

Intent:

At Stone Hill School we want every child to feel inspired and prepared for the world of work. The Careers, Employability and Education curriculum supports pupils to overcome the challenges in progressing from school to further learning and the workplace. Children will be given the opportunity to engage with external ambassadors through employer interactions, external and internal competitions and events, and through work experience to ensure that the needs of all children are met and to encourage them to start thinking about their futures, post 16.

The intent of the Enterprise curriculum across Years 10 and 11 is to support the development of nine core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity and financial capability.

Financial Capability aims to support the planning, teaching and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes, across four core themes:

- How to manage money
- Becoming a critical consumer
- Managing risks and emotions associated with money
- Understanding the important role money plays in our lives

The projects are designed to enrich the curriculum further and give children the opportunity to experience real life problems. Additionally this curriculum provides children with an opportunity to achieve The Prince's Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE), which recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

Year	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Year 10 Careers and Employability	Autumn	Developing yourself through careers, employability and enterprise education. Vocabulary Self-awareness, self-determination, strengths, preferences, wellbeing, progress, achievements.	Self-Awareness Describe yourself, your strengths and preferences. Self-Determination Be able to focus on the positive aspects of your wellbeing, progress and achievements.	LITERACY Reading Look at pictures Reading with support Reading independently Using a dictionary Talk or write about text/pictures Ask questions Answer questions Give opinion Listen to an opinion Role play Develop vocabulary Comprehend Infer information Research Writing Practise handwriting Practise spelling Write with support Write independently Plan, draft, edit Write for a purpose Present work Correct own work Act on feedback Take notes Summarise GPS/Spoken Language Use knowledge of the alphabet Use and correct punctuation
	Spring	Learning about careers and the world of work. Vocabulary Career, work, job satisfaction, business, industry, organisation structure.	Exploring Careers and Career Development Describe different explanations of what careers are and how they can be developed. Investigating Work and Working Life Give examples of different kinds of work and why people's satisfaction with their working lives can change. Understanding Business and Industry Give examples of different business organisational structures.	
	Summer	Developing your career management and employability skills. Vocabulary Careers information, advice and guidance, employability, qualities, skills, initiative, enterprise, entrepreneur.	Making the most of Careers Information, Advice and Guidance Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services. Preparing for Employability Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.	

			<p>Showing Initiative and Enterprise Recognise when you are using qualities and skills that entrepreneurs demonstrate.</p>	<p>Speak coherently Take part in discussion Use new vocabulary Present information and opinions Act on feedback for spoken language</p>
<p>Year 11 Careers and Employability</p> <p><i>Princes' Trust Planning for Personal Development</i></p>	Autumn	<p>Developing yourself through careers, employability and enterprise education.</p> <p>Vocabulary Self-improvement, career, employability, enterprise.</p>	<p>Self-Improvement as a Learner Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</p>	<p>NUMERACY</p> <p>Functional skills/knowledge Recognise coins and understand their value Use coins to make a given total Add coins Find change Know to wait for change/receipt following a transaction</p>
<p>Year 11 Careers and Employability</p> <p><i>Princes' Trust Work Experience</i></p>	Spring	<p>Learning about careers and the world of work.</p> <p>Vocabulary Labour market, equality, diversity, inclusion, stereotypes, discrimination, working practices, health and safety.</p>	<p>Investigating Jobs and Labour Market Information (LMI) Be aware of what labour market information (LMI) is and how it can be useful to you.</p> <p>Valuing Equality, Diversity and Inclusion Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.</p> <p>Learning about Safe Working Practices and Environments Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.</p>	<p>Read an analogue clock Read a digital clock Use a timetable Know the days of the week Know the months of the year</p> <p>Measurement Skills Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp Sequence events</p> <p>Statistics Skills Draw a pictogram/bar/tally/line/pie chart Interpret a pictogram/ bar/tally/line/pie chart</p> <p>Statistics Knowledge</p>
<p>Year 11 Careers and Employability</p> <p><i>Prince's Trust Career Planning</i></p>	Summer	<p>Developing your career management and employability skills.</p> <p>Vocabulary Financial capability, budget, choice, opportunity, decisions, planning, qualifications, skills, experience.</p>	<p>Developing Personal Financial Capability Show that you can manage your own budget and contribute to household and school budgets.</p> <p>Identifying Choices and Opportunities Know how to identify and systematically explore the options open to you at a decision point.</p> <p>Planning and Deciding Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need.</p> <p>Handling Applications and Selection Know how to prepare and present yourself well when going through a selection process.</p> <p>Managing Changes and Transitions Show that you can be positive, flexible and well-prepared at transition points in your life.</p>	<p>Know how to group tally marks into 5s. Know that graphs have scales. Know that pictogram icons can be worth more than one.</p> <p>SMSC</p> <p>Spiritual Explain own beliefs Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success</p> <p>Moral Recognise right and wrong Respect the law Understand consequences Investigate moral and ethical issues Offer reasoned views</p>
<p>Autumn The Apprentice</p> <p><i>Prince's Trust</i></p>	1	<p>Introduction to enterprise and enterprise skills. Team activity to apply enterprise skills.</p>	<p>Problem Solving I know how to select relevant information to help with problem solving, e.g. prioritising, highlighting, etc.</p>	<p>Social Socialise with other pupils and other people Mix with pupils or other people from different ethnic backgrounds</p>

