

BENCHMARK 4

CAREERS IN THE CURRICULUM

2025 UPDATE

	<i>Explicit promotion of careers e.g. - specific lessons, displays, trips etc.</i>	<i>Teamwork</i>	<i>Numeracy Skills</i>	<i>Literacy Skills</i>	<i>Oracy</i>	<i>Business and Customer Awareness</i>	<i>Analytical and Problem Solving Skills</i>	<i>Digital Technology</i>
Art and Photography	<p>Careers display board</p> <p>Artist analysis – talking to students about living artists and their practises</p> <p>Gallery visits and workshops – the Tate and VandA Museum</p>	<p>Collaborative work within the class projects</p> <p>Art exhibition working together to put it up and collate work</p>	<p>Scaling, enlarging, use of geometric shapes</p>	<p>Written analysis</p> <p>Discussing their own work and work of others</p> <p>Presenting their work to the class</p>	<p>Discussions as teams and listening to one another, presenting work</p>	<p>Portfolio development</p> <p>Artists and designers information</p>	<p>Making and construction skills</p> <p>Resolving artwork and outcomes</p>	<p>Cameras</p> <p>Computer creative software</p> <p>Visualizers</p> <p>Apps to manipulate images</p>

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Business Studies	<p>Careers Displays, special talks by visitors in industry, visits to workplaces and the Old Bailey trip.</p> <p>Business lessons in KS5 based on work experience – coincides with a unit of the course.</p> <p>Posters in the classrooms promoting different career pathways for the T-level and the BTEC tech award and BTEC national</p> <p>The learning journey can be found in most classrooms showing the pathway of learning</p>	<p>Collaborative work in KS4 and KS5 lessons.</p> <p>Mandatory units on the course which are team based assignments in running events/businesses.</p> <p>Young Enterprise programme is run by the department to help students understand how a business is run and why a team is so important to the running a successful business.</p> <p>Students running events around the school</p>	<p>Students use of the basic maths skills in lessons as well as cash flow/breakeven in KS4.</p> <p>Ratios and formulas throughout the courses.</p> <p>Banking and financial literacy is taught in these courses as part of the curriculum – many of the topics are key for life skills such as mortgages and interest rates.</p> <p>Profit and loss accounts and balance sheets are also taught as part of the curriculum.</p>	<p>Written analysis and assignments are for all units. Extensive writing is used in the course.</p> <p>Company reports need to be created, business plans are also produced.</p> <p>Key word banks given out in lesson to expose students to industry terms and building this into vocabulary</p>	<p>Group discussion is a core part of the course and many of the units require presentation skills to be used to explain the assignment they have produced.</p> <p>Creating PowerPoints and presenting ideas in class</p> <p>Students to create marketing campaigns and business plans</p>	<p>All units are based on this with commercial and corporate culture embedded into the course.</p> <p>Young Enterprise programme explicitly requires students to interact with the public on selling days throughout the year.</p> <p>Students required to visit different businesses and complete research about visual merchandising as well as their staff training and development.</p>	<p>Extensive problem solving skills are required for the exam elements of the course with the maths exams making up a core part of the course.</p> <p>Every assignment requires analysis to hit the top of the boundaries for distinctions.</p>	<p>Marketing campaigns are produced using the cameras in the department and the media equipment - green screen.</p> <p>All work is completed on computers and IPADs can be used to product presentations.</p> <p>Use of Teams in class to complete work.</p> <p>Student use Microsoft forms as part of collecting and analysing data</p>

