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**Key**

**Gatsby Benchmarks**

Benchmark	Description
1	A stable careers program
2	Learning careers and labour market information
3	Addressing the needs of each pupil
4	Linking curriculum learning to careers.
5	Encounters with employers and employees
6	Experience of the workplace
7	Encounters with further and higher education
8	Personal Guidance

*This document is 'Careers across the curriculum' therefore focuses on Gatsby Benchmarks 4, 5, 6 & 7*

**Career Development Institute (CDI)**

Section 1 <i>Developing yourself through careers, employability and enterprise education.</i>		Section 2 <i>Learning about careers and the world of work</i>	
1.1	Self-awareness	2.4	Exploring careers and career development
1.2	Self-determination	2.5	Investigating work and working life
1.3	Self-improvement as a learner	2.6	Understanding business and industry
		2.7	Investigating jobs and labour market information (LMI)
		2.8	Valuing equality, diversity and inclusion
		2.9	Learning about safe working practices and environment.
Section 3 <i>Developing your career management and employability skills</i>			
3.10	Making the most of careers information, advice and guidance.	3.14	Identifying choices and opportunities
3.11	Preparing for employability	3.15	Planning and deciding
3.12	Showing initiative and enterprise	3.16	Handling applications and interviews
3.13	Developing personal financial capability	3.17	Managing changes and transitions

## Pupil encounters

### Year 7 – Year 11

Throughout their time at Holmfirth High School pupils will have the below opportunities.

\*Note encounters in Year 10 and 11 are dependent on the options students have selected to study.

Gatsby Benchmark	4	5	6	7
Encounters	86	43	33	41

CDI Indicator	1.1			1.2			1.3		
Encounters	149			133			150		
CDI Indicator	2.4		2.5	2.6	2.7		2.8	2.9	
Encounters	156		76	139	11		137	94	
CDI Indicator	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	
Encounters	37	147	144	8	40	143	5	36	

### Year 7

Gatsby Benchmark	4	5	6	7
Encounters	16	4	4	4

CDI Indicator	1.1			1.2			1.3		
Encounters	24			18			20		
CDI Indicator	2.4		2.5	2.6	2.7		2.8	2.9	
Encounters	25		8	21	1		18	12	
CDI Indicator	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	
Encounters	0	23	23	0	0	21	0	0	

### Year 8

Gatsby Benchmark	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Encounters	15	4	3	5

CDI Indicator	<b>1.1</b>			<b>1.2</b>			<b>1.3</b>		
Encounters	23			19			21		
CDI Indicator	<b>2.4</b>		<b>2.5</b>	<b>2.6</b>	<b>2.7</b>		<b>2.8</b>	<b>2.9</b>	
Encounters	24		9	19	0		20	13	
CDI Indicator	<b>3.10</b>	<b>3.11</b>	<b>3.12</b>	<b>3.13</b>	<b>3.14</b>	<b>3.15</b>	<b>3.16</b>	<b>3.17</b>	
Encounters	3	22	23	0	3	22	0	3	

### Year 9

Gatsby Benchmark	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Encounters	15	10	5	7

CDI Indicator	<b>1.1</b>			<b>1.2</b>			<b>1.3</b>		
Encounters	33			32			33		
CDI Indicator	<b>2.4</b>		<b>2.5</b>	<b>2.6</b>	<b>2.7</b>		<b>2.8</b>	<b>2.9</b>	
Encounters	29		15	28	1		23	16	
CDI Indicator	<b>3.10</b>	<b>3.11</b>	<b>3.12</b>	<b>3.13</b>	<b>3.14</b>	<b>3.15</b>	<b>3.16</b>	<b>3.17</b>	
Encounters	7	30	31	2	7	29	1	7	

**Year 10**

Gatsby Benchmark	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Encounters	21	15	13	14

CDI Indicator	<b>1.1</b>			<b>1.2</b>			<b>1.3</b>		
Encounters	36			34			40		
CDI Indicator	<b>2.4</b>		<b>2.5</b>	<b>2.6</b>	<b>2.7</b>		<b>2.8</b>	<b>2.9</b>	
Encounters	41		24	39	5		40	28	
CDI Indicator	<b>3.10</b>	<b>3.11</b>	<b>3.12</b>	<b>3.13</b>	<b>3.14</b>	<b>3.15</b>	<b>3.16</b>	<b>3.17</b>	
Encounters	14	40	38	4	16	38	2	13	

**Year 11**

Gatsby Benchmark	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Encounters	19	10	8	11

CDI Indicator	<b>1.1</b>			<b>1.2</b>			<b>1.3</b>		
Encounters	33			30			36		
CDI Indicator	<b>2.4</b>		<b>2.5</b>	<b>2.6</b>	<b>2.7</b>		<b>2.8</b>	<b>2.9</b>	
Encounters	37		20	32	4		36	25	
CDI Indicator	<b>3.10</b>	<b>3.11</b>	<b>3.12</b>	<b>3.13</b>	<b>3.14</b>	<b>3.15</b>	<b>3.16</b>	<b>3.17</b>	
Encounters	12	31	29	2	14	32	3	13	

### Careers in the curriculum 2020-2021

#### YEAR 7

Subject	Aspect	Gatsby Benchmark	CDI Framework
English	<ul style="list-style-type: none"> <li>• Writing Scheme:-               <ul style="list-style-type: none"> <li>• Presenting a viewpoint through letters, speeches and articles.</li> <li>• Roles and skills required in professions in this industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Workshop with visiting author.</li> </ul>	5	1.3 2.4, 2.5, 2.6 3.12
Maths	<ul style="list-style-type: none"> <li>• HT2 – Binary               <ul style="list-style-type: none"> <li>• Place Value skills</li> <li>• Linking maths to coding and jobs in computing</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• United Kingdom Maths Trust (UKMT) Junior Maths Challenge</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6 3.11, 3.12, 3.15
Science	<ul style="list-style-type: none"> <li>• School STEM Fair</li> <li>• Electricity</li> <li>• Energy</li> <li>• Solar Systems               <ul style="list-style-type: none"> <li>• Health and Safety in the workplace</li> <li>• Alternative energy resources</li> <li>• Space exploration</li> </ul> </li> <li>• Interdependence Topic               <ul style="list-style-type: none"> <li>• Fieldwork &amp; Ecology</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
Geography	<ul style="list-style-type: none"> <li>• Coasts:-               <ul style="list-style-type: none"> <li>• Engineering roles within the industry.</li> <li>• Economic activities.</li> <li>• World, National and Local Aid – Link to roles in the industry</li> <li>• Roles within Non-Governmental Organisations (NGO's)</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15

