

South Dartmoor Community College

Mapping Careers Across the Curriculum

Key Stage 3

Subject	Skills Developed	Career Links
Art	Develop fine motor skills (origami) Collaborative work Problem solving Year 7 & 8: Listening and evaluating the effectiveness of techniques used.	<ul style="list-style-type: none"> • Visits from artists • Look at the careers of different artists and designers • Look at careers within art
Dance	Problem solving Communication Organisation	<ul style="list-style-type: none"> • Body Language performance • Alumni display with QR codes linking to websites/additional info around the alumni
Design & Technology	Independence, self-esteem, confidence, hand eye coordination (fine motor skills). Communication and listening	<ul style="list-style-type: none"> • Old Skills New Ways: selected yr 7 students working with local crafts people. • Careers discussed throughout the curriculum
Drama	Collaborative Work/Team roles – Curriculum Public speaking/communication – curriculum Confidence in performance/taking on different roles and responsibilities – curriculum	<ul style="list-style-type: none"> • Roles within the Theatre referred to within lessons • Yr9 curriculum focus/sow where students explore the different roles practically • MED Theatre speaker • Community Theatre Project • Alumni notice board
English	Discussion skills and being able to justify their ideas – Curriculum Collaborative work – Curriculum Reading different types of information Writing in different formats	<ul style="list-style-type: none"> • Careers in texts discussed • Careers discussed throughout curriculum – links to both English and other subjects • Designated careers session for all years

	Letter Writing Reading	
Geography	Statistical Analysis – Curriculum Collaborative work – Curriculum	<ul style="list-style-type: none"> • Talk about jobs in Geography throughout the curriculum
History	Problem solving – Curriculum Working collaboratively – Curriculum	<ul style="list-style-type: none"> • Careers in highlighted throughout curriculum (embedded – as they look at different people)
Maths	Communicating mathematically Problem solving – curriculum Independence - Sparx ICT skills – Sparx Money – curriculum Statistical Analysis	<ul style="list-style-type: none"> • Careers looked at throughout curriculum • Maths – designated careers session for all years
MFL	Communication – Curriculum Listening – curriculum Working Collaboratively	<ul style="list-style-type: none"> • Careers display board • Careers looked at within the curriculum
Music	Collaborative work – Curriculum Problem solving Communication through performance	<ul style="list-style-type: none"> • Alumni – discussed where music has taken students (visiting speakers) • Music and careers – throughout curriculum when talking about musicians/ bands/ singers etc • Instrumental teacher – discuss progression with learners – links to careers • Women in music display board
PE	Collaborative working – Curriculum Time management – curriculum Problem solving – curriculum	<ul style="list-style-type: none"> • Links to careers discussed throughout curriculum • Alumni – displays • Careers in the sport and health sector notice board in PE corridor <ul style="list-style-type: none"> • All students in year 9 will gain experience of leading within a partnership primary school event throughout the year.

<p>PHSE</p>	<p>Employability skills - Listening Collaborative learning Communication – answering questions, asking questions and discussions. Problem solving</p>	<ul style="list-style-type: none"> • Throughout curriculum • Variety of speakers • Gender stereotyping in careers
<p>RS</p>	<p>Studying theology and religious studies gives you a thorough understanding of the major world religions, their historical development and their relationship with the world we live in. You'll gain insight into the theological, ethical, cultural, political and philosophical issues of religion. You also develop skills that are valued by employers in a range of sectors. These include: research, analysis and presentation skills critical thinking skills and the ability to interpret information, formulate questions and solve problems organisational and time management skills teamworking and communication skills writing skills, including accurate referencing and the ability to construct a reasoned argument IT skills empathy and the ability to understand people and their motivations the ability to appreciate different perspectives and take on board others' views</p>	<ul style="list-style-type: none"> • Display in corridor – where could Religious Studies & Philosophy take you? Curriculum – links to careers within lessons • Talks from a variety of careers in PSHE and RS • Careers in highlighted throughout curriculum (embedded – as they look at different people) • Display – careers related

	the ability to work methodically and accurately independence of mind and the ability to think for yourself.	
Science	Collaborative work – Curriculum Safety – Curriculum Communication – verbal and written Organisation of equipment	<ul style="list-style-type: none"> • Visiting speakers • Curriculum – links to careers within lessons • STEM – army visit (year 9)

