

6th Form Mapping

Key Stage 3 - Year 9 (Age 13-14)	Key Stage 4 - Year 10 (Age 14-15)	Key Stage 4 -Year 11 (Age 15-16)	6 th form – Post 16 (Age 16-19)
<ul style="list-style-type: none"> • Develop an understanding of themselves and their personal strengths and focus on transferable skills in and outside of school to include after school clubs. 1, 3 • Explore role models and what you would like to do when you are grown up 1, 2, 3 • Express choices and interests for the future 3 • Encouraged to investigate and explore different jobs 1, 2 • Following instructions in the workplace 2, 5, 6 • Shows interest and investigates real world play 2 • Experiencing and adapting to new environments leading on to real world visits 4 • Accessing employer experiences e.g. speakers in assembly 5, 7 • To show interest in activities related to job roles through a series of sensory careers boxes and related activities 1, 2, 3, 4 • Begin to explore enterprise skills and create products 1, 3, 6 • Experience budgeting and the value of money through the farm and tuck shop 3, 4 • Learn how to be safe on line 3 • Personal Guidance with Careers Advisor (if applicable, dependant on cognitive ability and communication) 3, 8 	<ul style="list-style-type: none"> • Exploring and experiencing different careers 1, 2, 5, 6 • Planning for what qualifications might be needed 2, 3 • Personal Guidance with Careers Advisor (if applicable, dependant on cognitive ability and communication) 3, 8 • To show active involvement in different jobs through careers library, sensory careers boxes, visits, life and living lessons 1, 2, 3, 4 • Experience budgeting and the value of money through the farm and tuck shop 3, 4 • Experience the world of work through role play 2, 6 • Accessing employer experiences e.g. speakers in assembly 1, 3, 5 • Experiencing and adapting to new environments leading on to real world visits 1, 2, 3, 4, 7 • Learn how to be safe on line 3 • Making decisions e.g. managing time 1, 3 • After school clubs to develop skills and interests e.g. yoga, art, cookery, communication, music 1, 3 • Actively involved in enterprise skills and to create products 1, 3, 5 	<ul style="list-style-type: none"> • Exploring job roles through a series of sensory careers boxes and related activities 1, 2, 3, 4 • Accessing employer experiences e.g. speakers in assembly 5, 7 • Personal Guidance with Careers Advisor (if applicable, dependant on cognitive ability and communication) 3, 8 • Access to in-house work roles and experience e.g. kitchen, maintenance, photographer, gardeners 1,2,3,5,6 • Continue exploring enterprise skills 1,3,5 • Begin to develop CV 1, 2, 3, 4, 5 • Role play job roles 2, 6 • Use careers information, videos and quizzes on line to explore job role and interests e.g. https://icould.com/ 2, 3 • After school clubs to develop skills and interests e.g. yoga, art, cookery, communication, music 1, 3, 5, 6 • Staying safe on line 3 • Continue to build vocational profile using careers sessions 1, 2, 3, 4, 5 • Continue exploring budgeting and the value of money e.g. through our tuck shop and farm shop, pocket money 3, 4 • Developing decision making through Talking Mats, and using total communication package 3 • Learning to be safe outside the normal school setting e.g. travel, working with unfamiliar adults, and knowing who to ask for help 2, 3, 5, 6 	<ul style="list-style-type: none"> • Develop a CV 1, 2, 3, 4, 5 • Personal Guidance with Careers Advisor (if applicable, dependant on cognitive ability and communication) 3, 8 • Managing change and building relationships with different groups 3,4,5 • Taster sessions e.g. Tickwood care farm, Home Farm Trust, The Life Shed and visits to colleges 1, 2, 3, 4, 7 • Continue to build on their strengths and interests e.g. professional photographer, horticulture, bicycle maintenance 2,3,5,6 • Access to in-house work roles and experience e.g. kitchen, maintenance, photographer, gardeners, Farm Shop 1, 2, 3, 5, 6 • Use of Independent Living Suite 1, 3, 4 • External work experience opportunities e.g. church grounds, cafes (Belmont) 1, 2, 3, 5, 6 • Staying safe on line 3 • Careers and Preparation for Adulthood Event for parents/carers. 1,2,3,4,5,7 • Visits facilitated for parents/carers to post 19 provision 1, 2, 3, 4, 7 • Transition plan prepared and followed to ensure a successful move post 19 3,8 • After school clubs to develop skills and interests e.g. yoga, art, cookery, communication, music 1, 3 • Learning to be safe outside the normal school setting e.g. travel, working with unfamiliar adults, and knowing who to ask for help 1, 3, 4 • Exploring job roles through a series of sensory careers boxes and related activities 1, 2, 3, 4 • Accessing the careers library 2 • Build strong relationships with providers to secure experiences for students 1, 2, 3, 5, 6 • Use careers information, videos and quizzes on line to explore job role and interests e.g. https://icould.com/ 2, 3 • Developing decision making through Talking Mats, and using total communication package 3 • Continue to develop financial capability 3, 4