Computing	<ul style="list-style-type: none"> <li>Unit 1 Office &amp; E-Safety:- <ul style="list-style-type: none"> <li>Introduction to the world of computing and careers linked.</li> </ul> </li> <li>Unit 6 Animations &amp; Web Graphics:- <ul style="list-style-type: none"> <li>Links to computer based graphics careers. Adobe software used in industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
Drama	<ul style="list-style-type: none"> <li>Unit 1 What is Drama? <ul style="list-style-type: none"> <li>Introduction to Drama roles and careers discussed.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
Art	<ul style="list-style-type: none"> <li>Induction to the Formal Elements</li> <li>Crisp Packet Design</li> <li>Delaunay – painting, colour and pattern <ul style="list-style-type: none"> <li>Artist</li> <li>Painter</li> <li>Cartoonist</li> <li>Designer</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Studio work - students experience the feeling of working in a space specifically designed for the delivery and development of Art – the classroom in this context is the Art Studio</li> </ul>	6	1.1 2.4, 2.5, 2.6, 2.9 3.12, 3.15
D&T (Graphics)	<ul style="list-style-type: none"> <li>Use of Adobe Illustrator &amp; Techsoft 2D Design</li> <li>Keyring project – laser cut acrylic Skills required to be a graphic designer <ul style="list-style-type: none"> <li>Being a Graphic Designer</li> <li>CAD Product Designer</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Use of industry level software</li> <li>Looking at the work of a Graphic Designer: Jon Burgerman</li> </ul>	7	1.1 2.4, 2.5, 2.6, 2.9 3.11, 3.12, 3.15

D&T (Cooking & Nutrition)	<ul style="list-style-type: none"> <li>• Nutrition – Eat well guide <ul style="list-style-type: none"> <li>• Fitness and health</li> <li>• Sport</li> <li>• Physiotherapy</li> <li>• Sports Science</li> <li>• Chef &amp; catering</li> <li>• Health care</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
D&T (Product Design)	<ul style="list-style-type: none"> <li>• Pewter Casting <ul style="list-style-type: none"> <li>• Commercial casting</li> <li>• Jewellery production</li> <li>• Product Research &amp; development</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Working in a workshop in school</li> <li>• Watching video clips demonstrating commercial production processors <ul style="list-style-type: none"> <li>• Using CAD/CAM which is also used in further education</li> </ul> </li> </ul>	6 7	1.1 2.4, 2.5, 2.6, 2.9 3.11, 3.12, 3.15
D&T (Textile Design)	<ul style="list-style-type: none"> <li>• Puglies <ul style="list-style-type: none"> <li>• Being a textile designer / maker.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Using the sewing machine in line with health &amp; safety in school workshop.</li> <li>• Using hand tools to create a 3D product.</li> </ul>	6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.9 3.11, 3.12, 3.15
History	<ul style="list-style-type: none"> <li>• HT3 – Medieval Life <ul style="list-style-type: none"> <li>• Limited jobs available in the past and make comparisons to today</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.7, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Trip to York <ul style="list-style-type: none"> <li>• York Minister and Clifford Tower</li> </ul> </li> </ul>	5 6	1.1 2.4, 2.6, 2.8 3.11

MFL	<ul style="list-style-type: none"> <li>• Introduction Unit <ul style="list-style-type: none"> <li>• French – Why is it important to learn a language.</li> <li>• Fantastic linguists</li> <li>• Display of ‘Polyglots’ and famous celebrities who can speak more than just English.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Former students from Greenhead volunteering and helping with language learning. They speak to pupils about their experiences.</li> </ul>	7	1.1, 1.3 2.4, 2.8 3.11
Music	<ul style="list-style-type: none"> <li>• Minimalism <ul style="list-style-type: none"> <li>• Appraising music – skills required to do this.</li> <li>• Musician skills and roles.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15
PE	<ul style="list-style-type: none"> <li>• Various Units <ul style="list-style-type: none"> <li>• Working in a team – skills.</li> <li>• Communication &amp; Listening skills when working in teams and developing ideas in small groups</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8, 2.9 3.11, 3.12, 3.15
RPSE	<ul style="list-style-type: none"> <li>• Why is the UK so diverse?</li> <li>• Risky Behaviours <ul style="list-style-type: none"> <li>• Discrimination topic – dealing with prejudice and the links to the workplace.</li> <li>• Religious freedom and links to rules to protect people in school and the workplace</li> <li>• Scenarios of the workplace explored relating to specific religious beliefs and practices and how these may impact employees and employers.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Visit in school from West Yorkshire Police – Workshop completed on CSE, Grooming and Drugs</li> </ul>	5	1.1 2.4, 2.8, 2.9 3.11, 3.12