Key Stage 4

Subject	Skills Developed	Career Links
Art	Listening and evaluating the effectiveness of techniques used. Collaborative Skills Communication through discussions & questioning Developing independence and experimentation.	<ul style="list-style-type: none"> • At KS4 & 5 it is part of the NC and Exam Board specifications to learn about and practice the techniques of Artist, Photographers & Designers. • Visiting artists • Art exhibitions
Business	Numeracy and Finance Marketing Strategic planning Communication – class discussions	<ul style="list-style-type: none"> • Visit (Year 10) to Cadbury's World – employer engagement • London Institute for banking – visiting speaker – employer engagement • Visiting Speakers

Child Care	<p>Collaborative working – curriculum</p> <p>Independence – when producing course work</p> <p>Essay writing – coursework</p> <p>Making links between theory and practice</p> <p>Communication – class discussions</p> <p>Listening skills</p>	<ul style="list-style-type: none"> • Being a professional – embedded in the curriculum • Visiting/ virtual speakers • Videos on different careers within Child Care
Dance	<p>Performing</p> <p>Collaborative working – curriculum</p> <p>Communication</p>	<ul style="list-style-type: none"> • The Box – performance • Body Language • Dance leadership programmes • Alumni display with QR codes linking to websites/additional info around the alumni
Drama	<p>Collaborative work/Team roles – curriculum</p> <p>Time management and working to a deadline – curriculum</p> <p>Independence – curriculum (GCSE Component 2 – Devising. RSL – Unit. 201E external brief)</p>	<ul style="list-style-type: none"> • Alumni display with QR codes linking to websites/additional info around the alumni • Roles and Responsibilities in the Theatre – Section 1 of Component 1 written exam • Trips to the Theatre • Trip to TR2 Plymouth • Visiting speakers/practitioners/theatre companies • Workshops • MED Theatre speaker • Community Theatre Project
DT and Catering	<p>Collaborative working – curriculum</p> <p>Risk Assessment - curriculum</p> <p>Planning - Curriculum</p> <p>Problem solving</p> <p>Environmental and sustainability</p>	<ul style="list-style-type: none"> • Design & Technology – whole unit on designers & careers • Discussion on where DT / engineering can lead you – opening doors. • At KS4 & 5 it is part of the NC and Exam Board specifications to learn about and practice the techniques of various Designers and Chefs.

English	<p>Presenting ideas and work Reading Discussion skills and being able to justify their ideas – Curriculum Collaborative work – Curriculum Reading different types of information Writing in different formats Letter Writing</p>	<ul style="list-style-type: none"> • Careers in texts discussed • Careers discussed throughout curriculum – links to both English and other subjects
Geography	<p>Field work Statistical Analysis – Curriculum Collaborative work – Curriculum</p>	<ul style="list-style-type: none"> • Field Trips – talk with rangers • Links with Alumni – looking at displaying this information • Talk about jobs in Geography - curriculum • University speakers – links to progression
History	<p>Problem solving – Curriculum Working collaboratively – Curriculum</p>	<ul style="list-style-type: none"> • Talks from a variety of careers in History • Careers in highlighted throughout curriculum (embedded – as they look at different people)
Maths	<p>Money Matters. This looks at:</p> <ul style="list-style-type: none"> • Saving • Budgeting • Borrowing • The World of Work • Making the most out of your money • Security and Fraud • Risks and rewards <p>Communicating Mathematically Problem solving – curriculum Independence – Sparx</p>	<ul style="list-style-type: none"> • STEM careers discussed throughout the curriculum • Careers maths session • HPA – Plymouth Uni session

