

Marshland Curriculum Overview

Character and Culture

Curriculum Intent

Our curriculum is designed to empower all students to understand themselves, explore diverse career options, and develop the skills, knowledge, and confidence needed to succeed in a rapidly changing world. Through a carefully sequenced programme of careers education from Years 7 to 9, we aim to:

- **Inspire Ambition:** Encourage students to dream big and set meaningful goals aligned with their interests and strengths.
- **Build Awareness:** Provide students with a broad understanding of the world of work, the variety of career pathways, and the qualifications needed to access them.
- **Develop Skills:** Equip students with transferable skills such as creativity, teamwork, communication, and self-management that are essential for lifelong success.
- **Support Decision-Making:** Guide students to make informed, confident choices about their GCSEs and post-16 options by providing relevant information, reflection opportunities, and practical experience.
- **Promote Resilience and Confidence:** Foster a growth mindset and self-belief, enabling students to overcome challenges and seize opportunities in education, employment, and life.

Our curriculum intent is to ensure every student leaves KS3 prepared to navigate their next steps with clarity, confidence, and purpose, ready to build a fulfilling and successful future.

How does our curriculum build upon previous learning?

KS3

At KS2, primary schools do not cover specific career paths. In PSHE sessions, they talk about what we'd like to do in the future and think about the fact that they need a good education. Students also explore ideas about their future choices and options and the skills needed to succeed at secondary school once they transition. We use this foundation of personal skills to build on for future choices.

Further developing initial ideas on British Values, school core values and personal identity, our curriculum starts with the exploration of specific core transferable skills including leadership, resilience and teamwork in Y7. The year finishes with an enterprise project where pupils can apply all of the different core skills. These skills then scaffold their approach to Y8 where they develop their knowledge of their own skills and interests along with what success looks like to them. The end of Y8 focuses on future options starting with an overview of the variety of career paths available to them and equips them with key knowledge including workplace behaviour. In Y9 students build on these ideas by focusing on specific subjects available to them before they choose GCSE options, and continue right through their option choices. These lessons look at the course itself, the transferable skills and future career pathways linked to each GCSE option. The year ends with developing competencies to apply for jobs and the interview process.

KS4	Skills and competencies developed within KS3 become the foundation for student's 'Help You Choose' process where they consider their post 16 pathways, own strengths, weaknesses and goals to choose a career and higher education path that is both aspirational and suitable for their future. These topics are explicitly explored through the tutor program. In year 10 the focus is on preparing them for work experience.
------------	---

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
Students use a range of competencies to complete extended writing tasks to apply and cement their knowledge. Tasks focus on non-fiction transactional writing and articles to help with their knowledge of modern Britain and the world in which we live. Students also have specific lessons to log their competencies, interactions and skills onto Unifrog allowing them to monitor their own progress and development. They will use their knowledge of themselves to shortlist and explore career options on Unifrog to plan for HE and beyond.	Students use a range of recall activities to secure knowledge including: ● retrieval practice and quizzes at the beginning of lessons ● application of knowledge through extended writing ● use of scaffolding in activities and questioning which is then slowly removed to boost independence ● drawing upon prior knowledge and experience to successfully access and further their understanding of their personal development

How does our curriculum align to the national curriculum?
Within Character and Culture lessons students develop a wide range of skills to support them in modern Britain and the wider world in which we live. Elements focus on promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and to prepare for the opportunities, responsibilities and experiences of later life. This is achieved through the exploration of their own personal strengths and weaknesses, as well as the skills required to succeed in a career and their personal life. A key focus of our Character and Culture curriculum is to support our careers program. We strengthen the school's overall approach to the Gatsby Benchmarks through a consistent development of the competencies that are valued within businesses and further education. These skills are explicitly taught alongside our Core and British Values to ensure a stable and structured program.

How do we check student understanding and monitor progress?

At the beginning of each lesson, students complete a retrieval activity (do now task) that links prior knowledge and understanding with current learning to ensure that any gaps can be addressed. Live marking takes place during the lesson when extended writing tasks are undertaken by students, where appropriate. This focuses on the skill or competency taught in the lesson as well as general literacy skills.

Students are also monitored during the year using Unifrog to check engagement and understanding. Formal assessments are not undertaken, however, as skills are assessed as competency based. Students in C&C lessons will use termly confidence checkers to help monitor progress.

Curriculum sequencing

Year	Autumn	Spring	Summer
7	Exploring Careers: Using Your Skills to Succeed - What is a career - Success - Discovering transferable skill Understand what a career is and how to succeed in the future using personal skills.	Skills for Success: Shaping Your Future - Creativity - Proactivity - Goal setting - Teamwork Understand the different transferable skills and how they help with future career options.	Enterprise & Employment: Creating Your Future - Job possibilities - Enterprise project Exploring different job possibilities. Plan an enterprise project, creating a product and considering different elements of a business e.g., market research, design and costing.
8	Designing Your Future: Interests, Strengths & Mindset - What are my interests - Creating the life you want - Self- confidence - Growth mindset Understand your own interests and how to use these strengths to create the life you would like.	Working Life: Challenges, Rewards & Responsibilities - Workplace behaviour - Challenges and rewards of work - Finance and employment - Self-employment Understand the different challenges and rewards of employment.	Pathways to Your Future: Exploring Careers & Post-16 Options - Careers in the public and private sector - Careers in STEM - Vocational post 16 options - University Understand different career options and how post 16 pathways will help to succeed in a chosen career.
9	Your Options, Your Future: Exploring GCSE Pathways Deeper exploration of the options that are available for GCSE. Students will understand the different career paths that the choices could provide in the future.		Getting Work Ready: Money, CVs & Interviews - Understanding money - Job applications - Interview preparation To understand how to create an effective CV and how to prepare for an interview.

Curriculum sequencing			
Year	Autumn	Spring	Summer
Rationale for this sequencing	The KS3 Careers Curriculum is designed to progressively build students' knowledge, skills, and aspirations, enabling them to make informed choices about their futures. It is carefully sequenced across Years 7 to 9 to align with students' personal development stages and future planning needs, ensuring they are well-prepared for the opportunities and challenges of life beyond school. This curriculum is built around the principles of ambition, awareness, and aspiration. It ensures all students: ● Develop essential personal and employability skills. ● Understand the wide range of pathways and opportunities available. ● Gain the confidence to plan for and pursue a future that suits their strengths and interests. By embedding careers education from Year 7 onwards, the curriculum meets the Gatsby Benchmarks and provides a coherent, age-appropriate journey from self-discovery to decision-making.		

How does our curriculum prepare students for the transition to post-16 pathways?
The skills and knowledge acquired over three years during C&C lessons and five years of tutor time, allows students to be active participants in their future higher educational choices and situations, and to develop skills and experiences of careers available in modern Britain. Through our curriculum, students will be more knowledgeable of future options available to them, and gain skills to be independent and focused with a knowledge of their own goals. We foster wellbeing with the intention of students having a range of skills and knowledge to allow them to access KS5 safely and confidently. This curriculum is intentionally designed to support students in making informed and confident decisions about their post-16 options by gradually building their knowledge, skills, and self-awareness throughout Years 7 to 9. In summary, this curriculum provides a structured, supportive pathway that equips students with the knowledge, skills, and mindset needed to choose and thrive in their post-16 pathways, ensuring a smoother transition from school to further study or employment.