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Computer Science	<p>Career boards are in classrooms.</p> <p>Bletchley Park trip to promote coding.</p> <p><i>Bebras</i> competition to teach students computational thinking skills</p> <p><i>CyberFirst & Cyber Cup</i> competitions to teach students cyber security skills</p>	<p>Programming projects are completed using pair programming which is a key skill for computer scientists.</p> <p>Collaboration is used as part of the lesson structure and growth mind-set is a key part of every lesson.</p>	<p>Many of the core units require these skills, binary is taught and developed into HEX as students develop their skills.</p> <p>The coding skills taught from year 7 require key thinking skills based on sound mathematics.</p>	<p>Report writing is a key element of the coursework in KS5.</p> <p>Students have to produce long answer questions for exams in both KS4 and KS5</p> <p>Throughout the curriculum all students have to write key definitions and shorts answers in their books</p>	<p>Students have to explain their work in presentations to the other classmates.</p> <p>Discussions as pairs and feedback given to others in a professional manner that tis controlled.</p>	<p>The course is set out to be customer focussed with the coursework based on students meeting a set task from their customer – this is something that they have to research themselves.</p> <p>Coding is taught with a business focus from the first day, this means commenting and coding conventions are taught early on.</p>	<p>This is a core skill on the courses taught, coding skills and all units require the problem solving skills to find a solution that works for the given task.</p> <p>Students need to address the questions in their set tasks and produce written responses as well coded solutions.</p>	<p>A number of different pieces of software are used.</p> <p>All Office apps are used at some point in the subject.</p> <p>The following are also used as part of the curriculum: <i>Kodu, Flowol, Photoshop, Flowgorithm, Python, HTML & Pivot.</i></p>

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Design and Technology and Food Technology	Careers display board for both Food Technology and Design and Technology	Collaborative work within the class projects, including sharing of equipment. Food practical's involve extensive working in pairs. GCSE students often have others support and help them when they are practising their dishes.	Scaling, interpreting data, use of graphs, use of fractions, measuring skills, costings.	Written analysis. Analysing their own work and the work of others. Extensive portfolio in Year 11 for their NEAs Theory content of course and science investigation	Discussions as teams and groups and listening to one another, presenting and analysing existing solutions.	Portfolio development, research into commercial production, and production in scale.	Extensive making and construction skills. Evaluating existing solutions to a problem, as well as their own solution.	Cameras 2 and 3D design software. CAD/CAM machinery Online research. Electronic work.

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Drama	<p>Drama displays and career boards highlight careers in theatre, film, TV, technical production, scriptwriting, and teaching. Lessons regularly reference a wide range of careers in the performing arts and creative industries. Trips and visiting professionals (e.g., theatre companies) expose students to real-world applications of drama.</p>	<p>Group work is embedded in every drama lesson, with students collaborating on devising, rehearsing, and evaluating performance pieces. Roles are rotated to build leadership, empathy, and shared responsibility.</p>	<p>Use of timing, cues, spatial awareness, and blocking on stage develops applied numeracy. Rehearsal schedules, lighting grids, and tech set-up include counting beats, sequences, and angles.</p>	<p>Students read and analyse scripts, identifying structure, dialogue, and character development. Writing is regular and purposeful: students write monologues, scene directions, and performance evaluations.</p>	<p>Verbal performance, rehearsal discussion, and peer feedback develop confidence and fluency in speaking. Pupils present ideas, pitch scenes, and debate interpretations of character and theme. Formal and informal speaking opportunities embedded throughout schemes.</p>	<p>Pupils consider audience reaction, professionalism, and the “theatre as business” model when preparing performances. School productions mirror real-world roles: ticketing, front-of-house, tech crew, costume, marketing, etc.</p>	<p>Students analyse themes, character motivation, and staging challenges. Problem-solving is encouraged through creative tasks such as applying new styles, props, or limitations to a scene. Tasks often require adaptation and flexibility, simulating real-world rehearsal challenges.</p>	<p>Pupils use lighting and sound desks, record and film performances, and explore digital staging. Opportunities to edit, annotate and reflect using filmed footage</p>

