 

**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area: History Curriculum Leader: D. Carter Date: Feb 2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | * Display information about careers * Career discussions throughout each unit of work * The role of professional historians and archaeologists. * History skills leading to non-directly related career paths. | * Displays on careers in the History department in classrooms and corridor display. * Each unit of work is linked to careers paths taken by History graduates. When analytical skills evaluation skills are used, links are made to the careers that require and value these skills. * Students complete work about what Historians do and the work of archaeologists. * Unit on the industrial revolution delves in to the changing work environments and rights and expectations throughout History. | 1, 3 | 4, 5 | 11, 12, 15 |
| **8** | * Display information about careers * Career discussions throughout each unit of work * The role of professional historians and archaeologists. * History skills leading to non-directly related career paths. | * Displays on careers in the History department in classrooms and corridor display. * Each unit of work is linked to careers paths taken by History graduates. When analytical skills evaluation skills are used, links are made to the careers that require and value these skills. * How do professional Historians use evidence to reach interpretations about History. * Unit on the changing rights and roles of women in Britain including equality laws. | 1, 3,8 | 4, 5 | 11, 12, 15 |
| **9** | * Display information about careers * Career discussions throughout each unit of work * The role of professional historians and archaeologists. * History skills leading to non-directly related career paths. | * Displays on careers in the History department in classrooms and corridor display. * Each unit of work is linked to careers paths taken by History graduates. When analytical skills evaluation skills are used, links are made to the careers that require and value these skills. * How do professional Historians use evidence to reach interpretations about History. * Unit on Migration to Britain throughout History and racial equality laws in the workplace. | 1, 3,8 | 4, 5 | 11, 12, 15 |
| **10** | * Display information about careers * Career discussions throughout each unit of work * The role of professional historians and archaeologists. * History skills leading to non-directly related career paths. * Work experience. | * Displays on careers in the History department in classrooms and corridor display. * Each unit of work is linked to careers paths taken by History graduates. When analytical skills evaluation skills are used, links are made to the careers that require and value these skills. * How do professional Historians use evidence to reach interpretations about History. * Discussion on the types of work experience that would suit someone wishing to pursue a History degree. * Unit on Germany in the 1930’s discusses differences in the rights and roles of women and minorities in the workplace. | 1, 3,8 | 4, 5 | 11, 12, 15 |
| **11** | * Display information about careers * Career discussions throughout each unit of work * The role of professional historians and archaeologists. * History skills leading to non-directly related career paths. | * Displays on careers in the History department in classrooms and corridor display. * Each unit of work is linked to careers paths taken by History graduates. When analytical skills evaluation skills are used, links are made to the careers that require and value these skills. * How do professional Historians use evidence to reach interpretations about History. * Unit on Health and the People discusses the different roles of different medical professionals eg. Doctor, nurse, surgeon, anaesthetist. | 1, 3,8 | 4, 5 | 11, 12, |

 

**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

|  |  |  |
| --- | --- | --- |
| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |