



# Huntington School Aspirations Department



## Gatsby Benchmark 4

*Linking Curriculum Learning to Careers*



Gatsby Benchmark 4 requires all schools to 'link curriculum learning to careers'. This means that our young people should be aware of how their future career can be supported by the learning they do in school.

Huntington School prides itself on delivering a broad curriculum which prepares our students for any number of careers. However, in addition to this, our staff work hard to ensure that regular, explicit links are made between careers and the specific skills and knowledge developed by that subject.

The following slides provide an overview of *some* of the fantastic work that goes on around our school to ensure careers is considered and promoted in all subject areas.



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Science</b>	<p>As part of National Careers Week, KS3 and KS4 students are delivered explicit careers lessons where students explore both how science-based skills are applicable to a range of careers, and also the many careers which specifically require science-based skills and knowledge. Y10 also have two additional lessons exploring careers in STEM during the final week of term.</p> <p>More generally, careers is always on the agenda in Science throughout the KS3 and KS4 curriculum. Foreexample;</p> <ul style="list-style-type: none"><li>KS3 biology curriculum specifically refers to medical careers</li><li>KS3/4 biology curriculum specifically refers to radiology and cancer research</li><li>KS3/4 biology curriculum specifically refers to careers within drug testing and clinical trials</li><li>KS3/4 chemistry curriculum specifically refers to forensic careers within chemical analysis topics</li><li>KS4 physics specifically refers to careers within sustainable energy</li><li>KS3/4 physics curriculum specifically references engineering careers</li></ul> <p>The KS3 trip to the Life Centre in Newcastle allows students to gain an experience of working in a laboratory, and the KS4 Science Live trip in Bradford allows students to hear from scientists who are actively carrying out research.</p>



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<b>Science</b>	<p>In KS5, the Science Department staff work closely with Aspirations to direct students to any relevant careers based enrichment opportunities that occur (recent examples have included a Physics Work Experience with the University of York and a Y12 Medical School Work Experience hosted by London's 4 top medical schools).</p> <p>Finally, all KS5 students will have 1-1 conversations with their teachers about possible careers in science.</p>



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<b>English</b>	<p>For National Careers Week, KS3 English lessons take on a careers theme. In Year 7, journalism is introduced, and students write a newspaper article announcing the death of King Duncan from Macbeth. Year 8 look at the importance of English to Legal careers and stage a courtroom trial based on the events in Of Mice and Men. Year 9, who are studying the very politically charged Animal Farm, produce focus on marketing/PR, with students producing a press release as Squealer dealing with the changes to the commandments of Animalism.</p> <p>In KS4, students are currently studying Romeo and Juliet where, in addition to learning the text, lessons focus on film and television production. Students conduct a filmic analysis of the opening brawl scene comparing two different director's visions.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Maths</b>	<p>Where can Mathematics take you... anywhere and everywhere! A huge number of pathways require a qualification from this subject, which give knowledge and skills that are in high demand among employers. It's not as much which careers need maths but gaining a mathematics qualification leaves all the career paths open! For National Careers Week, KS3 Mathematics lessons take on a careers theme and showcase how maths can be used outside the classroom.</p> <p>In general teachers often have conversations, at appropriate moments in the curriculum, about how various aspects of studying Mathematics can be transferred into a wide variety of jobs and the real world.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Computer Science &amp; ICT</b>	<p>As part of National Careers Week, we explore where studying Computer Science/IT can take you with KS3 students. We discuss Cyber security, Software Engineering, System Engineering, Computer Gaming and Business; before allowing our students to independently research these careers.</p> <p>As part of our general curriculum, we deliver a six week 'Careers &amp; ICT in the World' module based around Computing and ICT Careers. The module is tailored to the classes interests and can cover: The food industry, Transport, Crime, E-Waste, Gaming, Sports, Online Shopping and E-Shopping, Bitcoin, and Ethics.</p> <p>The Computer Science team also work closely with Aspirations to deliver general careers research lessons as part of the KS4 progression process in Year 9. The lessons are planned by Aspirations, are delivered by our teachers in our lessons to ensure all Year 9 students have quality time to consider their KS4 options and possible future careers.</p> <p>Our KS4 offer of Computer Science and Creative I Media frequently make reference to where studying Computer Science/IT can take you. This includes regular discussions around Cyber security, Software Engineering, System Engineering, Computer Gaming and Business.</p> <p>At KS5, Computer Science lessons pay particular focus to ethics and computing legislation; important areas as our students consider possible careers in computing and ICT.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Food &amp; Textile Technology</b>	<p>Throughout the KS3 and KS4 we have explicit links to careers throughout the curriculum and opportunities to shine the light on pathways with a food or textiles focus. Careers education is embedded throughout the food and textiles curriculum. Lessons have been built around the gaining a deeper understanding of the following ideas and questions: Why new products are developed? What are the key areas of product development in the past 10-15 years? What may cause products to fail? The role of the textiles designer.</p> <p>KS3 lessons focus on the idea of product development and the various roles involved in concept to launch - everything from development chefs to food marketing, textile designers and the role of the environmental food officer. KS4 progression (options) work also involves detailed discussions on careers available in (and linked to) Design Technology and Art Design Textiles.</p> <p>KS4 lessons are also based around product development. Careers within food preparation, nutrition are regularly discussed in lessons.</p> <p>As part of National Careers week we have lessons focusing specifically on the opportunities with a Food and Textiles focus.</p> <p>Many lessons from the KS5 specification are linked to design in the wider world and the role of designers. Staff engage in regular discussions with students, linking to the prospects of higher education and future employment.</p>





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<b>Music &amp; Music Technology</b>	<p>As well as celebrating the many transferable skills developed by studying Music and Music Technology, we endeavour to highlight the very real and plentiful career paths that relate to our subjects.</p> <p>As part of National Careers Week, all year groups undertake at least one lesson dedicated to careers in the Music and creative industries. Our students watch a series interviews given by friends of the department about their various jobs/roles in the Music industry. They then read further job profiles written by department contacts and former students which they discuss and answer questions on. A further session introduces many other careers linked to Music and Music Technology with the intention of opening students' eyes to the vast number of jobs that many don't realise exist.</p> <p>All year 9 students complete homework based on Music related careers and opportunities. They receive a pack of information about how lucrative the creative industries are to the UK economy and how highly the UK business sector values creative minds. They read and answer questions about this.</p> <p>In KS4, Music students are encouraged to participate in performance opportunities and events as performers, stage managers, live sound engineers and front of house teams. Each of these opportunities allows for students to gain a wider understanding of the roles undertaken by professionals in the Music and creative industries.</p>



Curriculum Area	How careers is embedded into this subject
<h2>Music &amp; Music Technology</h2>	<p>Our Sixth Form groups have a wealth of resources available to them to support further education options and career advice from professionals. Classroom displays are often updated with the highest rated local and nationwide university courses, encouraging high aspirations and supporting the UCAS process. Staff and students have attended events such as the Sound Output Industry Day, receiving advice from Music industry professionals about routes into careers. We are also subscribed to the Into Film scheme, which encourages young people from across the UK to pursue careers in film and TV. Professionals share their experience and advice relating to hundreds of Music and audio jobs/careers in the bustling UK film and TV industry.</p> <p>We have a growing list of Huntington alumni who are now working in the Music industry. Many return to give workshops and seminars to our students describing their journey so far, what their current roles are and where they are headed next. Composers, producers, professional musicians and even major music festival organisers have all returned to make our students realise that, with ambition and hard work, accessible careers are out there. Many of the ex-students are female and are passionate about redressing the balance of the male-dominated Music industry. Some took part in a HuntSchoolMusic podcast about the plentiful opportunities now available to women and people from all backgrounds in the creative industries. Students were set the homework task of listening to this podcast.</p> <p>Mr Wilson has also put some great careers information together on the Huntington School Music Website –which is well worth a look! <a href="#">Aspirations &amp; career advice - Music courses at Huntington School, York - Hunt School Music York, GCSE and A-level Music</a></p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Media Studies</b>	<p>Students start the subject at GCSE or A-level with some understanding of media issues and related careers/skills, linked to their English lessons. For National Careers Week, KS3 English lessons take on a careers theme. In Year 7, journalism is introduced and students write a newspaper article related to Shakespeare. In Year 9, following the study of Animal Farm, students focus on marketing/PR, with students producing a press release. In KS4 the subject area once again sees some cross-over with students studying Romeo and Juliet, where lessons focus on film and television production. Students conduct a filmic analysis of the opening scene, comparing two different director's visions.</p> <p>When students start to study Media Studies at KS4 we want them to view the media in a much more analytical way, helping them to understand the contexts in which media companies exist. There is a heavy focus upon industry across a range of different platforms, with an excellent grounding given in how these media institutions operate, and to provide a contemporary viewpoint on the reasons for successes or failures, linked to the construction of products and a thorough understanding of audience.</p> <p>Students develop their understanding of modern day media issues, with us exploring product types that cover print, moving image and e-media. Thus, there is a solid grasp of the current media industrial landscape across a range of platforms. This understanding is then tested at a near professional level, with students at KS4 responding to a real life media 'brief', so that they can demonstrate a full understanding of all processes in media production.</p>