	ICT skills - Sparx Statistical Analysis	
MFL	Communication – Curriculum Listening – curriculum Working Collaboratively	<ul style="list-style-type: none"> • GCSE module – on the world of work • Volunteering and careers abroad discussed • Links to Geography – working and studying abroad. Information given and discussed • Display in corridor – where could languages take you?
Music	Collaborative work – Curriculum	<ul style="list-style-type: none"> • Alumni – discussed where music has taken students (visiting speakers) • Music and careers – throughout curriculum when talking about musicians/ bands/ singers etc • Instrumental teacher – discuss progression with learners – links to careers
PE	<p><u>Year 10 Concept curriculum</u> explores the concept of Aspirations and Employability though the following four units:</p> <ol style="list-style-type: none"> 1. Employability 2. Fulfilling potential 3. Emotional intelligence 4. Redefining competition <p>Questioning design develops understanding of the skills most desired by employers and then to reflect on their own skills.</p>	<ul style="list-style-type: none"> • Links to careers discussed throughout curriculum • Alumni – displays • Careers in the sport and health sector notice board in PE corridor
PHSE	Employability skills - Listening Collaborative learning	<ul style="list-style-type: none"> • Links throughout the curriculum • University visit in year 11 • Variety of speakers

	<p>Communication – answering questions, asking questions and discussions. Problem solving</p>	
Psychology	<p>Independence – Research Communication – Debates and discussions, written Relating theory to application to wider world Making links across the curriculum Collaborative work – Curriculum – paired, group and whole class research and presentations Organisation of research to formulate discussion</p>	<ul style="list-style-type: none"> • Research using BPS careers in psychology (start or Y12 / Y13) • Role of practitioners through curriculum – research, academia /university, forensics - prisons and CJS, looked after care, nursery, day centres, medical, therapy/psychiatry/hospitals. • In planning – forensics talk from Plymouth University/visit to Plymouth university departments.
RS	<p>Ask and answer complicated questions through the use of sophisticated research techniques Organize and critically analyse various types of information, drawn from a wide array of sources Consider multiple interpretations and varying narrative perspectives Produce high-quality written reports of their findings and interpretations discuss findings</p>	<ul style="list-style-type: none"> • Display in corridor – where could Religious Studies & Philosophy take you? Curriculum – links to careers within lessons • Talks from a variety of careers in PSHE and RS • Careers in highlighted throughout curriculum (embedded – as they look at different people) • Display – careers related
Science	<p>Collaborative work – Curriculum Safety – Curriculum Communication – verbal and written Organisation of equipment</p>	<ul style="list-style-type: none"> • Curriculum – links to careers within lessons • Visiting Speakers • STEM Army visit year 9

Key Stage 5

Subject	Skills Developed	Career Links
PDP	Planning Organisational Skills Time management Writing a personal statement Writing a CV Problem solving	<ul style="list-style-type: none"> • UCAS webinar • Visiting speakers from a variety of careers (Marine Engineering) - employer engagement • Unifrog activities linked to careers
Business Studies	Finance Working collaboratively	<ul style="list-style-type: none"> • London Institute for banking – visiting speaker – employer engagement • Visiting Speakers • Posters in the classroom about careers • Links in the curriculum to careers
Economics	Numeracy and Finance Problem Solving Analysis of companies and the Policies Evaluation	<ul style="list-style-type: none"> • London Institute for banking – visiting speaker – employer engagement • Visiting Speakers • Posters in the classroom about careers • Links in the curriculum to careers
English	Analysing different text Discussing ideas and justifying these Making link Writing in different formats	<ul style="list-style-type: none"> • Visiting Speakers • Careers in texts discussed • Careers discussed throughout curriculum – links to both English and other subjects
Criminology	Independence – workbook Work collaboratively - presentations Communication – debates and discussions Time management – controlled assessment	<ul style="list-style-type: none"> • Visiting Speakers • Careers discussed throughout curriculum • Forensic Session

