CAREERS	**Willow pathway**
Curriculum cycle – Year 1 (2024-2025)	*Creative curriculum (Topic)*
Our Willow pathway work on a topic based curriculum. Individual subject key learning is shown below however, this is taught in a creative cross-curricular way.	

	Autumn		**Spring**		**Summer**	
Caterpillar	**Traditional Tales**	**Colours**	**Bears**	**The Farm**	**At the Zoo**	**People Who Help Us**
Key Learning	Careers is incorporated across the primary curriculum through activities, discussions, external visitors and exploring different professions in a creative way. Our aim is to inspire students from a young age and help them develop a sense of what they might like to do in the future. Careers is embedded throughout the curriculum through development of the 8 employability skills. Pupils access a range of trips and visits across the curriculum which support with raising aspirations and reducing stereotypes.					
Trips and Visits						

	Autumn		**Spring**		**Summer**	
Bumblebee	**Where do I live? Houses and Homes**	**Arctic Adventures**	**Travel and Transport**	**Superheroes**	**Our Amazing World**	**Castles**
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Trips and Visits						

Bluebell	Autumn		Spring		Summer	
	Me and My Family	**Chocolate**	**What can I build?**	**The Wild West**	**The Rainforest**	**Incredible India**
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Trips and Visits						

Poppy	Autumn		Spring		Summer	
	Looking After Myself	**Squash, Bend, Twist, Stretch**	**Achievers and Inventors**	**The Tudors**	**Habitats**	**Olympics**
Key Learning	Careers is incorporated across the primary curriculum through activities, discussions, external visitors and exploring different professions in a creative way. Our aim is to inspire students from a young age and help them develop a sense of what they might like to do in the future. Careers is embedded throughout the curriculum through development of the 8 employability skills. Pupils access a range of trips and visits across the curriculum which support with raising aspirations and reducing stereotypes.					
Trips and Visits						

Otter, Deer, Hedgehog	
Context	Pupils from Year 8 upwards are to be provided with Careers Related Learning opportunities and independent advice and guidance relating to careers and moving on. • Every school should be working to the Gatsby benchmarks. • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. By the age of 14, every pupil should have had the opportunity to learn about careers within the different STEM subjects.

<table>
<tr><td>Focus of Weekly Careers Session KS3:</td><td colspan="3">The focus throughout Key Stage 3 will be development of essential employability skills.

Employer encounters will be arranged ad-hoc throughout the year.
Careers linked to STEM subjects will be cross-curricular and embedded through class teaching in other subjects and through assemblies.</td></tr>
<tr><td>Development of skills

</td><td colspan="3">Pupils will develop key employability skills throughout Key Stage 3 through the completion of termly Skills Builder Projects.

Projects will be delivered through weekly timetabled sessions across Key Stage 3.

Resources and planning are available through the Skills Builder hub and will be appropriately differentiated by the teacher where necessary to enable all pupils to access the content in a meaningful and engaging way.

Evidence of skill development will be tracked using Evidence for Learning and evidence will be tagged with relevant Skills Builder tags.

Where appropriate, pupils will complete diary logs of their progress towards each project. These will form the pupil workbooks for these sessions.</td></tr>
<tr><td>Impact</td><td colspan="3">By the end of each year in Key Stage 3, pupils will have taken part in three skill development projects and will have worked towards developing each essential skill for employability.</td></tr>
<tr><td>Overview</td><td>Fabulous Fashion

Learners will explore the world of fashion including design, manufacture and retail.
Learners will design and create a fashion item.
Learners will review and evaluate their work and present their work to peers.

Skills Builder focus skills:
• Listening
• Problem solving
• Teamwork</td><td>Trash to Treasure

Learners will explore the waste and recycling industries, find out about different roles and their own responsibilities.
Learners will work in teams to research and design a game then build a prototype using recycled and waste materials.
Learners will develop a dragons den style pitch for their game and deliver a presentation.

Skills Builder focus skills:</td><td>Dream Space

Learners will explore the design industry, finding out about different trades that contribute to the success of a refurbishment process.
Learners will work in teams to research and design an improvement to our internal or external school space. They will create a model of their ideas and present it to an audience.

Skills Builder focus skills:
• Creativity</td></tr>
</table>

	During this term learners will complete a Christmas enterprise project. Year 9 learners will be invited to a careers and moving on event to start to understand future options. Learners will participate in careers related learning opportunities including assemblies and employer visits. Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job. During KS3 all pupils experience an internal work experience placement in horticulture.	• Speaking • Creativity • Leadership Learners will participate in careers related learning opportunities including assemblies and employer visits. Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job. During KS3 all pupils experience an internal work experience placement in horticulture.	• Staying positive • Aiming high During this term, learners will complete an art exhibition enterprise project. Learners will participate in careers related learning opportunities including assemblies and employer visits. Throughout the year learners will work on life skills to support their future career as well as developing their understanding of how to find and keep a job. During KS3 all pupils experience an internal work experience placement in horticulture.

