

Careers: Whole School Overview of coverage

Early Years

Year 1	<u>Ourselfs</u> Our hopes for the future- dreams and aspirations.	<u>Animals</u> How do animals help us? What jobs do animals do?	<u>Our community</u> Places of work. What jobs happen here?
Year 2	<u>People who help us</u> The jobs people do.	<u>On the move</u> What jobs do vehicles help with? Where are vehicles made? How are they made and who makes them?	<u>Gardens</u> Who works here? What jobs do they do?
Year 3	<u>Our Forest</u> Who works here and what jobs do they do?	<u>Fairy tales</u> Who writes stories? How are books made? Make a book.	<u>Sea life</u> Who works here? What jobs do they do?
By the end of KS1	<u>PATHWAY 1:</u> <u>EXPERIENCING:</u> Pupils will have experienced a wide range of materials, objects and living things (textures, smells, colours, light and dark, temperature, material change) through their senses, and with support, by seeing and touching. Pupils show responses to experiences: films, photographs, stories, demonstrations and encounters in their immediate environment.	<u>PATHWAY 2:</u> <u>EXPLORATION:</u> Pupils will have explored commonly occurring materials, objects, living things and natural features using all their senses, as well as exploring pictorial and other ways of representing them. They will have begun to investigate different materials and objects and use different tools to manipulate, change and adapt them. Pupils will respond in different ways to exploration and begin to make observations, generalisations.	<u>PATHWAY 3:</u> <u>QUESTIONING AND CHOOSING:</u> Pupils will have investigated a range of materials, objects, naturally occurring features and living things. They will have used suitable tools to investigate and observe their environment. Pupils will have begun to make name jobs and have performed some work related tasks associated with them.

Primary

Year 1	Treasure - How are treasures discovered- examine the work of a treasure seeker eg archaeologist, palenotologist, modern day treasure hunter eg detectorist.	World Kitchen - Discover the world of food. Who works in the kitchen? What jobs do they do? Set up a kitchen café for the term-take it in turns>	My History - What jobs do people do, have done in my family? Which jobs are paid, unpaid? Who pays them?
Year 2	Things People Do The jobs people do, where they do them and who for? Why do we need these jobs to be done?	Ancient Civilizations What was life like? What jobs needed to be done? Who worked, were they paid for their work? For Roman history visit Gloucester, Lydney park estate, puzzlewood (https://amatisholidays.com/best-roman-sites-to-visit-in-the-cotswolds-and-gloucestershire/)	Raging Rivers and Perfect Picnics Who looks after our rivers? What jobs do they do? Who is going to do what when making the perfect picnic?

Year 3	The Banquet Who is the banquet for and why? Who will make the banquet and serve the food? What is their role?	Earth and Beyond Who teaches us about space? How are discoveries made? Make and design a rocket? What is the purpose of your mission? Create a design, prototype and sell your idea to someone who might fund it. Role play all the different roles.	My Place Make and design your ideal home? What materials will you use and how will it be made? What jobs do people do who make homes?
Year 4	Let's Celebrate Hosting a party. What's the party for? Who's invited? What's going to happen? Eg music, food, games. Who's going to do which job?	How are you? How do you feel? What things do we do to make us feel better? Who helps us with this? Organise an event to improve our well being.	By the Sea Who works by the sea? What comes from the sea? What jobs do people do by the seaside. Organise a trip to the seaside: what do we need to take? What are we going to do there?

By the end of KS2	<u>PATHWAY 1:</u> <u>BROADENING EXPERIENCES:</u> Pupils will have explored a wide range of materials, objects and living things (textures, smells, colours, light and dark, temperature, material change) Pupils will have shown responses to experience: films, photographs, stories, demonstrations and encounters in their immediate environment.	<u>PATHWAY 2:</u> <u>BROADENING EXPLORATION:</u> Pupils will have experimented with a range of materials. They will have begun to make generalisations about jobs people do. They will have begun to make observations and comparisons. Pupils will have begun to help and carry out simple jobs and tasks.	<u>PATHWAY 3:</u> <u>EXPLORING & EXPRESSING:</u> Pupils will have developed some expertise in identifying differences. They will be able to describe common properties. They will start to identify different jobs. They will have carried out simple tasks and developed some skills. They will begin to express preferences.
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Key Stage 3