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Economics	<p>Career displays in classroom and a number of online events to promote banking careers.</p> <p>Lessons have a focus on the banking sector and what jobs look like, how do investments work and what is involved.</p> <p>Investment banking activities run as a team competition to work on investment portfolio.</p>	<p>Students are encouraged to take part in the Young Enterprise programme which works on their team work skills as they take part in a year long competition to run a business.</p> <p>Lessons work with students completing activities in groups as many of the lessons are planned for students to work on tasks as a team.</p>	<p>A number of skills are used in looking at report data on a number of subjects – many topics are taught with real world problems used to link topics, e.g. inflation is taught with Venezuelan crisis – data is analysed and reported using statistics.</p>	<p>Key words are displayed and definitions developed in lesson time.</p> <p>Wider reading is a key element of the course and is checked every week. This is mainly promoted through <i>The Economist</i></p> <p>A number of online reading tasks are set using the Twitter account which documents good articles for students to develop their understanding of topics.</p>	<p>Students present their work on a regular basis to the class and explain their research findings.</p> <p>Class discussions occur frequently and students are encouraged to listen to each other and debate in a positive manner showing respect for each others views.</p>	<p>Students take part in the Young Enterprise programme which is focussed on the business world.</p>	<p>Students are given many data tasks throughout the course to work on these skills.</p> <p>Many of the questions in the exams require both of these skills.</p> <p>All of the data tasks are worked on in lessons as part of the curriculum.</p>	<p>Students use Office programmes to show their work, many presentations are produced and given to the class.</p> <p>A number of apps are used to encourage reading lists and much of the reading can be done online using apps such as the Financial Times.</p> <p>Students use <i>uplearn</i> as part of homework tasks</p>

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English	<p>Careers Display: Showcases a wide range of routes and destinations linked to English and English Literature (e.g. journalism, publishing, marketing, law, education, creative writing, and media).</p> <p>Visiting Author (KS3): Demystifies the career of a writer and makes it accessible. Students hear about real writing processes, publication, and working in the creative industries.</p> <p>Theatre Trips (KS3/KS4): Highlight careers in the arts – including acting, directing, stage design, and technical theatre – as real and attainable career paths.</p> <p>Explicit Career-Focused: Opportunities within creative writing, advertising, speech writing, journalism, presenting, and persuasive writing are explicitly taught in lessons.</p>	<p>Collaborative Learning: Pupils habitually work in teams to research, question, revise, present, and evaluate arguments – building teamwork and communication skills.</p> <p>Formal Presentations (KS3 & KS4): Opportunities are woven into each year group for formal spoken tasks and structured group discussion, in line with oracy frameworks and GCSE requirements.</p>	<p>Use of Statistics in Language Study: Non-fiction units explore how statistics are used to influence and persuade, developing analytical literacy around data and its presentation.</p> <p>Exam Feedback & Marginal Gains: Pupils are guided through interpreting grade boundaries, analysing performance data, and understanding how to plan timed responses based on mark allocation – echoing real-world data literacy and reflective improvement processes.</p>	<p><i>Every English lesson is rooted in the development of high-level literacy across reading and writing.</i></p> <p>All Schemes of Learning (KS3–KS4) embed explicit teaching of vocabulary, grammar, extended writing, and structured reading responses. Feedback focuses on improving written accuracy, expression, and analytical coherence, supporting communication in academic and real-world contexts.</p> <p>Pupils encounter and use a wide range of fiction and non-fiction texts, enhancing reading fluency, critical interpretation, and cultural capital.</p> <p>Critical Thinking Through Literature: Thematic analysis and discussion of social, moral, political, and cultural issues in texts supports reflective thinking and real-world contextual awareness.</p>	<p><i>Speaking and listening are developed across all key stages to support confidence, clarity, and critical thinking.</i></p> <p>Debate and discussion are regular features of lessons, particularly when exploring themes, character motives, and authorial intent. Students practise structured talk through formal presentations, speeches, reading aloud, and responding to questioning. Oracy is modelled and scaffolded using sentence stems, tiered vocabulary, and group roles, preparing students for interviews, group work, and public speaking.</p> <p>Big Ideas Debates: Students debate themes such as justice, identity, gender, power, and voice, all of which relate to wider societal roles and responsibilities</p>	<p>Audience & Purpose: Pupils explore writing and speaking for different audiences – formal letters, speeches, reviews, and articles mirror real-world writing tasks and customer-facing communication.</p> <p>Advertising & Persuasion Units: Pupils learn how to craft messages for impact, link language techniques to emotional responses, and consider tone, register, and effectiveness – echoing marketing and customer engagement.</p>	<p>Textual Interpretation: Students are taught to infer and interpret meaning, tone, subtext, and authorial intention – developing critical thinking skills applicable to law, journalism, psychology, and more.</p> <p>Problem-Solving Through Analysis: Pupils are guided through analytical processes, using planning frameworks (PEE, PETAL, etc.) to respond to complex questions. They learn how to ‘unpick’ a task and find a solution – mirroring real-world problem-solving methods.</p> <p>Metacognitive Approach: Students reflect on how they learn, identify misunderstandings, and are explicitly taught how to revise, improve, and troubleshoot their own work – key for independent learning and workplace readiness.</p>	<p>Use of Microsoft Teams: Pupils regularly access lesson resources, homework, and revision materials digitally. They learn how to navigate shared platforms, upload assignments, and access feedback – building essential remote-working and collaboration skills.</p> <p>AI Literacy (KS4+): Lessons introduce students to how to use AI effectively for drafting, idea generation, editing, and refining written work. Pupils are taught to evaluate AI outputs critically and ethically, preparing them for future workplaces where AI tools are standard.</p>