	Autumn		**Spring**		**Summer**	
Otter	**Out of this world**	**Wars and battles**	**Awe and wonder**	**Out of this world**	**Wars and battles**	**Awe and wonder**
Careers	**Fabulous fashion**		**Trash to Treasure**		**Dream Space**	
Key Learning	• To explore the different roles in the fashion industry • To design and create a fashion item. • To evaluate our individual work and present to our peers.		• To explore the different roles in the waste and recycling industry and our own responsibilities. • To design a game or toy and make it from recycled materials.		• To explore the design process and the different roles and trades that are required to deliver a project.	

	• To participate in games and activities to explore teamwork, creativity and listening skills. • To develop our understanding of life skills and social skills required during our careers. • To complete a Christmas enterprise project		• To produce and deliver a pitch for our game/ toy. • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers		• To work in a guided group to identify an improvement to our school internally or externally. • To produce a proposal explaining the idea and why its needed. • To produce a model of our proposed improvement. • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers.	
Key Vocab-ulary	Teamwork, shop, retail, factory, fashion, fashion show.		Recycle, reuse, waste, teamwork, leadership		Design, trades, problem, solution	
Trips and Visits	Charity shops – virtual, visit from Oakwood Community shop, or visit to local charity shop.		Local Recycling Centre – virtual, guest speaker or in-person visit.		For ideas: virtual, Sensory Centre, LiveWire Leisure Centres, Cafes, Warrington Youth Zone, local parks	
Deer	**Autumn**		**Spring**		**Summer**	
	Out of this world	**Wars and battles**	**Awe and wonder**	**Explorers**	**Where I live**	**Medieval life**
	Fabulous fashion		**Trash to treasure**		**Dream space**	
Key Learning	• To explore the different roles in the fashion industry • To design and create a fashion item. • To evaluate our individual work and present to our peers. • To participate in games and activities to explore teamwork, creativity and listening skills.		• To explore the different roles in the waste and recycling industry and our own responsibilities. • To work in a guided group to design a game or toy and make it from recycled materials. • To produce and deliver a pitch for our game.		• To explore the design process and the different roles and trades that are required to deliver a project. • To work in a guided group to identify an improvement to our school internally or externally. • To produce a proposal explaining the idea and why its needed.	

	• To develop our understanding of life skills and social skills required during our careers. • To complete a Christmas enterprise project	• To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers	• To produce a model of our proposed improvement. • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers.
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Trips and Visits	Charity shops – virtual, visit from Oakwood Community shop, or visit to local charity shop.	Local Recycling Centre – virtual, guest speaker or in-person visit.	For ideas: virtual - Sensory Centre, LiveWire Leisure Centres, Cafes, Warrington Youth Zone, local parks

Hedge-hog	**Autumn**		**Spring**		**Summer**	
	Out of this world	**Wars and battles**	**Awe and wonder**	**Out of this world**	**Wars and battles**	**Awe and wonder**
	Fabulous fashion		Trash to treasure		Dream space	
Key Learning	• To explore the different roles in the fashion industry • To design and create a fashion item. • To evaluate our individual work and present to our peers. • To participate in games and activities to explore teamwork, creativity and listening skills. • To develop our understanding of life skills and social skills required during our careers.		• To explore the different roles in the waste and recycling industry and our own responsibilities.To design a game or toy and make it from recycled materials. • To produce and deliver a pitch for our game. • To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers		• To explore the design process and the different roles and trades that are required to deliver a project. • To develop an idea for an improvement to our school playground. • To explain their ideas about the playground.. • To produce a model of our proposed improvement.	

	• To complete a Christmas enterprise project		• To participate in games and activities to explore our speaking, creativity and leadership skills. • To develop our understanding of life skills and social skills required during our careers.
Key Vocab-ulary	Teamwork, shop, retail, factory, fashion, fashion show.	Recycle, reuse, waste, teamwork, leadership	Design, trades, problem, solution
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Key Support Sessions KS3	Initial College visits will begin where appropriate (Woolston College, Reaseheath) Workshops with technical education or Supported Internship providers (Willow Green) Alumni Workshops		

Robin/Owl *Careers & Transition (Holistic)*	Learning through Work Experience will take place on a rolling process over the year Bungalow - As a group learners will plan a menu which will be promoted across the school. Learners will develop order forms, skills checklists, jobs checklists. Learners will calculate how much of each ingredient they will need and shop for ingredients in person and online. Learners will develop their understanding of Health and Safety in the kitchen and refine and develop their skill set preparing food. Learners will ensure that food is cooked and Health and Safety procedures and requirements are adhered to. Learners will develop appropriate packaging and ensure that the presentation of their meals is to a high standard. Learners will deliver meals to staff, collect money and calculate chance. Learners will seek feedback from staff in verbal and written forms, making adaptations and improvements as required.

