmund (and hopefully Paris St Germain in the not too distant future).</p> | <p>iGCSE PE allows pupils to explore the subject further and develop an understanding of what the sporting industry requires in the way of knowledge and expertise to pursue a career. This is supported by sports participation and teams across the sports.</p> | <p>iGCSE PE develops further with anatomical unit, the foundation of many sporting based degree's at university. Pupils also get the chance to develop officiating skills with assistance at younger age group matches. Sports participation and teams across the sports.</p> | <p>BTEC Sport Level 3 offered to students to enhance knowledge of sporting industry and the types of careers that they can go in to. Participation in younger year group sports clubs as coaches and assistants. Regular competition in league fixtures in a variety of Senior sports.</p> |
| DRAMA | <p>In Key stage 3 the pupils are introduced to some of the different job roles in the performing arts industry. Schemes of work explore script writing and the opportunities available. The school show allows pupils to take on a role backstage either in stage management, design, props costume etc. In year 9 the pupils will be devising a T.I.E show as a Theatre company. They will be responsible for all the roles associated with this. Pupils</p> | <p>Key Stage 4/5 have a visiting Theatre Company who run a workshop in conjunction with the performance. This introduces</p> | <p>Pupils also visit Theatre venues for backstage tours ie The National Theatre as well as experience different types of</p> | |

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| | develop core skills which are transferable: Team building, co-operation, creative thinking and confidence. | them to not only the style of Epic Theatre but also how a small-scale touring Theatre Company operate. | performance. A series of videos are used to demonstrate the range of different careers that are available within the Theatre Industry. | |
| Geography | We look at a variety of careers. The majority of this is done in year 9. We look at careers in development for example, working for the UN. We look at careers which involve working with volcanoes for example volcanologists. We introduce jobs of the future. Specifically, jobs within the renewable energy market. We also look at jobs which relate to GIS. | <p>We look at careers throughout the KS4 course. We continue to look at jobs within the renewable energy industry. For example, we look at the development of electric cars.</p> <p>We explore careers in volcanology and those which involve working with tectonic hazards.</p> | | <p>KS5 builds on what was explored in KS4.</p> <p>Pupils look at careers which involve working with nature. This ranges from working with volcanoes to working with ecosystems.</p> <p>We explore jobs in resource management. This includes water and oil management.</p> |

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| | | <p>We look at careers in extreme environments for example mining in Svalbard. We look at careers which involve working with natural resources throughout the world.</p> <p>We look at careers in the regeneration and development of cities.</p> <p>There is a big focus on jobs of the present and future. For example, jobs in business parks and high-tech jobs in science parks.</p> | | <p>We explore careers in economics and business. Specifically, we look at the types of jobs available in large TNCs and the structural organisation of these companies.</p> <p>We look at major engineering projects in the UK and the jobs which they create.</p> <p>We look at careers in town planning and architectural design.</p> <p>We look at careers in the green economy.</p> |
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| | | | | <p>We explore careers in global health.</p> <p>We look at jobs of the future. In particular, jobs within sustainable industries.</p> |
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