Careers Curriculum Map:



Greater Depth	Greater Depth	Greater Depth	Greater Depth
<ul style="list-style-type: none"> Shows the desire to explore further and demonstrates curiosity for a sustained period of time. 3 Uses pictures or symbols to request something different. 2, 3 Developing skills of attentiveness in class/group activities. 3, 4 Listening to stories and playing instruments alongside the story. 3, 4 Encounters gestures, Makaton, pictures and photographs. 3, 4 Uses objects or reference to develop pre-reading skills. 3, 4 Given opportunities to listen carefully and talk about what they hear, see and do. 3, 4 Have opportunities to listen, hear a wide range of vocabulary, communicate, verbalise sounds (phenomes) they hear, use sound talk to segment the words. 2, 3, 4 	<ul style="list-style-type: none"> Experience different job roles throughout the implementation of the full curriculum, make sounds a focus of attention autism, use exaggerated sounds to motivate and engage with learners and sensory careers boxes. 1,2,3,4 Develop appreciation of tools and equipment related to specific jobs experiences of roles. Activities should include job related stories, a day in the life videos of specific careers, choosing a selection of books from the careers library 1, 2, 3 Have further opportunities to explore career interests, access to a wide range of careers related resources such as puppets, puzzles. 1, 2, 3, 4 	<ul style="list-style-type: none"> Learners to pick out appropriate equipment required for specific jobs 2, 6 Receiving certificates for individual achievement and experiences relating to the world of work 3,6 Play Phase 1 games – Phonics Games relating to careers 2 Building confidence, independence and social skills, attitude and motivation with a wider group of people in house and visitors e.g. careers advisor, nurse, police, parents (playing instruments) 1, 3, 4, 5 	<ul style="list-style-type: none"> Experience a wealth of listening activities, including songs, stories and rhymes. 2, 3, 4 Join in discussion and reflection around job roles or giving feedback on individual work experience 1, 2, 3, 5, 6 Experience VC and CVC words relating to employability 2, 3 Recall facts related to careers and produce a piece of written work 2, 3 Revisit and review – Teach - Practise - Apply -Assess learning against criteria. 3, 4 Building confidence, independence and social skills with a wider group of people outside of school within the community 1, 3, 4, 5 Practice communication and leadership skills as a member of the student council 7