Year 1	Medieval Life - What was life like and who did what? What trades did people have? Try out some methods eg make bread, bricks, wattle and daub. Take a trip to St Fagans. Three castles in Monmouthshire- https://www.visitmonmouthshire.com/things-to-do/three-castles-walk.aspx . Castles in and around Gloucestershire: https://amatisholidays.com/best-roman-sites-to-visit-in-the-cotswolds-and-gloucestershire/	The Final Frontier - Building on topic from KS2: what do you know about space? What are the latest discoveries, latest missions being planned? How would you organise and plan your trip?	Expeditions - map skills, appropriate clothing. Planning a trip - what is your route, what do you need to take with you, how long will it take. Plan different routes in and around school. Plan a walk offsite, if you wanted to go further afield, how would you get there?
Year 2	Bookworms - The work of the librarian. Organise the school library. Visit the local library. Hold a book stall and sell books for a worthy cause.	Grand Designs - Architecture around the world. Name all the different job roles in buildings. Name different buildings and their uses. Create your own grand designs using different materials-plan, design, make.	The World Around Us - Travel A to B. How to get there which transport. Who do we book our transport and what will it cost? Visit Staverton airport, plan a journey on the train e.g. Lydney to Cardiff, Lydney to Gloucester.
Year 3	Extreme Environments - How do people live in extreme environments? What buildings do people	Fair Trade - What is fair trade and why is it needed? Trace the journey of some food items. Visit a supermarket, what	Health Is Wealth - Who keeps us well in school? Who keeps us well out of school? How can we keep ourselves well healthy and

	live in? What do they eat? What jobs need doing?	fair trade products are stocked. Set up a fair trade stall.	well? The NHS and who works in it. Assembly on the NHS - meet a health professional.
By the end of KS3	PATHWAY 1: <u>CONSOLIDATING EXPERIENCES</u> With support, pupils will have experienced different work related roles in and out of school. They may have begun to notice and have a preference for certain experiences. They may practice skills and gravitate to experiences that assist their learning and development. Pupils may have an increasing range of responses to stimuli.	PATHWAY 2: <u>LINKING LEARNING</u> Pupils will have a widening repertoire of encounters and opportunities to discover the world. They may have developed increasing skill in manipulating objects and investigating cause and effect. They will have some familiarity with the topics and be able to build on experiences.	PATHWAY 3: <u>APPLY KNOWLEDGE</u> Pupils may extend and refine their skills by carrying out a range of work related tasks. They will have begun to identify a range of work related roles. They will have identified work related opportunities which appeal to them and which they may want to gain more experience in. Pupils will have begun to research and read round a topic and answer questions requiring explanation.

Key Stage 4

Year 1	<u>My World</u> My hopes and dreams for the future. What work related opportunities do I want to pursue, gain experience of? Do you have a preferred career path? Do I know what I need to do to get there?	<u>Celebrating the World</u> For chosen celebration/cultural event-plan and host event (OCR Entry 1 unit Plan an event Home management.)	<u>The Eco World</u> The three Rs-reduce, reuse, recycle. Visit recycling plant-organise a recycling workshop, composting. (OCR Entry 2 unit home management).
Year 2	<u>The Commercial World</u> Organise and evidence work in design, make and sell produce in Christmas fair, class shop. (OCR Entry 1 Unit work related learning- participate in a mini-enterprise project).	<u>The Global World</u> Visit a café/restaurant and try some different foods. Set up a world café- experience different types of food. Identify job roles.	<u>The Scientific World</u> The work of a scientist, how has science made our lives easier and how has it affected the world of work.
By the end of KS4	PATHWAY 1: <u>DEMONSTRATING PREFERENCES:</u> Students will be comfortable in their means of communication and preference for exploration. They will have encounters which enrich and nourish them.	PATHWAY 2: <u>HOW AND WHY:</u> Students are becoming more independent in making choices and exploring pathways in work related tasks.	PATHWAY 3: <u>CONFIDENCE & ABILITY:</u> Students can express preferences and complete work experience placements within and outside of school. They will have been supported and guided in work tasks and are becoming increasingly independent.