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History and Geography	Display boards to promote careers linked to History and Geography	Fieldtrips in Geography <ul style="list-style-type: none"> - Swanage year 10 - Bournemouth year 12 Students work together to complete their investigations	Statistical analysis of fieldwork findings to assess significance of results	Wider reading and research required for history coursework Analysis of written sources a large part of History curriculum Wider reading and research required for Geography coursework	On fieldtrips, students interview locals as part of their investigation	Environmental week – promoting environmental issues and ‘selling’ the ideas to the school	Interpretation of historical evidence (sources)	GIS tools used in A level Geography fieldwork

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Jewish Studies and IJE	Display board Sofer Rabbinical invitations JNF UJIA Youth Movements – <i>Bnei Akiva, Tribe, FZY</i> Careers in Judaism (homework) Sixth Form Leadership courses Alumni speakers <i>Yoni Jesner</i> award promoting volunteering YCLP Volunteering for <i>GIFT</i> Project Smile <i>Alan Sennit</i> award <i>Am Echad</i> Yeshiva/Midrasha Trip	Collaborative work within classes and enrichments House Captains Alan Sennit Committee – organising events and community leadership program Faith and Belief Forum – interfaith work and working together	<i>Gematria</i> YCLP Gift challenge – Budget costs	Exam style questions Written analysis Discussing their own work and work of others	Discussions as teams and listening to one another, presenting work House Captains leading assemblies Reflection evenings from school educational trips Practising leading through <i>Tefillah</i> Debating in lessons	Am Echad – 10 Challenge YCLP Gift challenge – working with money Entrepreneurial skills – working the Am Echad Tuckshop	Analysing Texts Presented with tasks during lessons that they need to use problem solving skills to work out Lunch and Learn – learning about current dilemmas	Creating marketing material Creating <i>Purim Shpiel</i> House Captains make advertising videos.

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Maths	<p>Careers posters with occupations from mathematical qualifications on display in the Maths corridor.</p> <p>Royal Institution Masterclasses for year 12s</p> <p>Links with STEM and STEM reps coming in to help year 11s.</p> <p>Lessons once a week focused on STEP exam for some year 12/13s</p>	<p>Investigations once a term which involve collaboration.</p> <p>Longer summer term project.</p>	<p>Follow the National Curriculum with interleaving number, algebra, geometry, ratio and proportion and data topics. Problem solving skills are always required which relates to real life and business scenarios.</p>	<p>Key words are displayed and definitions explicitly copied down.</p> <p>Definition included in Do Now Task and pupils need to figure out the word.</p>	<p>True/False questions and multiple choice questions have been incorporated into the SoL. Pupils need to orally argue their rationale for their choice.</p>	<p>Links to STEM.</p> <p>Short videos for new topics that relate to how they are used in the working world.</p> <p>Project done at end of year 7. Pupils have to design their own Theme Park and each person in the group has a different role within the Theme Park. Pupils take control of finance, marketing, design, product development etc.</p>	<p>Junior, Intermediate and Senior Maths Challenge.</p> <p>Problem solving questions attached to each unit of work</p>	<p>KS3 and KS4 pupils use scientific calculator.</p> <p>KS5 pupils use the Casio CG50 Graphic Calculator.</p> <p>Desmos used for graphs.</p> <p><i>Sparx</i> used for Home Learning</p> <p><i>Maths Pad</i> and <i>Dr Frost</i> used regularly in lessons</p>