<p><i>Undertaking an Enterprise Project</i></p> <p><i>Princes' Trust Presentation Skills</i></p>		<p>Introduce 'The Apprentice' task. Share video clip of 'The Apprentice'.</p> <p>Talk about aspects of a successful enterprise.</p> <p>Begin to plan an enterprise.</p>	<p>Communication</p> <p>I can choose appropriate information to share.</p> <p>Teamwork</p> <p>I can work with a range of people including adults.</p> <p>Resilience</p> <p>I understand why resilience is important.</p> <p>Confidence</p> <p>I know the difference between strengths and weaknesses.</p>	<p>Visit other communities</p> <p>Volunteer</p> <p>Cooperate with others</p> <p>Resolve conflict</p> <p>Accept British values</p> <p>Engage in British values</p> <p>Accept the rule of law</p> <p>Accept individual liberty</p> <p>Demonstrate mutual respect</p> <p>Show tolerance for those with different faiths and beliefs</p> <p>Contribute positively to life in modern Britain</p>
	2	<p>Carry out an enterprise project. Product research, costing and advertising.</p> <p>Conduct market research. Research materials/ingredients required.</p> <p>Forecast costs, sales and profits. Plan advertising campaign.</p>	<p>Initiative</p> <p>I can interpret instructions and explain them in my own words.</p> <p>Organisation</p> <p>I can plan ahead to undertake given tasks.</p> <p>Creativity</p> <p>I know how to follow instructions to create something.</p>	<p>Cultural</p> <p>Understand own ethnic background</p> <p>Understand different ethnic backgrounds</p> <p>Understand the range of cultures in school</p> <p>Understand the range of cultures in Britain</p> <p>Participate positively in art</p> <p>Participate positively in music</p> <p>Participate positively in cultural opportunities</p> <p>Interest in different faiths</p> <p>Interest in different cultural diversity</p> <p>Celebrate diversity</p> <p>Knowledge of different socio-economic groups in the local community</p> <p>Knowledge of different socio-economic groups in Britain</p>
	3	<p>Carry out an enterprise project. Production and testing.</p> <p>Produce a prototype.</p> <p>Review prototype.</p> <p>Complete advertisement campaign.</p>		
	4	<p>Carry out an enterprise project. Production and delivery of services.</p> <p>Produce goods or offer services. Collect money for goods and services.</p>		
	5	<p>Carry out an enterprise project. Sell any remaining stock/deliver any outstanding orders, etc. Share video clip of the Apprentice boardroom.</p> <p>Produce a team presentation about the work that has been completed in the unit. To rehearse presentations as a group.</p> <p>Compile all financial information. Total sales, total costs, gross profit and net profit.</p>		
	6	<p>The Boardroom</p> <p>All teams to give a 5-minute presentation in the conference room.</p> <p>Boardroom Q and A session. Review enterprise project and personal performance.</p> <p>Vocabulary</p> <p>Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity, sales, costs, profit.</p>		
<p>Spring Branding</p>	1	<p>Understand the importance of colour.</p>	<p>Problem Solving</p>	