## YEAR 8

Subject	Aspect	Gatsby Benchmark	Other
English	<ul style="list-style-type: none"> <li>Viewpoint writing &amp; Analytical skills:-               <ul style="list-style-type: none"> <li>Rhetoric, heroes and viewpoints – writing prompted by poetry.</li> <li>Roles and skills required in professions in this industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Workshop with visiting author.</li> </ul>	5	1.3 2.4, 2.5, 2.6 3.12
Maths	<ul style="list-style-type: none"> <li>HT2 Percentages (Interest)               <ul style="list-style-type: none"> <li>Linking to roles and skills in banking and finance</li> </ul> </li> <li>HT5 Ratio &amp; Proportion               <ul style="list-style-type: none"> <li>Links to catering industry skills.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>United Kingdom Maths Trust (UKMT) Junior Maths Challenge</li> <li>Greenhead College – Pop Quiz</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Science	<ul style="list-style-type: none"> <li>Faraday Challenge (<i>dependant on if invited</i>)</li> <li>Energy in the home - cost of electricity, kilowatt-hours, bills</li> <li>Sound - hearing and the ear, sound proofing</li> <li>Light - eyes and cameras, colours and filters</li> <li>Climate - includes carbon cycle and human activity, trends in changes to the atmosphere</li> <li>Keeping healthy - diseases and infection</li> <li>Separating mixtures - techniques used in industry e.g. filtration, distillation, chromatography</li> <li>Making compounds - developing new materials</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>STEM club – Big Bang projects and visit to fair.</li> <li>Greenhead College visit (science enrichment)</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17

Geography	<ul style="list-style-type: none"> <li>Weather:- <ul style="list-style-type: none"> <li>Meteorologists – roles and skills required.</li> <li>Engineering services linked to weather tracking, monitoring and reporting.</li> <li>Environmental agencies.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
Computing	<ul style="list-style-type: none"> <li>Unit 1 Photoshop:- <ul style="list-style-type: none"> <li>Most popular graphics software used in Industry</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Huddersfield University Visit:- <ul style="list-style-type: none"> <li>Introduction to computer programming working with lecturers and students from the university.</li> </ul> </li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17
Art	<ul style="list-style-type: none"> <li>Portrait Project</li> <li>Ancient Egypt</li> <li>Cubism <ul style="list-style-type: none"> <li>Creative Ideas, recording skills</li> <li>Drawing and visualisation</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Studio work - in an art specific environment in school. Our art rooms are art studios.</li> </ul>	6	1.1 2.4, 2.5, 2.6, 2.9 3.12, 3.15
D&T (Graphics)	<ul style="list-style-type: none"> <li>Typography and packaging project - branding <ul style="list-style-type: none"> <li>Being a Graphic Designer</li> <li>Packaging design – CAD</li> <li>Pattern design</li> <li>Illustration</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Working to a design brief from a client</li> </ul>	5	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9
	<ul style="list-style-type: none"> <li>Gringo’s Mexican Restaurant – Huddersfield. (Fake Brief)</li> <li>Use of industry level software - Adobe Creative Cloud suite</li> </ul>	7	3.11, 3.12, 3.15
D&T (Cooking & Nutrition)	<ul style="list-style-type: none"> <li>Nutrition - Eat well guide <ul style="list-style-type: none"> <li>Fitness and health</li> <li>Sport</li> <li>Physiotherapy &amp; Health care</li> <li>Sports Science</li> <li>Chef &amp; catering</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

D&T (Product Design)	<ul style="list-style-type: none"> <li>• Bridge Design</li> <li>• Architecture</li> <li>• Engineering</li> <li>• Product Testing</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Working in a workshop and product testing in school.</li> </ul>	6	1.1 2.4, 2.5, 2.6, 2.9 3.11, 3.12, 3.15
D&T (Textile Design)	<ul style="list-style-type: none"> <li>• Gadget Case</li> <li>• Being a textile designer / maker.</li> <li>• Fabric printing industry.</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Using Heat Press to transfer designs to fabric.</li> <li>• Print Imp (local printing company)</li> </ul>	6	1.1 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
History	<ul style="list-style-type: none"> <li>• HT1 Power Through Time</li> <li>• Examine different ways workers can have power in the workplace and the impact of this</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
MFL	<ul style="list-style-type: none"> <li>• Holidays &amp; Future Topic</li> <li>• French – Speaking about future aspirations and plans in a different language.</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Former students from Greenhead volunteering and helping with language learning. They speak to pupils about their experiences.</li> </ul>	7	1.1, 1.3 2.4, 2.8 3.11
Music	<ul style="list-style-type: none"> <li>• African Music</li> <li>• Music composing skills – links to roles and jobs in this area.</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15
PE	<ul style="list-style-type: none"> <li>• Various Units</li> <li>• Working in a team – skills.</li> <li>• Communication &amp; Listening skills when working in teams and developing ideas in small groups</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8, 2.9 3.11, 3.12, 3.15

RPSE	<ul style="list-style-type: none"><li>• Risky Behaviours<ul style="list-style-type: none"><li>• Links to the correct way to act in the work place and society.</li><li>• Equality unit explores people who have stood up for/against some form of injustice. Pupils explore historical workers (and other) rights of women, ethnic minorities and the LGBT + community. Comparison made to rights now, with reference to workplace, pay equality and treatment in the workplace.</li></ul></li></ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15
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## YEAR 9

Subject	Aspect	Gatsby Benchmark	Other
English	<ul style="list-style-type: none"> <li>• Exploration of Politics and modern culture:-               <ul style="list-style-type: none"> <li>• Skills required to present and how these are transferrable into the world of work.</li> <li>• Professionals from industry and politicians how they present and are good public speakers.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Workshop with visiting author.</li> </ul>	5	1.3 2.4, 2.5, 2.6 3.12
Maths	<ul style="list-style-type: none"> <li>• HT3 – Construction and scale drawings               <ul style="list-style-type: none"> <li>• Links to architecture and engineering.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• United Kingdom Maths Trust (UKMT) Intermediate Maths Challenge</li> <li>• Greenhead College – Pop Quiz</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6 3.10, 3.12, 3.11, 3.14, 3.15, 3.17
Science	<ul style="list-style-type: none"> <li>• Metals and Metal Reactions</li> <li>• Plants and Photosynthesis</li> <li>• Pressure and Moments               <ul style="list-style-type: none"> <li>• Extracting metals from their ore</li> <li>• Farming/use of fertilisers</li> <li>• Use of machinery/levers</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Syngenta trip</li> <li>• Science in Action trip</li> <li>• London trip (now Scotland) – Activities Week               <ul style="list-style-type: none"> <li>• Visits to science activity centre, earth centre and observatory.</li> </ul> </li> <li>• Top of the Bench Chemistry Competition (Greenhead College)</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17
Geography	<ul style="list-style-type: none"> <li>• Glaciation:-               <ul style="list-style-type: none"> <li>• Urban planning – roles and skills required.</li> <li>• Climate Scientists – links of skills in these professions with Science and Geography.</li> <li>• Tourism.</li> <li>• Conservation.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15