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<b>Media Studies</b>	<p>Furthermore, this is expanded at KS5, in which students again respond to a brief but create 2 platforms, (alongwith the associated planning), to create a cross-platform production. In creating their products, students develop production skills across a range of platforms, (including web design, print and televisual), using industry software and equipment. Therefore, a portfolio is created that links to the creative sector and the expectations that companies hold linked to demonstrating applicants' own ideas and work in this field.</p> <p>We have students who have seen our courses as a springboard to jobs in the sector and many are more than willing to offer advice to our current media students.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Drama</b>	<p>In Year 7 and 9 Drama, students explore a variety of professional roles within the Arts industry. They look at costume, lighting and set designers. We show them interviews with professionals in the outside world and get the students to explore these roles within the lessons.</p> <p>We encourage outside practitioners to come in and workshop with our students, we have had professional script writers, choreographers, actors and TIE companies in.</p> <p>In all years students are encouraged to participate in performance opportunities and this includes roles as performers, directors, lighting and sound team, stage managers, costume and make-up, front of house and backstage teams. We really try and encourage how a professional production would run.</p> <p>Throughout the Curriculum at A level students have to learn how to become directors, performers, and all the designers allocated to putting on a production. They have to learn all the terminology and information involved in staging a professional production.</p> <p>With some of the work we have done in PDP students have created work for 'client's briefs' in terms of radio plays and pantomimes and worked with the community in performing such things.</p>



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<b>Design Technology</b>	<p>As part of National Careers Week, all Design Technology students view and discuss a video from the Design Technology (DT) Association called 'Why is DT important'. The video outlines how desirable Design Technology skills and qualifications are to current employers and the shortages in areas such as engineering. The video also features Interviews with a range of successful people who are employed in the sector and developed their skills through DT in school, prompting students consider how Design Technology could contribute to their own future aspirations.</p> <p>Beyond National Careers Week, KS3 DT lessons focus on the role of designers in the development of products, with particular focus on companies such as Dyson. KS4 schemes are very focussed on the role that designers and manufactures have towards environmental, social and ethical issues in the world. The department's KS4 progression work also involves detailed discussions on careers available in Design Technology areas.</p> <p>Many lessons from the KS5 specification are linked to design in the wider world and the role of designers. Specific design companies are also investigated from a wide variety of material areas. Staff engage in regular discussions with students, linking to the prospects of higher education and future employment.</p>



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<b>History</b>	<p>Teachers often have conversations, at appropriate moments in the curriculum, about how various aspects of studying history can be transferred into a wide variety of jobs.</p> <p>We clearly draw links to journalism, police work, law, advertising and other professions. Additionally, by studying the heritage sector, e.g. Fountains Abbey at GCSE and the York Cold War bunker at KS3, we explore the different roles within that sector, e.g. Gardeners and guides at Fountains.</p> <p>Careers is also built into the curriculum in other ways- we look at visual and filmic interpretations of the past and explore the creative processes that someone involved in producing them would be engaged with. This highlights another type of role associated with the discipline.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Physical Education</b>	<p>As part of careers week, KS3 students take a quiz to challenge their understanding about the careers that are available in PE and how PE skills and knowledge can support many other careers. Students complete a match up task of the different topics which contribute to the study of PE. Students also spend time focusing on roles, other than performers, in lessons such as coach, analyst and official.</p> <p>More generally at KS3, staff and students discuss qualities and skills PE and physical activity develops (e.g. discipline, motivation, determination, communication etc.) and how this aids employability in every career pathway.</p> <p>At KS4, the introductory lessons to GCSE PE explicitly teaches the potential pathways and careers in Sport and PE. These conversation are regularly referred to throughout the course as different content is delivered (forexample anatomy and physiology linking to careers in Physiotherapy, becoming a Nurse/ Doctor etc). Coursework develops students analytical skills which links to multiple careers both inside and outside of sport.</p> <p>At KS5, the introductory lessons also include the explicit teaching of potential career pathways in Sport and PE. Again links can be made between content and future careers, not just in the sports industry. Additionally, A Level coursework links to the roles of sports analyst and commentator.</p>





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<b>Health &amp; Social Care</b>	<p>As part of National Careers week, KS4 and KS5 students created a factsheet of based on the variety of roles available in the Health and Social Care sector. They also examined the skills, qualities and responsibilities of these. Both qualifications embed the values and behaviours required to work in the sector. For example, we look at the 6Cs of the NHS and the importance of reflective practice.</p> <p>In Key Stage 4 students spend the whole of Year 10 applying the subject content to different settings. Students have to relate their knowledge to each different career so that they can develop an understanding how to best support individuals. We readily use real life examples and documentaries to support students' awareness of the job roles.</p> <p>Careers education is also embedded throughout the KS5 curriculum. For example, lessons have been built around gaining a deeper understanding of building positive relationships in Health and Social Care. Students are required to produce a piece of coursework based around its importance and how it can be achieved. Similarly, building on work at Key Stage 4, students have to look at how a wide variety of practitioners are employed to provide the best possible care for those who suffer from long-term physiological disorders. They produce a job description to help develop their subject knowledge. The use of real life case studies helps to foster a sense of empathy and compassion.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Modern Foreign Languages</b>	<p>By learning another language, our students learn how to communicate for a variety of different purposes in various contexts. From the start of Year 7, we make it clear to students that this is a top transferrable skill for almost any career. We ensure that students learn about different cultures and backgrounds, therefore equipping them the skills to work with a variety of different people – essential for any workplace.</p> <p>At Key Stage 3 students learn about all the different countries where the target language is spoken – any of which they could live and work in using their language skills. We make it explicit that having both English and another language raises their employability potential. Students learn about popular culture (films, music and books), as well as travel, tourism, food &amp; drink, and overseas career options, equipped with the knowledge of another language, are discussed. We also teach Units which explicitly highlight which personal qualities and skills are valued and necessary for a variety of careers.</p> <p>At Key Stage 4, students are taught an entire module on work, study and future plans. Here we explore different career options, including the benefits of knowing a language for various careers (for example, as a foreign correspondent). There is a unit taught specifically on applying for a job, preparing answers to common interview questions and putting together a CV. We discuss various post-16 options in the target language.</p>