Prince's Trust Team Skills		Using creativity when designing. Know what different opportunities there are to advertise and brand a company.	I know what information about problems needs to be shared with peers.
	2	Be able to define the term "Packaging". Be able to explain what is required on a piece of packaging. Be able to evaluate existing packaging designs.	Communication I can communicate ideas in an appropriate manner. Teamwork I know how to achieve a desired outcome using the strengths of a team.
	3	Challenge: To come up with a food that is from their region/culture/religion, or is popular in their school/family, and then to come up with some snappy marketing ideas including a brand name to persuade the food entrepreneur to include it in his/her latest regional cookery TV series. For instance, eggs are often referred to as "farm fresh" to make them appealing, and milk is referred to as a natural product. Design product, including ingredient list. Give product a brand name and slogan. Design packaging linked to brand name.	Resilience I can describe how an individual/team has made things happen. Confidence I understand the need for skill development. Initiative I can take instructions and enhance them with my own ideas. I work with others to create a plan. Organisation I know how to describe how an action plan is developed. Creativity I can develop original ideas.
	4	Create the new food product. Complete market research on product taste and branding.	
	5	Design a poster to advertise new food product linked to brand theme. Create a story board for a TV advert to advertise new food product.	
	6	Create TV adverts. Pupils to prepare a three-minute presentation to communicate their food ideas and also their poster ideas. Vocabulary Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, creativity, branding, advertising, packaging, market research.	
Summer Financial Capability	1 - 2	Budgeting Game Cost of Living discussion Cost of Living Task	How to Manage Money I understand that planning my spending helps me to stay in control of my money.

<i>Princes Trust Managing Money</i>	3 - 4	<p>Taking Risks Play your Cards Right Taking Risks with Money Group discussion about how pupils could turn £20 into more money. What would they do? What risks would they take? Investment Game</p>	<p>Becoming a Critical Consumer I understand why we should all be critical consumers, thinking carefully about how we use our money.</p> <p>I understand why making informed decisions will help me make the most of the money I have.</p> <p>Managing risks and emotions associated with money I can explain some of the benefits of saving, and some of the risks involved in borrowing money.</p> <p>Understanding the important role money plays in our lives I can describe how having a job will allow me to achieve certain goals in my life including financial ones.</p>
	5 – 6	<p>Identify benefits of having a bank or building society account. Identify an advantage of borrowing money. Identify a disadvantage of borrowing money. Identify an advantage of saving money.</p> <p>Vocabulary Budgeting, cost of living, critical consumer, saving, borrowing, risk, earnings, outgoings.</p>	
<p>Summer Enterprise Competencies</p> <p><i>Princes Trust Customer Service</i></p> <p><i>Princes Trust Interpersonal and Self-Management Skills</i></p> <p><i>Princes Trust Practising Leadership Skills</i></p>	1 - 2	<p>Creativity Set up and run a pop up cafe as a team. Role allocation (front of house, waiters, chefs, order gathers, money collectors) Posters – advertising Menus Recipes / Food orders Table settings Timings Costs Communication Benefits of good customer service.</p>	<p>Problem Solving I can explain potential problems to others.</p> <p>Communication I can communicate with a range of people including adults/business people.</p> <p>Teamwork I share my ideas confidently and appropriately with other team members.</p> <p>Resilience I know how to recognise when support is needed for myself and others.</p>
	3 - 4	<p>Leadership Class Discussion: Give examples of leaders (team sports, school, business, etc.)? What skills do good leaders need? Have you been a leader within a team, or did you have responsibilities and if so, what were these? Leadership activity 1 General Knowledge Quiz Leadership activity 2 Obstacle Course Leadership activity 3 Move the Egg (Ball) Leadership activity 4 Shipwrecked</p>	<p>Confidence I can evidence use of highlighted strengths.</p> <p>Initiative I confidently explain instructions.</p> <p>Organisation I support others to achieve tasks in an organised manner.</p> <p>Creativity I can action another's ideas I recognise others' ideas.</p>

		Leadership activity 5 Memory Patterns		
	5 - 6	Communication Skills "What is meant by communication?" Non Verbal Communication Pictionary Charades Listening and interpretation Reading and understanding Speaking Vocabulary Enterprise, problem solving, communication, teamwork, resilience, confidence, initiative, organisation, leadership.		

Intended impact:
 Careers, Employability and Enterprise Education equips our children with important life skills which will enable them to become effective citizens, employees, employers, entrepreneurs and leaders of the future. Children will leave school equipped with skills, experiences and aspirations to take their next steps and succeed.