Drama	<p>Collaborative work/Team roles – curriculum Time management and working to a deadline – curriculum Independence – curriculum Working to a brief – curriculum Organisation of others – curriculum BTEC</p>	<ul style="list-style-type: none"> • Alumni display with QR codes linking to websites/additional info around the alumni • ‘What’s the point - Drama’ YouTube links attached to home learning • Trips to to the Theatre • Trip to TR2 Plymouth • Vocational scenarios focused on within units (BTEC) • Visiting speakers/practitioners/theatre companies • Workshops • Audition advice and guidance, and supported rehearsal outside of curriculum time for those applying to Drama school
Health and Social Care	<p>Independence – coursework Communication – debates and discussions Relating theory to practice</p>	<ul style="list-style-type: none"> • Careers within the health and social care sector covered in the curriculum • Visit to a local Care Home
PE	<p>CTECH KS5 Collaborative working – Curriculum Time management – curriculum Problem solving – curriculum</p> <p>A Level Collaborative working – Curriculum Time management – curriculum Problem solving – curriculum</p>	<ul style="list-style-type: none"> • Working in Active Leisure is a specific unit of 90 GLH. • There are many external visits to local activity providers highlighting the potential careers within the active leisure sector. • Visits to Plymouth Marjon sports science lab. Students experience life as an undergraduate at university, whilst being fitness tested in the laboratory. • Visits to Plymouth Marjon sports science lab. Students experience life as an undergraduate at university, whilst being fitness tested in the laboratory.
Psychology	<p>Independence – Research Communication – Debates and discussions, written Relating theory to application to wider world Making links across the curriculum</p>	<ul style="list-style-type: none"> • Research using BPS careers in psychology (start or Y12 / Y13) • Role of practitioners through curriculum – research, academia /university, forensics - prisons and CJS, looked after care, nursery, day centres, medical, therapy/psychiatry/hospitals.

	<p>Collaborative work – Curriculum – paired, group and whole class research and presentations Organisation of research to formulate discussion</p>	<ul style="list-style-type: none"> In planning – forensics talk from Plymouth University/visit to Plymouth university departments.
Science	<p>Collaborative work – Curriculum Safety – Curriculum Communication – verbal and written Organisation of equipment</p>	<ul style="list-style-type: none"> Links in the curriculum Visiting speakers
Sociology	<p>Independence – Research. Collaborative work – Paired/group presentations. Communication – Discussions, Essays, Individual presentations. Relating Sociology Curriculum to other subject areas such as Philosophy and Ethics, Psychology, Health & Social Care, Criminology. The curriculum is directly related to the wider world the students live within.</p>	<ul style="list-style-type: none"> Research career paths using Sociology; - Sociology is evident in the majority of Undergraduate courses and therefore is accepted by all universities. The role of - Social Workers and health, education, public administration and the links to Sociology within the curriculum. In process of re-planning/re-introducing - visit Plymouth and Exeter university departments
Computer Science	<ul style="list-style-type: none"> Critical Thinking Creativity Attention to Detail Time Management Resilience and Patience Collaboration and Teamwork Communication Skills Adaptability and Continuous Learning 	<p>Software Development</p> <ul style="list-style-type: none"> Software Engineer: Designs, develops, tests, and maintains software applications and systems. Mobile App Developer: Specializes in creating applications for mobile platforms (iOS, Android). Web Developer: Focuses on building websites and web applications, both front-end (UI/UX) and back-end (server-side). <p>Data and Analytics</p> <ul style="list-style-type: none"> Data Scientist: Analyses complex data sets to derive actionable insights, often using machine learning. Data Analyst: Works with data to identify trends, create reports, and help companies make informed decisions. Database Administrator: Manages databases, ensuring their performance, security, and integrity.

		<p>Cybersecurity</p> <ul style="list-style-type: none"> • Security Analyst: Protects systems from cyber threats by monitoring, detecting, and responding to security incidents. • Penetration Tester (Ethical Hacker): Simulates cyberattacks to find vulnerabilities in systems and networks. • Security Engineer: Designs and implements security solutions to protect against data breaches. <p>4. Artificial Intelligence and Machine Learning</p> <ul style="list-style-type: none"> • AI Engineer: Develops AI models and systems, often working with neural networks, deep learning, and automation. • Machine Learning Engineer: Focuses on creating algorithms that allow computers to learn from and make predictions based on data.
Philosophy & Ethics	<p>Independence – Research. Collaborative work – Paired/group presentations. Communication – Discussions, Essays, Individual presentations. The curriculum is directly related to the wider world the students live within. Communication – Debates and discussions, written Relating theory to application to wider world Making links across the curriculum</p>	<ul style="list-style-type: none"> • Display in corridor – where could Religious Studies & Philosophy take you? Curriculum – links to careers within lessons • Talks from a variety of careers in PSHE and RS • Careers in highlighted throughout curriculum (embedded – as they look at different people) • Display – careers related