<p>Pupils need to be able to talk and write about the importance of languages in their careers.</p> <p>The classroom has a display on careers, which shows professions pupils can do with a language.</p> <p>In the French and in the Spanish exchange, pupils can see in action many professions when they are visiting places, requiring languages. They experience personally the value of knowing and being able to speak a language.</p>	<p>revise for their examination together.</p> <p>Pupils are paired-up with one peer, when necessary, to help them improve their work.</p>	<p>The way of expressing time in French/Spanish and Hebrew is different to the way time is expressed in English.</p>	<p>Texts with unfamiliar words (developing inference) Different text types (emails, articles, messages, adverts) Grammar structures (tenses, opinions, reasons) 2. Writing Skills Pupils learn to: Organise paragraphs logically Use a wide range of grammar (tenses, connectives, opinions) Spell accurately Write for different purposes (e.g. describe, explain, persuade) 3. Grammar Awareness Pupils learn the function of words (nouns, verbs, adjectives) You recognise sentence structure and word order Pupils understand how language is built and how to adapt 4. Vocabulary Building Pupils expand their vocabulary in French by theme (e.g. health, school, holidays) 5. Translating and Comparing Languages Pupils practise translating from French/Spanish /Hebrew to English and vice versa</p>	<p>Pupils practise role plays, photo cards, and general conversation. Pupils speak from memory and adapt to different questions. Pupils develop their pronunciation, intonation, and fluency.</p> <p>2. Listening Tasks Improves Active Listening Pupils need to understand the topic, the tense and the opinions.</p> <p>3. Oral Practice When doing the oral exam, pupils need to be able to think on the spot in the target language.</p>	<p>form emails) Understand roles where languages are useful (e.g. international sales, tourism, marketing). Appreciate the value of languages in an international world. Pupils develop customer awareness by understanding how to interact with customers politely (You form of the verb) , and by being mindful of cultural differences.</p>	<p>structure, verb conjugations, or syntax rules.</p> <p>2- To Identify patterns: Noticing recurrent stems or word ending forms or vocabulary in texts.</p> <p>3-Compare languages: Spotting similarities/differences between your native language and the one pupils are learning</p> <p>Problem-Solving Skills in Languages Pupils often need to work the meaning of an unknown word based on context. Pupils also need to often rephrase something when they don't know a specific word. Pupils learn to find errors and to correct mistakes in texts.</p>	<p>-Duolingo to learn vocabulary and for pupils to have daily exposure to the language daily</p> <p>-AI, used by KS4 pupils, to practise the speaking examination and receive instant feedback.</p> <p>-Kerboodle to practise the four GCSE skills in the exam format.</p> <p>-Gimkit in Hebrew to repeat vocabulary and structures.</p> <p>-The language Gym To practise Oracy and verb drills.</p> <p>-Sentencebuilders.com to embed the structures and vocabulary of each structure</p> <p>-Linguascope, to help with lesson planning.</p>
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Music	<p>Career board in subject areas</p> <p>Reference a lot to a range of careers in lessons</p> <p>During school production an understanding of careers in both performing and behind the scenes – opportunities offered for all students.</p>	<p>Group work frequently in lessons in music</p> <p>School production</p> <p>Music performances to friends and family</p>	Fractions in notation in music	<p>Lyric writing in music</p> <p>Writing performance materials regularly</p>	During performances, presentations	<p>Treating the audience as customers</p> <p>School productions creating the whole package</p>	Presented with tasks during lessons that they need to use problem solving skills to work out – physical Introduce the concept and students have to solve and apply it	<p>Music composing software</p> <p>Recording studio</p> <p>Lighting</p> <p>Sound desks</p> <p>Filming of performances</p>