Qualifications to Work Towards

Key Stage 3 - Year 9 (13-14yrs)	Key Stage 4 -Year 10 (14-15yrs)	Key Stage 4 -Year 11 (15-16yrs)	6 th form (16-19yrs)
<p style="text-align: center;">OCR Self-development</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> A1 Engaging in a creative group project AC4 M2 Developing self-awareness: all about me – AC2 <p>Entry Level 2</p> <ul style="list-style-type: none"> M13 Developing self 	<p style="text-align: center;">Self-development</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> B4 Interacting in a group situation – AC5 M1 Rights and responsibilities: everybody matters – AC5 M4 Using interpersonal skills to contribute to positive relationships – AC1. <p>Entry Level 2</p> <ul style="list-style-type: none"> M10 Understanding routines M13 Developing self M20 Working as part of a group. 	<p style="text-align: center;">Self-development</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> B1 Making requests and asking questions in familiar situations – AC5 B7 developing communication skills – AC6 M7 Dealing with problems – AC3 <p>Entry Level 2</p> <ul style="list-style-type: none"> M11 Understanding interpersonal skills M20 Working as part of a group. 	<p style="text-align: center;">Self-development</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> M5 Developing independent living skills: Having your say AC3 M6 Developing independent living skills: Keeping Safe AC4 M8 Emotional wellbeing – AC9. <p>Entry Level 2</p> <ul style="list-style-type: none"> M12 Finding your way around an unfamiliar area M14 Dealing with problems in daily life.
<p style="text-align: center;">AQA Unit Awards</p> <p>Communication:</p> <ul style="list-style-type: none"> 110822 – Following simple verbal/visual instructions CE3742 – Oral communication: greeting people <p>Independence skills:</p> <ul style="list-style-type: none"> 74636 – Washing up with support 83702 - Introduction to cooking activities (unit 1) <p>Developing personal strengths:</p> <ul style="list-style-type: none"> 105154 - Developing awareness of self and another. 	<p style="text-align: center;">Moving into employment</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> F5 Identifying and using ICT equipment – AC5 N2 Recognising work areas in the wider community AC3 N3 Participating in a mini-enterprise project – AC4. <p>Entry Level 2</p> <ul style="list-style-type: none"> N11 Developing job search skills. 	<p style="text-align: center;">Moving into employment</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> F3 Obtaining Information from an ICT based source AC5 N1 Developing skills for the workplace: following instructions – AC4 N3 Participating in a mini-enterprise project – AC4. <p>Entry Level 2</p> <ul style="list-style-type: none"> F7 Using ICT to find information. 	<p style="text-align: center;">Moving into employment</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> J1 Recognising time through regular events – AC3 N4 Recognising centre staff and the jobs they do – AC3 N5 Preparation for life and work – AC6. <p>Entry Level 2</p> <ul style="list-style-type: none"> M17 Individual rights and responsibilities N6 Carrying out routine tasks at work N8 Introduction to Health and Safety N9 Preparation for work.

Careers Curriculum Map:



<p>Accessing the community:</p> <ul style="list-style-type: none"> • 88492 – Crossing roads safely with support • 70507 – Using a café with support • 70335 – Using a shopping list with support • 72645 – Using a shopping trolley with support <p>Emergency services:</p> <ul style="list-style-type: none"> • 74261 - Basic community awareness with assistance • 105319 - Emergency services: basic choices. 	<p>Citizenship</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> • C2 Identifying your local community and facilities AC6. 	<p>Citizenship</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> • C3 Using a community facility over a period of time – AC4 • C6 Travel within the community: going places – AC4 • M1 rights and responsibilities: everybody matters – AC5. 	<p>Citizenship</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> • B5 Engaging with the world around you: people AC2 <p>Entry Level 2</p> <ul style="list-style-type: none"> • C7 Individual responsibilities in the community.
	<p>AQA Unit Awards</p> <ul style="list-style-type: none"> • 105583 – Money: Handling coins with support 		<p>Personal Skills</p> <p>Entry Level 1 and level units start at on the continuum</p> <ul style="list-style-type: none"> • B2 Providing personal information AC3 • F01 Using ICT to record and edit information AC5 • J05 Understanding what money is used for - AC5 <p>Entry Level 2</p> <ul style="list-style-type: none"> • B13 Providing personal information in writing • B14 Managing social relationships • F10 Using ICT to communicate • J09 Using coins and notes.

Overley Hall School adopts the **Gatsby Charitable Trust's Benchmarks** to develop and improve the Careers Curriculum.

The Benchmarks are as follows:-

A stable careers programme

1. Learning from career and labour market information
2. Addressing the needs of each pupil
3. Linking curriculum learning to careers
4. Encounters with employers and employees
5. Experiences of workplaces
6. Encounters with further and higher education
7. Personal guidance