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Art	<p>There are many career pathways Art can take you, it is not just about being an Artist. The creative industries accounted for 6.9 per cent of all UK jobs in September 2021 -that is 2.3 million jobs! Contributing over £4 billion a year to the UK economy. This is a diverse field where jobs can range from illustrators and graphic designers to stage design and fashion designers, architects and industrial design to digital and multi-media artists. In Art we have many discussions about how the skills we develop link to the wider world. Visual analysis - looking, observing, planning and designing is what we do every day. Students will develop their own ideas from conception to realisation - encouraging an entrepreneurial spirit. We live in an increasingly visual world where we will help you develop the tools to understand and create work that explores this.</p> <p>Art is not just drawing; drawing is important but there are so many things that we do in Art that is accessible for everyone. As part of the curriculum, we discuss contemporary artistic developments happening in the world right now, be that the Turner Prize or the sale of the 'Salvator Mundi' for \$400 million. Art imitates life, or does life imitate art? Let's find out.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Religion, Philosophy &amp; Ethics</b>	<p>What can you do with an education in Religion, Philosophy and Ethics? Almost anything! A huge number of pathways open out from this subject, which give knowledge and skills that are in high demand among employers. Students in this subject have among the highest employment rates and find themselves at home in careers as diverse as business, the law, teaching, TV, communication, the civil service, local government, and industry, as well as roles in religious communities and the charitable sector.</p> <p>It is important to understand that whatever your career – or even if you have no career at all – this subject will empower you to become a better human being. You will develop critical thinking skills, practice understanding the perspectives of others, reflect on what it is to live a meaningful life and how we might go about improving the world around us, both on a personal and societal level.</p> <p>Here are some of the jobs that might benefit especially from an education in Religion, Philosophy and Ethics: Activist, Actor, Author, Charity Coordinator, Child &amp; Youth Worker, Diplomat, Doctor, Entrepreneur, Human Rights Advocate, International Aid Worker, Journalist, Lawyer, Legal Aide, Lobbyist, Media Correspondent, Mediator, Museum Curator, Non-Profit Administrator, Political Consultant, Politician, Psychotherapist, Public Policy Advisor, Researcher, Social Worker, Soldier, Teacher or Writer.</p>



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<b>Religion, Philosophy &amp; Ethics</b>	<p>Throughout each Key Stage we look at the following:</p> <ul style="list-style-type: none"><li>•Religion – We study various religious groups at KS3 and ask the question ‘Are we all religious? We are trying to uncover the inherent value of every human, of life and its worth, which is rarely better investigated or respected in another discipline.</li><li>•Ethics – We investigate ethical concerns and deliberations which relate to specific industries such as law, medicine, justice, military, consumerism, marketing, food and nutrition, civil services etc.</li><li>•Philosophy – We encourage students to search for fulfilment, meaning, and purpose - ultimately developing characters that are critical, resilient and respectful.</li></ul> <p>Ultimately, we teach students to be human. We find this letter concisely expresses our views better than we could.</p> <p>“Dear Teacher, I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers, children poisoned by educated physicians; infants killed by trained nurses, women and babies shot and burned by High School and college graduates. So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human.”</p> <p>Haim Ginott (‘Teacher &amp; Child’ 1972)</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Business &amp; Economics</b>	<p>In addition to general references to work and careers made throughout the course, we teach the four functional areas which are apparent in all workplaces. We highlight how these areas differ from business to business and how students may have to interact with these different departmental areas whatever type of work they go into.</p> <p>More specifically at KS4 we teach students the recruitment process which involves job applications and CVs as well as the short-listing process and the different recruitment methods used in different businesses.</p>
<b>Social Sciences</b>	<p>Throughout our A level and Level 3 courses, lessons are designed so that students can apply theories to real-world examples and we make references to a range of possible careers linking to Psychology, Sociology and Criminology. These include links to law enforcement, prison service, academic research, education and working with individuals suffering with various mental disorders. Students are given the opportunity to visit local courts to gain further understanding of trial processes and the roles involved in these. We have also arranged for alumni and guest speakers to visit and talk about careers in Clinical Psychology, the Crown prosecution service and Forensic Science.</p>



<b>Curriculum Area</b>	<b>How careers is embedded into this subject</b>
<b>Politics</b>	<p>In addition to general references to work and careers made throughout the course, we invite MPs into school to talk to the students about careers in Politics and especially how women can break into this field of work.</p> <p>As part of National Careers Week, students listened to a committee of MPs online talk about their background and entry into their profession. It helped our students to see that there are many different paths you can take before getting involved in Politics.</p> <p>On our trip to London, students also visit the Supreme Court where they are invited to think about Law as a profession also.</p>
<b>Geography</b>	<p>Throughout the KS3 course, we highlight the different jobs that you can do in Geography. For example, when teaching crime we discuss the role of a crime analyst. In urban studies we discuss the role of a town planner. When teaching development we discuss roles like environmental officer.</p>