Computing	<ul style="list-style-type: none"> <li>Unit 3 Computer Science Theory</li> <li>Unit 4 Computer Programming Project</li> <li>Unit 6 Real World Solution Project <ul style="list-style-type: none"> <li>Computer Science Programming and Theory.</li> <li>Linking careers in Computer Science to the changing and developing world of Computing</li> </ul> </li> <li>Unit 5 Games Development. <ul style="list-style-type: none"> <li>Process and roles within this industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>External competition <ul style="list-style-type: none"> <li>Cyber Matrix Challenge – West Yorkshire Police</li> </ul> </li> <li>Huddersfield University Visit:- <ul style="list-style-type: none"> <li>Introduction to computer programming working with lecturers and students from the university.</li> </ul> </li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17
Drama	<ul style="list-style-type: none"> <li>Unit 3 – Review &amp; Technical <ul style="list-style-type: none"> <li>Looking at roles in live theatre on stage and backstage.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
Art	<ul style="list-style-type: none"> <li>Day of the Dead</li> <li>Reduction Printing</li> <li>Identity – Shields <ul style="list-style-type: none"> <li>Painter</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Studio work - in an art specific environment in school. Our art rooms are art studios.</li> </ul>	6	1.1 2.4, 2.5, 2.6, 2.9 3.12, 3.15
D&T (Graphics)	<ul style="list-style-type: none"> <li>Use of Adobe Illustrator <ul style="list-style-type: none"> <li>Skills required to be a graphic designer</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Working to a design brief from a client.</li> <li>WWF – World Wildlife Foundation – Fake Brief</li> <li>Rotary Technology Tournament @ Kirklees College on behalf of the Rotary Clubs of Huddersfield, Holmfirth, Denby Dale and Huddersfield Pennine.</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17

D&T (Cooking & Nutrition)	<ul style="list-style-type: none"> <li>• Nutrition - Eat well guide.</li> <li>• Diet through life</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Kirklees chef of the year</li> <li>• Ace Days – links with Kirklees college; chef visit with practical experience and information shared with further education / course specifications at FE</li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.9 3.10, 3.12, 3.11, 3.14, 3.15, 3.17
D&T (Product Design)	<ul style="list-style-type: none"> <li>• Product Design <ul style="list-style-type: none"> <li>• Product Design</li> <li>• Manufacturing</li> <li>• Product Development &amp; Testing</li> <li>• Architecture</li> <li>• Engineering</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Developing a design brief to solve a real-world problem.</li> </ul>	5	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.9 3.11, 3.12, 3.15
D&T (Textile Design)	<ul style="list-style-type: none"> <li>• Geometric Screen Printing <ul style="list-style-type: none"> <li>• Being a textile designer / maker.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Creating a design that is suitable to be screen printed onto fabric</li> <li>• Screen printing onto fabric.</li> <li>• Xanthe Bonsall – printmaker, designer – Saltaire/Bradford</li> </ul>	5	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
History	<ul style="list-style-type: none"> <li>• Trip to Imperial War Museum</li> </ul>	5 6	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12
MFL	<ul style="list-style-type: none"> <li>• German – Klasse! 2 Unit 9</li> <li>• French – Studio 3 <ul style="list-style-type: none"> <li>• Learning about jobs and careers.</li> <li>• Advantages and disadvantages of different careers.</li> <li>• Linking to personal skills and qualities needed to work in that area.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• DVD showing Why it is important to learn a language? <ul style="list-style-type: none"> <li>• Arsenal Double Club Languages is an innovative award-winning educational programme combining football and language learning.</li> <li>• Aiming to inspire and motivate pupils at primary and secondary level, the programme uses Arsenal and football to show pupils that language learning can be achievable, rewarding.</li> </ul> </li> </ul>	5	1.1, 1.2, 1.3 2.4, 2.7, 2.8 3.11

	<ul style="list-style-type: none"> <li>Article in the Telegraph about languages post brexit to share with Y9 pupils around option time.</li> </ul>		
	<ul style="list-style-type: none"> <li>MFL Exchange: <ul style="list-style-type: none"> <li>Germany – Wilhelm-Bracke Gesamtschule School</li> <li>Spain – d’Altafulle School</li> </ul> </li> <li>Former students from Greenhead volunteering and helping with language learning. They speak to pupils about their experiences.</li> <li>Our French Assisstante 2019-2020 works for Air France and will speak to the year group nearer option time.</li> </ul>	6 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.10, 3.11, 3.12, 3.13, 3.15, 3.17
Music	<ul style="list-style-type: none"> <li>In at the deep end unit.</li> <li>Music composing skills – links to roles and jobs in this area.</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
PE	<ul style="list-style-type: none"> <li>Various Units <ul style="list-style-type: none"> <li>Working in a team – skills.</li> <li>Communication &amp; Listening skills when working in teams and developing ideas in small groups</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Bude Trip <ul style="list-style-type: none"> <li>Engagement with local employers in Bude.</li> <li>Experience of an adventure workplace and interaction with the centre staff and instructors.</li> </ul> </li> </ul>	5 6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.13, 3.14, 3.15
RPSE	<ul style="list-style-type: none"> <li>Introduction to Year 9 Options <ul style="list-style-type: none"> <li>Jobs – skills and qualifications required to work in certain professions.</li> <li>RSE – Laws around sexting and sexual behaviour investigated and clear links made to impact of convictions on future career options.</li> <li>Morality and Ethics unit – some focus on business ethics, profiteering, major corporations and how their operations damage the world and their responsibilities. Looking at companies like Coca-Cola and Adidas.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15