Post 16

HEART OF THE FOREST SCHOOL - POST 16 CURRICULUM OVERVIEW					
YEAR A					
OURSELVES					
TERM 1 & 2	All about me	TERM 3 & 4	Choices and skills	TERM 5 & 6	Friends

KEEPING SAFE					
TERM 1 & 2	Road safety in school	TERM 3 & 4	Road safety in the local environment	TERM 5 & 6	Road safety in towns
ENVIRONMENT & COMMUNITY					
TERM 1 & 2	Our school	TERM 3 & 4	In and around school	TERM 5 & 6	Improving our school environment - Gardening
INDEPENDENT LIVING/PSHE/SOCIAL					
TERM 1 & 2	My voice	TERM 3 & 4	Help & responsibilities	TERM 5 & 6	Making drinks
WORK RELATED LEARNING/MOVING ON/CAREERS					
TERM 1 & 2	Mini-enterprise	TERM 3 & 4	Skills & success	TERM 5 & 6	Colleges
FUNCTIONAL SKILLS					
TERM 1 & 2	Stories & poems	TERM 3 & 4	Money	TERM 5 & 6	Data
GOOD HEALTH/LEISURE/CREATIVITY/PHYSICAL					
TERM 1 & 2	Movement & performance	Term 3 & 4	Leisure time	TERM 5 & 6	Nature & art
By the end of KS5	<u>PATHWAY 1:</u> <u>MAKING CONNECTIONS:</u> As for the end of KS4		<u>PATHWAY 2:</u> <u>MAKING CONNECTIONS:</u> Pupils in this pathway may have joined MALD Pathway or have gone into further education.		<u>PATHWAY 3:</u> <u>MAKING CONNECTIONS:</u> Pupils in this pathway may have gone into further education or employment.

HEART OF THE FOREST SCHOOL - POST 16 CURRICULUM OVERVIEW					
YEAR B					
OURSELVES					
TERM 1 & 2	Our lives	TERM 3 & 4	Cultures	TERM 5 & 6	People
KEEPING SAFE					
TERM 1 & 2	Household safety	TERM 3 & 4	Relationships	TERM 5 & 6	ICT & E-safety
ENVIRONMENT & COMMUNITY					
TERM 1 & 2	Local environment/Issues	TERM 3 & 4	Celebrations & cultures	TERM 5 & 6	Wider conservation/Animals
INDEPENDENT LIVING/PSHE/SOCIAL					
TERM 1 & 2	Personal care	TERM 3 & 4	Behaviour	TERM 5 & 6	Making snacks
WORK RELATED LEARNING/MOVING ON/CAREERS					
TERM 1 & 2	Jobs & occupations	TERM 3 & 4	Work experience	TERM 5 & 6	Charities & volunteering
FUNCTIONAL SKILLS					
TERM 1 & 2	Mini Enterprise	TERM 3 & 4	Using shops	TERM 5 & 6	Time
GOOD HEALTH/LEISURE/CREATIVITY/PHYSICAL					

TERM 1 & 2	Christmas crafts & performance	Term 3 & 4	Keeping fit & healthy	TERM 5 & 6	Looking after my body
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- Students will have opportunities to develop their skills in literacy & numeracy in a functional and meaningful way. Activities & lessons will focus on skills being learned in context with practical hands on activities differentiated appropriately for the individual learner. These skills will be practiced and developed within familiar learning environments, during offsite community access & with greater independence. On-going assessment will be carried out in Literacy & Numeracy using Milestone levels & MAPS.
- Students will undertake a formal accreditation scheme to gain certification/qualifications in a wide variety of areas aimed to increase independence and develop skills.
- Personalised curriculums will be devised to incorporate students' individual needs.
- In school & offsite work experience opportunities will be offered to students throughout their 3 years in FE should this be suitable for the individual learner.
- Independent living skills will be part of the student's daily timetable where appropriate. This will include an expectation of building on previous skills, increasing independence in their organisational skills and preparing their own snacks & drinks.
- A regular programme of physical education will be timetabled for pupils based on individual need.
- Transition to post 19 establishments will be on-going and on an individual basis.
- Opportunities will be offered to our post 16 students to develop confidence & independence through residential trips and additional awards such as Duke of Edinburgh Bronze award & John Muir award.
- We follow the Gloucestershire Transition guidance 'Preparing for adulthood'.