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Politics	<p>Annual trip to Parliament.</p> <p>Model UN programme</p>	<p>Collaborative tasks in lessons – pupils habitually work in teams to gather information & evaluate arguments.</p> <p>Model UN programme</p>	<p>Students study a range of data from elections and a diverse range of charts and graphs to analyse for example, voting behaviour.</p>	<p>Students learn to write balanced yet persuasive essays that weigh up the value of evidence and draw reasoned and logical conclusions</p>	<p>Students learn to deliver factual research in forms that can facilitate class learning.</p> <p>They learn to argue and persuade through political debate but also learn to listen and consider the validity of their own views.</p> <p>Model UN programme</p>		<p>Students learn to draw comparisons and distinctions between political systems. They learn to apply relevant examples to add weight to their arguments.</p> <p>Model UN programme</p>	<p>Access to online news articles/Apps (e.g. Politico)</p>

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PE	<p>Pupils study a unit in year 9 about Sports Leadership to allow pupils the chance to learn about that career.</p> <p>Pupils work with primary school in officiating and coaching.</p> <p>Provide opportunities to gain hours for officiating qualification</p>	<p>Pupil learn to work as a team throughout the curriculum.</p> <p>Pupils specifically learn about social skills, Teamwork skills, communication methods in KS3 and KS4.</p> <p>In BTEC Sport pupils complete the sports leadership module in year 9, 10 and 11</p>	<p>Pupils use basic numeracy skills when recording and measuring fitness levels and fitness test results</p> <p>Pupils learn about the difference between qualitative and quantitative data in GCSE PE and BTEC Sport</p>	<p>Pupils complete self-reflections about their performance in their pupil assessment booklets</p> <p>Pupils will use and recap different PE terminology throughout KS3 and KS4</p>	<p>Pupils will lead discussion as a class and in teams. Pupils will listen to one another when presenting work/ideas</p> <p>Pupils learn to communicate with each other using a variety of communication methods.</p> <p>Pupils will use these skills and methods in a variety of units.</p>	<p>Pupil develop a portfolio about their own performances and abilities.</p> <p>Pupils develop a range of social skills and learn to interact with each other</p>	<p>Pupils learn to use creativity to solve problems by reacting to expected and unexpected situations.</p> <p>Pupils use analysis skills to assess their own performance and the performance of others. They then use this information to come up with possible solutions to improve performance</p> <p>In GCSE PE and BTEC Sport pupils apply knowledge to different scenarios and data</p>	<p>Pupils use iPads to video performance and analyse them.</p> <p>Pupils use technology to record their data in completing tasks and fitness tests</p> <p>Pupils use computers to create documents relating to PE. for example; posters and PowerPoints</p>

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Psychology and Sociology	Display boards of possible university choices for psychology and sociology, as well as possible courses for each.	Collaborative tasks in lessons – pupils work in teams to discuss evaluative points regarding psychological research and sociological theory.	Psychology research methods requires maths skills such as calculating the mean, range, ratios and percentages. Students also have to show an understanding of standard deviation, normal distributions and interpretation of statistical significance. Sociology relies on the use of statistics to help support sociological theories of crime, education, religion and changes in the family.	Students learn to write balanced essays that can outline and evaluate concepts as well as apply their knowledge to case studies.	Discussions as groups and presenting integrated ideas back to the class. Teaching part of a unit to other members of the class.	Students are taught to understand the economic implications of psychological therapies and research.	Students are given data from psychological research and asked to analyse the statistical significance of it as well as the implications of it for wider society. In sociology students are required to analyse the impact and consequences of sociological theories on government policies.	Use of online booklets and activities as well as online textbooks for psychology. Students are also encouraged to use the BPS research digest app. Students in sociology encouraged to use websites like ONS to access current statistics.