Options Process Form Periods RPSE Drop Down	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• 1-1 Tutor Meeting</li> <li>• Pupil Careers Fair – 6 form colleges, employers, universities, careers service.</li> <li>• Parent &amp; Pupil Options fair – 6<sup>th</sup> form colleges, careers service, representation from each subject area.</li> <li>• CV Writing</li> <li>• Personal Qualities</li> </ul>	4 5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.10, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17
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**YEAR 10**

<b>Subject</b>	<b>Aspect</b>	<b>Gatsby Benchmark</b>	<b>Other</b>
English	<ul style="list-style-type: none"> <li>GCSE Language Paper 2:-               <ul style="list-style-type: none"> <li>Speaking &amp; Listening presentations.</li> <li>Developing a viewpoint</li> <li>Writing letters, articles, speeches.</li> <li>Critical analysis</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Theatre Trip Visit linked to GCSE Exam</li> </ul>	6	1.3 2.4, 2.6, 2.8 3.11, 3.13
Maths	<ul style="list-style-type: none"> <li>HT3 – Statistics (Representing Data)               <ul style="list-style-type: none"> <li>Statistics and data analysis.</li> <li>Links of these skills to various industries.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>United Kingdom Maths Trust (UKMT) Intermediate Maths Challenge</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6 3.11, 3.12, 3.15
Science	<ul style="list-style-type: none"> <li>Biology – Ecology &amp; Infection</li> <li>Physics - Nuclear               <ul style="list-style-type: none"> <li>Environmental sampling and biotechnology</li> <li>Identifying plant diseases (farming)</li> <li>Nuclear energy</li> </ul> </li> <li>Chemistry – electrolysis               <ul style="list-style-type: none"> <li>Crude oil and fuels - fractional distillation and cracking</li> <li>Atmosphere - pollution, climate change</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Top of the Bench Chemistry Competition (Greenhead College)</li> <li>Science Live trip</li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Geography	<ul style="list-style-type: none"> <li>Fieldwork – Coasts:-               <ul style="list-style-type: none"> <li>Engineering roles within the industry.</li> <li>Economic activities.</li> <li>World, National and Local Aid – Link to roles in the industry</li> <li>Roles within Non-Governmental Organisations (NGO's)</li> <li>Effects of tourism.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

	<ul style="list-style-type: none"> <li>Fieldtrip to Derbyshire. <ul style="list-style-type: none"> <li>Contact with local businesses, local national trust staff, local businesses.</li> </ul> </li> </ul>	6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.13, 3.14, 3.15
Computing	<ul style="list-style-type: none"> <li>GCSE Computing <ul style="list-style-type: none"> <li>Linking careers in Computer Science to the changing and developing world of computing.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>External competition <ul style="list-style-type: none"> <li>Cyber Matrix Challenge – West Yorkshire Police</li> </ul> </li> <li>External competition <ul style="list-style-type: none"> <li>Computer Science Competition with visit to Huddersfield University.</li> </ul> </li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Drama	<ul style="list-style-type: none"> <li>Theatre Trips – London</li> </ul>	5 6	1.1, 1.3 2.4, 2.6, 2.8 3.12, 3.13, 3.15
D&T (Graphic Design)	<ul style="list-style-type: none"> <li>Use of Adobe Illustrator <ul style="list-style-type: none"> <li>Skills required to be a graphic designer</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Rotary Technology Tournament @ Kirklees College on behalf of the Rotary Clubs of Huddersfield, Holmfirth, Denby Dale and Huddersfield Pennine.</li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15
D&T (Food Prep & Nutrition)	<ul style="list-style-type: none"> <li>Food Science</li> <li>Food Provenance</li> <li>Food Preparation Skills <ul style="list-style-type: none"> <li>Eat well guide</li> <li>Food Science</li> <li>Food Provenance</li> <li>Health &amp; Safety</li> <li>Food Preparation Skills</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

	<ul style="list-style-type: none"> <li>• Links with local butcher and Italian restaurant</li> <li>• Kirklees chef of the year – Kirklees College</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
D&T (Product Design)	<ul style="list-style-type: none"> <li>• Core technical principles - Term 1 Y10</li> <li>• Specialist technical principles - Term 2 Y10</li> <li>• Designing and making principles - Term 3 Y10</li> <li>• NEA: Independent Design project <ul style="list-style-type: none"> <li>• Product Design</li> <li>• Manufacturing</li> <li>• Product Development &amp; Testing</li> <li>• Architecture</li> <li>• Engineering</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Kirklees College Event: Make it in manufacturing (Meeting people working in high tech manufacturing careers)</li> <li>• Working independently in a workshop and product testing and development in school.</li> <li>• Make it in manufacturing (looking at high tech manufacturing careers) Kirklees College</li> <li>• Watching video clips of manufacturing techniques in industry</li> <li>• Kirklees College Event: Make it in manufacturing</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
D&T (Textile Design)	<ul style="list-style-type: none"> <li>• Smart &amp; Modern Materials</li> <li>• Technical Textiles</li> <li>• Industry Links – Production scales</li> <li>• NEA – Developing a product <ul style="list-style-type: none"> <li>• Being a textile designer / maker.</li> <li>• Surface pattern designer</li> <li>• Screen printer</li> <li>• Technical textile developer</li> <li>• Pattern cutter</li> <li>• Costume / Fashion designer</li> <li>• Machinist / Tailor</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Working independently in a workshop and product testing and development.</li> </ul>	6	1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

Art	<ul style="list-style-type: none"> <li>All units allow and encourage personal development around a theme – this could allow the students to explore a variety of outcomes with links to a wide range of careers in Art and Design.</li> <li>Explore a variety of outcomes with links to a wide range of careers in Art and Design</li> <li>Accessory Designer</li> <li>Advertising &amp; Architect</li> <li>Art Teacher &amp; Art Therapist</li> <li>Automobile Designer, Cartoonist, Ceramicist, Illustrator</li> <li>Costume Designer, Fabric Designer, Fashion Illustrator</li> <li>Fine Artist, Illustrator</li> <li>Makeup Artist, Mural Artist, Painter, Potter</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Links to Primary school teaching and Art teaching (NPS)</li> <li>Primary Schools – for some students in Y10</li> <li>Art classroom – studio work</li> <li>Work Experience for some students – has included Art Workshops and Design Agencies.</li> </ul>	5 6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.14, 3.15
Photography	<ul style="list-style-type: none"> <li>'In the News' documentary photography</li> <li>Fantastic and Strange</li> <li>Portraiture</li> <li>Close up / macro photography</li> <li>Image manipulation – CAD <ul style="list-style-type: none"> <li>Photographer</li> <li>Film maker</li> <li>Media</li> <li>Journalist</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Visiting Photographer, Annapurna Mellor – UK travel and documentary photographer.</li> <li>Using industry based CAD software to develop photography skills alongside mixed media work</li> <li>Inter-schools Photography competition run by Kirklees College</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
History	<ul style="list-style-type: none"> <li>Term 2 – Germany 1890-2946</li> <li>Term 3 – Conflict &amp; Tension 1963-1975 <ul style="list-style-type: none"> <li>Examine international history.</li> <li>Economic and social impact for different groups of workers</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15

MFL	<ul style="list-style-type: none"> <li>The formal AQA speaking exam is conducted like a formal interview. Pupils have to prepare answers to questions on which they may be asked and then speak formally for 12-15 minutes.</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Language Exchange Trip</li> <li>MFL Exchange: <ul style="list-style-type: none"> <li>Germany – Wilhelm-Bracke Gesamtschule School</li> <li>Spain – d’Altafulle School</li> </ul> </li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
GCSE Music	<ul style="list-style-type: none"> <li>Music Performance Skills</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Visit to Greenhead College</li> </ul>	7	1.3 2.4, 2.8 3.10, 3.11, 3.14, 3.15, 3.17
GCSE PE	<ul style="list-style-type: none"> <li>Component 1 <ul style="list-style-type: none"> <li>Sports anatomy – links to physiotherapy.</li> </ul> </li> <li>Component 2 <ul style="list-style-type: none"> <li>Sports Psychology – links to industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>University Visit – Sheffield Hallam University</li> </ul>	7	1.3 2.4, 2.8, 2.9 3.10, 3.11, 3.14, 3.15, 3.17
RPSE (Core)	<ul style="list-style-type: none"> <li>Careers &amp; Finance <ul style="list-style-type: none"> <li>Finance and pay of jobs</li> <li>Tax and National Insurance</li> <li>Budgeting skills</li> <li>Start point is steps after school, impact on options following that and linking to the career that pupils are aiming for. Research carried out into salary, job description and key responsibilities as well as necessary qualifications.</li> </ul> </li> <li>RSE Unit <ul style="list-style-type: none"> <li>Sexual harassment and sexual assault in the work place. Pupils watch documentary “Is this sexual harassment?” and follow discussions from the film. Mini unit explores acceptable and unacceptable behaviour in the work place and allows pupils and insight in to certain workplaces.</li> </ul> </li> <li>Human Rights Unit <ul style="list-style-type: none"> <li>Links made to Journalism, Teaching, Police Force, Law.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

	<ul style="list-style-type: none"> <li>• Pupils explore the media and whether human rights are breached by some journalists. =</li> <li>• Discussion around morality and ethics in this unit with reference to things like the Phone Hacking Scandal.</li> <li>• The creation of a new bill of law and how it passes through Parliament and who is involved in the process.</li> </ul>		
GCSE RE	<ul style="list-style-type: none"> <li>• Law and politics.</li> <li>• Debates in class are set up as mock parliamentary debates with pupils acting as MP's.</li> <li>• Preparation involves understanding Parliament, roles and devising balanced arguments.</li> <li>• Mock trials also used and laws explored. Morality around defence lawyers also discussed.</li> <li>• Crime &amp; Punishment <ul style="list-style-type: none"> <li>• Explores the Prison System with attention paid to the role of prison guards – documentary watched investigating the UK prison system, effect on prisoners and how Governors and prison guards operate.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Visit to Mosque as part of the Islam unit of work. Meeting with Imams and Head Teachers from the Masjid. Question and answers and tour.</li> </ul>	6	1.1, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12
Engineering & Motor Vehicle	<ul style="list-style-type: none"> <li>• L2CAM01 <ul style="list-style-type: none"> <li>• Explain the apprenticeship program and assessment model</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Guest speakers from Industry invited in to school- Speakers from KITS Training in Brighouse.</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17

Hairdressing & Beauty Therapy	<ul style="list-style-type: none"> <li>Unit UV21578</li> <li>Unit UV21579</li> <li>Unit UV21581 <ul style="list-style-type: none"> <li>Types of H&amp;B Businesses.</li> <li>Careers opportunities in the sector. Types of employment. Apprenticeships. Contracts of employment. Skills and attributes for successful employment.</li> <li>Setting up your own business and marketing strategies. Employing staff.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Guest speakers from Industry invited in to school. Reef and Co Holmfirth. S.Bale -Pelo Honley.</li> <li>Trips to Local Colleges and private training providers. Kirklees College and Whiterose School of Beauty.</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Business Studies	<ul style="list-style-type: none"> <li>1.1 Enterprise and entrepreneurship</li> <li>1.3 Putting a business idea into practice</li> <li>1.4 Making the business effective <ul style="list-style-type: none"> <li>Interaction with businesses owners</li> <li>Self employment vs being employed</li> <li>Personal goals / objectives</li> <li>Starting your own business / owning a franchise</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Opportunity to interview a number of small business owners</li> <li>Visit to large business (Cadbury world / Disneyland) Talk from representative about many areas of business including how to work for the organisations</li> <li>Visit to Kirklees college – innov8 enterprise challenge</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.6, 2.7, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Careers Development Form Periods RPSE Drop Down <i>*All pupils</i>	<ul style="list-style-type: none"> <li>Assemblies</li> <li>1-1 Careers Meeting (<i>Year 10 or Year 11 not necessarily in both years</i>)</li> <li>Pupil Careers Fair – 6 form colleges, employers, universities, careers service.</li> <li>CV Writing development from year 9</li> <li>6<sup>th</sup> form college visit.</li> </ul>	4 5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.10, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17
Work Experience <i>*All pupils</i>	<ul style="list-style-type: none"> <li>Application Process – Researching and planning – use of LBI.</li> <li>Health and Safety and Safeguarding training.</li> <li>Pre work experience training – Delivered by Paxman Scalp Cooling Ltd.</li> </ul>	5 6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17



## YEAR 11

Subject	Aspect	Gatsby Benchmark	Other
English	<ul style="list-style-type: none"> <li>GCSE Language Paper 2:-               <ul style="list-style-type: none"> <li>Speaking &amp; Listening presentations.</li> <li>Developing a viewpoint</li> <li>Writing letters, articles, speeches.</li> <li>Critical analysis</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Theatre Trip Visit linked to GCSE Exam</li> </ul>	6	1.3 2.4, 2.8 3.11, 3.13
Science	<ul style="list-style-type: none"> <li>Biology – Homeostasis &amp; Inheritance</li> <li>Physics – Electricity               <ul style="list-style-type: none"> <li>Multiple references to careers in medicine and other related careers</li> <li>Genetic engineering and embryo screening</li> <li>How the National Grid works</li> </ul> </li> <li>Chemistry – electrolysis               <ul style="list-style-type: none"> <li>Earth's resources - recycling, waste water treatment, finite and renewable resources.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Top of the Bench Chemistry Competition (Greenhead College)</li> <li>Astronomy talk (Leeds University) – <i>not every year.</i></li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
Geography	<ul style="list-style-type: none"> <li>Fieldwork – Tourism:-               <ul style="list-style-type: none"> <li>Engineering roles within the industry.</li> <li>Roles and professions with tourism industry – variety</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Fieldtrip to Hornsea.               <ul style="list-style-type: none"> <li>Contact with local businesses, local national trust staff, local businesses.</li> </ul> </li> </ul>	6	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.13, 3.14, 3.15
Computing	<ul style="list-style-type: none"> <li>GCSE Computing               <ul style="list-style-type: none"> <li>Linking careers in Computer Science to the changing and developing world of computing.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>External competition               <ul style="list-style-type: none"> <li>Cyber Matrix Challenge – West Yorkshire Police</li> </ul> </li> </ul>	5	1.1, 1.2, 1.3

			2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.15
Drama	<ul style="list-style-type: none"> <li>Theatre Trips – London</li> </ul>	5 6	1.1, 1.3 2.4, 2.6, 2.8 3.12, 3.13, 3.15
D&T (Graphic Design)	<ul style="list-style-type: none"> <li>Use of Adobe Illustrator <ul style="list-style-type: none"> <li>Skills required to be a graphic designer</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Rotary Technology Tournament @ Kirklees College on behalf of the Rotary Clubs of Huddersfield, Holmfirth, Denby Dale and Huddersfield Pennine.</li> </ul>	7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
D&T (Food Prep & Nutrition)	<ul style="list-style-type: none"> <li>Food Science</li> <li>Food Provenance</li> <li>Food Preparation Skills <ul style="list-style-type: none"> <li>Eat well guide</li> <li>Food Science</li> <li>Food Provenance</li> <li>Health &amp; Safety</li> <li>Food Preparation Skills</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Links with local butcher and Italian restaurant</li> <li>Kirklees chef of the year – Kirklees College</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
D&T (Product Design)	<ul style="list-style-type: none"> <li>Core technical principles - Term 1 Y10</li> <li>Specialist technical principles - Term 2 Y10</li> <li>Designing and making principles - Term 3 Y10</li> <li>NEA: Independent Design project <ul style="list-style-type: none"> <li>Product Design</li> <li>Manufacturing</li> <li>Product Development &amp; Testing</li> <li>Architecture</li> <li>Engineering</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15

	<ul style="list-style-type: none"> <li>• Kirklees College Event: Make it in manufacturing (Meeting people working in high tech manufacturing careers)</li> <li>• Working independently in a workshop and product testing and development in school.</li> <li>• Make it in manufacturing (looking at high tech manufacturing careers) Kirklees College</li> <li>• Watching video clips of manufacturing techniques in industry</li> <li>• Kirklees College Event: Make it in manufacturing</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
D&T (Textile Design)	<ul style="list-style-type: none"> <li>• Smart &amp; Modern Materials</li> <li>• Technical Textiles</li> <li>• Industry Links – Production scales</li> <li>• NEA – Developing a product <ul style="list-style-type: none"> <li>• Being a textile designer / maker.</li> <li>• Surface pattern designer</li> <li>• Screen printer</li> <li>• Technical textile developer</li> <li>• Pattern cutter</li> <li>• Costume / Fashion designer</li> <li>• Machinist / Tailor</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Working independently in a workshop and product testing and development</li> </ul>	6	1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
Art	<ul style="list-style-type: none"> <li>• All units allow and encourage personal development around a theme – this could allow the students to explore a variety of outcomes with links to a wide range of careers in Art and Design. <ul style="list-style-type: none"> <li>• Explore a variety of outcomes with links to a wide range of careers in Art and Design</li> <li>• Accessory Designer</li> <li>• Advertising &amp; Architect</li> <li>• Art Teacher &amp; Art Therapist</li> <li>• Automobile Designer, Cartoonist, Ceramicist, Illustrator</li> <li>• Costume Designer, Fabric Designer, Fashion Illustrator</li> <li>• Fine Artist, Illustrator</li> <li>• Makeup Artist, Mural Artist, Painter, Potter</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Links to Primary school teaching and Art teaching (NPS)</li> </ul>	5	1.1, 1.2, 1.3