	External work experience – Learners will take part in a range of workplace and employer encounters throughout Key Stage 4. This will be undertaken throughout the year. Where appropriate, learners will access extended placement opportunities with employers and voluntary services. Transition – Learners will take part in visits to sixth form colleges, apprenticeship and supported internship providers, further education colleges and independent training providers to support with next steps Post-16. All pupils in Year 11 take part in a 1:1 independent careers advice and guidance session with a L6 Careers Advisor.
Trips & Visits	• Workplace encounters with link employers such as Hummingbird, Network Rail, Jacobs Engineering, Park Royal Hotel (Q Hotels), MAD Digital Media and Changing Lives Carrington. These take place throughout the academic year and include employer-led workshops, workplace visits, bespoke work experience placements and employer engagement within our curriculum. • Internal work placement in the Bungalow Cafe for a half term. • Internal work placement in Horticulture for a half term. • Job roles to be highlighted to pupils on any external visit e.g. staff working in a supermarket, staff working in a cafe etc. • Trips for Year 10/11 will take place to various colleges to support students in selecting a college of their choice Post-16. These include Warrington Vale Royal College, Carmel College, Riverside College, Reaseheath College, Myerscough College, Woolston 6th Form College and independent training providers where appropriate.
Robin *Enterprise*	**ASDAN Personal Progress: Participating in a Mini Enterprise Project (4 Credits)** Throughout this unit, pupils will take part in a range of class-based enterprise projects throughout the year. Learners will engage with the full enterprise experience through beginning with initial ideas, carrying out market research in their local school community and beyond. Learners will experience researching prices, procurement and product design. Learners find out about budgeting for enterprise projects and activities will include finding out about cost to make items, where to buy, going out shopping for items, ordering online and working out total sales and calculation of total profit/loss. Learners will be involved in preparing and designing adverts for their projects. Learners will make a range of different products and work as a team to collect sales and deliver orders across Green Lane School. Learners are accredited through ASDAN Personal Progress and this is differentiated through the Achievement Continiuum. Throughout the unit, learners will demonstrate increased independence through the 10 developmental stages.

	Autumn	Spring	Summer

	Halloween Enterprise	Christmas Enterprise	Valentines Enterprise	Easter or Mothers' Day Enterprise	Summer Enterprise

Key Learning	• Learners will take part in thematic enterprise projects linked to key events throughout the year.
	• Learners will mind map ideas for enterprise projects linked to key events coming up in the calendar e.g. Halloween, Christmas, Valentines, Easter, Mothers' Day, Fathers' Day, Summer Holidays.
	• Learners will take part in selecting a mini-enterprise project appropriate for the time of year.
	• Learners will take part in planning a mini-enterprise project through involvement with:
	  ○ Researching initial ideas
	  ○ Researching prices of items needed
	  ○ Working out sales prices and recognising that this needs to be more than the cost to make
	  ○ Group discussion to decide roles within a team
	  ○ Planning time scale and actions that will need to be completed
	• Learners will take part in procuring equipment needed for a mini-enterprise project.
	  ○ Visiting local shops and supermarkets
	  ○ Buying online
	• Learners will engage in straightforward activities that are part of a mini-enterprise project.
	  ○ Making items to be sold
	  ○ Designing adverts
	  ○ Distributing order forms
	  ○ Collecting order forms
	  ○ Delivering orders to customers
	• Learners will evaluate the success of their mini-enterprise project.
	  ○ Working out total sales.
	  ○ Working out profit/loss.
	  ○ Discussing what went well and what could be improved				

Key Vocabulary	*Entrepreneur, Profit, Loss, Procurement, Sales, Customer, Enterprise, Advertising, Delivery*				
Trips and Visits	Asda or Tesco Birchwood Shopping Centre				

<table>
<tr><td></td><td colspan="5">Local Markets or market in school.</td></tr>
<tr><td>Owl Enterprise</td><td colspan="5">ASDAN Personal Progress: Participating in a Mini Enterprise Project (4 Credits)
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Key Vocabulary	*Entrepreneur, Profit, Loss, Procurement, Sales, Customer, Enterprise, Advertising, Delivery*
Trips and Visits	Asda or Tesco Birchwood Shopping Centre Local Markets or market in school.