	<i>Explicit promotion of careers e.g. - specific lessons, displays, trips etc.</i>	<i>Teamwork</i>	<i>Numeracy Skills</i>	<i>Literacy Skills</i>	<i>Oracy</i>	<i>Business and Customer Awareness</i>	<i>Analytical and Problem Solving Skills</i>	<i>Digital Technology</i>
Science	<p>Display boards in labs and outside room 108 – range of careers, reports from trips</p> <p>External speakers with Q&A From Im a Scientist programme and external speakers: chemistry research, engineering, computer science, genetics.</p> <p>Year 13 students (medics) visited Middlesex university for a day</p> <p>Year 12 students had 1 week work experience</p> <p>Y13 trip to college lake working with ecologists</p>	<p>Teamwork occurs in all lab practicals from years 7-13 across all three sciences</p> <p>Year 12 TfL Innovate challenge involved teamwork of a very high calibre</p> <p>Faraday challenge for KS3 teamwork in an engineering setting for industry application</p>	<p>Year 12 TfL Innovate challenge involved numeracy skills with budgeting</p> <p>Faraday challenge for KS3 involves building a model on a budget</p> <p>Numeracy skills are developed in all year groups constantly. As a rule, numeracy makes up: 10% biology 20% chemistry 40% physics</p> <p>Physics Olympiad Challenge for KS4 and KS5</p>	<p>Year 12 TfL Innovate challenge involved literacy skills with report writing.</p> <p>All year groups develop literacy skills with writing up experiments and in many other areas as writing (and reading) form a large component on the sciences. The need to write succinctly and clearly is paramount in science.</p> <p>KS3 and KS4 poster design for British Science Week</p> <p>Y12 + 13 further reading report.</p>	<p>Year 12 TfL Innovate team reached the finals and all members of the team had to present to an audience and film a video documenting their idea</p> <p>Debates P4C (philosophy for children) develops pupils listening and oracy skills.</p>	<p>Year 12 TfL Innovate team had to prove their ideas would fit the criteria of the business world.</p> <p>Faraday challenge for KS3 involves building a model on a budget that would benefit a business and appeal to a customer.</p>	<p>Year 12 TfL Innovate team problem solved using a wide range of analytic skills</p> <p>Physics Olympiad Challenge for KS4 and KS5</p> <p>Y12 chemistry Cambridge Challenge is a nationwide competition that involves problem solving tasks based on the current Y12-Y13 syllabus as well as beyond the A-level curriculum</p> <p>Biology Olympiad for KS5</p>	<p>Kerboodle resources are used for pupils in KS3 and KS5. They include a wide range of educational resources to supplement pupils learning and include e-books, assessments, revision tasks, animations, podcasts etc.</p> <p>Bookwidget – an online worksheet platform which automatically marks the work and provides feedback.</p>

Department / Subject	Experience of the workplace (e.g. trips, visits, work experience opportunities)
Art and Photography	<i>“Sky Up” VIP visit for all Year 10 GCSE Photography students. The Tate Modern and V and A trip for year 10 Art and Photography students.</i>
Business Studies	<i>T-level students have attended placements this year which staff have visited. Students set projects which help them develop their skills ready for the workplace. Trip to Bank of England in planning for year 12 and 13 and Cadbury world for KS4.</i>
Computer Science	<i>Bletchley Park Trip is being planned for 2025-26</i>
Design and Technology, Food Technology	
Drama	<i>Theatre Trips at Key Stage 4 and Key Stage 5</i>
Economics	<i>Trip to Bank of England is being planned.</i>
English	<i>Theatre Trips at Key Stage 4 and Key Stage 5</i>
History and Geography	<i>GCSE and A Level trips (Bournemouth and Swanage) to support NEAs</i>
Jewish Studies and IJE	<i>Hebrew Reading with primary school pupils, Running Interfaith project with Yad Vashem UK at Emirates Stadium</i>
Maths	
MFL	<i>Year 10 pupils participate in the French Exchange to Paris and in the Spanish Exchange to Madrid.</i>
Music	<i>Theatre Trips at Key Stage 4 and Key Stage 5</i>
Politics	<i>Trip to Parliament Model UN programme</i>
PE	<i>Opportunities to volunteer in local primary school in PE lessons, Sports Days and Sporting Events. Support the running of YC sports day. We have welcomed ex-pupils in for volunteering and “give back” processes. Have had Y12 pupils complete work experience in PE as ‘PE Techiman’ in the past.</i>
Sociology and Psychology	
Science	<i>College lake trip/TFL trip to London + work experience / Middlesex university trip</i>