	<ul style="list-style-type: none"> <li>• Primary Schools – for some students in Y10</li> <li>• Art classroom – studio work</li> <li>• Work Experience for some students – has included Art Workshops and Design Agencies.</li> </ul>	6	2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.14, 3.15
Photography	<ul style="list-style-type: none"> <li>• 'In the News' documentary photography</li> <li>• Fantastic and Strange</li> <li>• Portraiture</li> <li>• Close up / macro photography</li> <li>• Image manipulation – CAD <ul style="list-style-type: none"> <li>• Photographer</li> <li>• Film maker</li> <li>• Media</li> <li>• Journalist</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Visiting Photographer, Annapurna Mellor – UK travel and documentary photographer.</li> <li>• Using industry based CAD software to develop photography skills alongside mixed media work</li> <li>• Inter-schools Photography competition run by Kirklees College</li> </ul>	5 6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
History	<ul style="list-style-type: none"> <li>• Term 1 – Elizabethan England <ul style="list-style-type: none"> <li>• How different people influenced Elizabethan court.</li> <li>• What skills did they have.</li> <li>• Why they were successful.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
MFL	<ul style="list-style-type: none"> <li>• AQA Theme 3 Topics 3 &amp; 4</li> <li>• Education in MFL Post 16 – <ul style="list-style-type: none"> <li>• Learning about Jobs, career choices and ambitions.</li> <li>• Linking to personal skills that could suit a profession using MFL.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• The formal AQA speaking exam is conducted like a formal interview. Pupils have to prepare answers to questions on which they may be asked and then speak formally for 12-15 minutes.</li> <li>• Former students from Greenhead volunteering and helping with language learning. They speak to pupils about their experiences.</li> <li>• Our French Assistant 2019-2020 works for Air France and will speak to the year group nearer option time.</li> <li>• Language Exchange Trip</li> </ul>	6 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.10, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17
GCSE Music	<ul style="list-style-type: none"> <li>• Music Composing Skills</li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.8 3.11, 3.12, 3.15

	<ul style="list-style-type: none"> <li>Visit to Creative &amp; Media Studio School (Post 16 Centre)</li> </ul>	7	1.3 2.4, 2.8 3.10, 3.11, 3.14, 3.15, 3.17
GCSE PE	<ul style="list-style-type: none"> <li>Component 1 <ul style="list-style-type: none"> <li>Sports anatomy – links to physiotherapy.</li> </ul> </li> <li>Component 2 <ul style="list-style-type: none"> <li>Sports Psychology – links to industry.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Huddersfield New College lecture on GCSE PE</li> </ul>	7	1.3 2.4, 2.8, 2.9 3.10, 3.11, 3.14, 3.15, 3.17
GCSE RE	<ul style="list-style-type: none"> <li>Law and politics. <ul style="list-style-type: none"> <li>Debates in class are set up as mock parliamentary debates with pupils acting as MP's.</li> <li>Preparation involves understanding Parliament, roles and devising balanced arguments.</li> <li>Mock trials also used and laws explored. Morality around defence lawyers also discussed.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Visit to Mosque as part of the Islam unit of work. Meeting with Imams and Head Teachers from the Masjid. Question and answers and tour.</li> </ul>	6	1.1, 1.3 2.4, 2.5, 2.6, 2.8 3.11, 3.12
Engineering & Motor Vehicle	<ul style="list-style-type: none"> <li>Unit PSD05 Preparing for work</li> <li>Unit ET216 Working with colleagues and customers <ul style="list-style-type: none"> <li>Investigating employability skills</li> <li>Exploring job roles</li> <li>Preparing for interview</li> <li>Working with Colleagues and Customers</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>Use of: <a href="http://www.tomorrowsengineers.or.uk">www.tomorrowsengineers.or.uk</a></li> <li>Visit training providers and prepare applications</li> <li>Trips to Local Colleges and private training providers-Kirklees College and KITS</li> </ul>	5 7	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9 3.10, 3.11, 3.14, 3.15, 3.17

Hairdressing & Beauty Therapy	<ul style="list-style-type: none"> <li>• UV21578</li> <li>• V21581 <ul style="list-style-type: none"> <li>• Careers opportunities in related industries-Leisure, fashion, nursing.</li> <li>• Training and educational pathways. Interview preparation</li> <li>• Trade and professional organisations.</li> <li>• Career progression routes.</li> <li>• Employment laws</li> <li>• Links to employment in Science sector.</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.11, 3.12, 3.15
	<ul style="list-style-type: none"> <li>• Guest speakers from Industry invited into school. <ul style="list-style-type: none"> <li>• L.Buckley and E.Thomas from Kirklees College.</li> </ul> </li> </ul>	5	1.1, 1.2, 1.3 2.4, 2.6, 2.8, 2.9
	<ul style="list-style-type: none"> <li>• Trips to Local Colleges and private training providers. Kirklees College and Whiterose School of Beauty</li> </ul>	7	3.10, 3.11, 3.14, 3.15, 3.17
Business Studies	<ul style="list-style-type: none"> <li>• 2.5 Making Human resource decisions <ul style="list-style-type: none"> <li>• Importance of effective communication</li> <li>• Different ways of working</li> <li>• Job roles and responsibilities</li> <li>• Recruitment and selection</li> <li>• Training</li> <li>• Motivation</li> </ul> </li> </ul>	4	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 3.10, 3.11, 3.12, 3.14, 3.15, 3.17
	<ul style="list-style-type: none"> <li>• Practise interviews – observe and take part</li> </ul>	5	1.1 2.4 3.16, 3.17
Post 16 Applications Form Periods RPSE Drop Down <i>*All pupils</i>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• 1-1 Careers Meeting (<i>Year 10 or Year 11 not necessarily in both years</i>)</li> <li>• 1-1 Tutor Meeting</li> <li>• Parent &amp; Pupil Post 16 Information evening &amp; Careers Fair – 6 form colleges, employers, universities, careers service.</li> <li>• Interview Technique</li> <li>• CV Writing development from year 10.</li> <li>• 6<sup>th</sup> form college open days.</li> </ul>	4 5 7	1.1, 1.2, 1.3 2.4, 2.5, 2.6, 2.7, 2.8 3.10, 3.11, 3.12, 3.14, 3.15, 3.16, 3.17