

## HGS Curriculum Map Careers – Post 16

Sixth Form students at HGS have inquisitive minds and an eagerness to embrace the variety of prospects that lie ahead of them. They are independent and resilient learners who engage readily in Progression sessions with their form tutors as well as the plethora of other opportunities that are presented to them throughout the two years.

Engaging with their tutors is vital, as students explore and record their journey through Unifrog and UCAS, learning about different pathways, exploring the world of work, having meaningful encounters with employers and employees to understand LMI going forwards, meeting a variety of HE providers and actively participating in useful work experience. Students are challenged and aspirational in their post-18 options; typically, 80% go on to higher education.

Through experiences both within the classroom and beyond, HGS Sixth Form students are exposed to the big ideas for their future on a global, national and local level, helping them to gain a sense of their own progression and how it fits with others.

Every student has an interview before they join the sixth form, where future plans are discussed in order to decide the best Programme of Study. Throughout the Sixth Form, students are part of a tutor group. They meet their tutor regularly and it is the tutor that delivers the fortnightly Tutor Progression Sessions. Students also have regular access to Dr Gregson, the Student Advisor, Dr Compton, the Oxbridge Co-Ordinator, Mrs Winters, the DMV Co-Ordinator and Mrs Tunstall, our Independent Careers Advisor. Together with the Learning Support Team, the Student Support Managers and the Sixth Form Leadership Team, the students have a robust and stable team to help support them through a vital stage of careers progress.

## Year Group: 12

Overall Intent	To introduce students to the variety of options they have beyond their post 16 curriculum, to set aspirational yet achievable post 18 goals; to research and undertake meaningful work experience; to fully prepare for the application process that takes place in Year 13.					
Time period	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	3 weeks
Topics/sub-topics	Setting Goals	Exploring Subject Library	Exploring Work Experience	Understanding WOW and LMI	Other Options	Decision Time – Aiming High
Crucial Learning Content (What are the key themes, knowledge, skills, terms, vocabulary they need to know and remember from this unit?)	<ul style="list-style-type: none"> <li>Unifrog is launched</li> <li>Students will understand what MOOCs are and how to use the MOOC shortlisting tool on Unifrog to find and complete their own MOOCs</li> <li>Students explore the different pathways available to them after they leave HGS Sixth Form.</li> </ul>	<ul style="list-style-type: none"> <li>Students will take a more in-depth look at their post-18 options and make detailed plans for the future.</li> <li>Students explore different subject profiles suited to their particular needs and interests whilst becoming more familiar with the Subjects Library on the Unifrog platform</li> <li>Students will develop the skills they need to become effective team players, whilst learning how to complete Competency Section of Unifrog</li> </ul>	<ul style="list-style-type: none"> <li>Students to consider what WEX they have achieved so far and start completing the <i>Work Experience</i> section of the CV tool on Unifrog</li> <li>Students explore career profiles which match up to their personal strengths and interests, and find out about industries and jobs that could be available to them after leaving school</li> <li>Students will discover the many different places they can look for work experience opportunities, and complete a task to record their</li> </ul>	<ul style="list-style-type: none"> <li>Students understand what apprenticeships are and identify different sectors they can do apprenticeships in</li> <li>Students understand more about degree apprenticeship pathways and start to research possibly opportunities.</li> <li>To understand the importance of professional networking and how it can support your career</li> <li>To understand employment rights and entitlements.</li> <li>To understand the LMI in</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the why, where and how of having a gap year, using the Unifrog Gap Year workbook</li> <li>Students will have a better understanding of worldwide university systems and how they differ with regards to duration, content, social life, finance and more.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand what aiming high is and log an example of a time they have demonstrated aiming high themselves on the Competencies II tool.</li> <li>Students are able to analyse and discuss the value of different activities they have completed, reflecting on skills gained to date, before projecting forwards.</li> <li>To empower students to make the most out of university/college open days and fairs, by considering</li> </ul>

			<p>findings. They will use Unifrog to search for suitable businesses to approach, after having completed the Reflecting On What You're Interested In resource.</p> <ul style="list-style-type: none"> <li>• Students will feel confident when approaching prospective work experience employers.</li> <li>• Students learn the impact inappropriate social media accounts can have on future career opportunities, as well as how to use them to their advantage and build a positive personal brand.</li> <li>• Students understand the importance of creating a career profile and learn how to create a LinkedIn profile.</li> </ul>	Harrogate and surrounding area		<p>what's important to them about where and what they study.</p> <ul style="list-style-type: none"> <li>• Post-16 students are engaged in completing shortlists and exploring pathways available to them.</li> <li>• To understand the importance of correctly ordering information in a personal statement.</li> <li>• Students will learn what is appropriate behaviour in the workplace, what is expected of them and what they should expect from their work experience employer</li> </ul>
<b>Other events</b>	<ul style="list-style-type: none"> <li>• University and apprenticeship visits</li> <li>• Societies</li> </ul>	<ul style="list-style-type: none"> <li>• Package Talks</li> <li>• Careers Fair</li> <li>• Parents Evening</li> <li>• Societies</li> </ul>	Package Talks HE/FE Fair Societies	<ul style="list-style-type: none"> <li>• IBM Big Interview Day</li> <li>• Societies</li> </ul>	<ul style="list-style-type: none"> <li>• Package Talks</li> <li>• Societies</li> </ul>	Progression sessions with outside speakers Work Experience Week

<b>Communication to Parents/carers</b>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>Welcome Letter</li> <li>Welcome Evening</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>Parents Evening</li> <li>End of Term Letter</li> </ul>	Weekly Bulletin	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>End of Term Letter</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>HE Evening</li> </ul>	Weekly Bulletin End of Term Letter
<b>Sequence</b> (Where does this fit – what have they done before which supports it, where does it link with future units?)	An introduction to the Post 18 pathways and options available to them.	Options and pathways are looked at in a more in-depth level.	Students may have completed WEX in year 11, and may have part-time jobs, this work supports this and helps develop knowledge and understanding of what they can do in the future, preparing every student for WEX Week at the end of Year 12, ensuring they understand the importance of their online profile.	Starting to broaden thought, students look at apprenticeships and degree apprenticeships in detail, they learn about professional networking to prep for IMB Big Interview Day and learning about Employment Rights. Local and regional LMI is introduced.	Before the UCAS application is addressed, having looked at apprenticeships and degree apprenticeships, the gap year and studying abroad is understood.	Focussing on aiming high, students reflect on where they are now and then look forwards, focusing on how to make an application to university, college or for an apprenticeship. Work experience is also addressed in practical terms, in preparation for WEX Week.
<b>Skills Acquired</b>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li>Applying the knowledge to their own Programme of Study</li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> <li>Reading, summarising, synthesising</li> <li>Collaborative working with peers</li> <li>Revision techniques</li> <li></li> </ul>
<b>End Point</b> (What do we want them to know, do and remember at the end of this unit?)	Students know a variety of post 18 options available to them Post, students can use Unifrog with ease.	Students are able to drill down to what really interests them, and what post 18 options they could take.	Students understand what Work Experience options are open to them and know the importance of this for Year 12.	Students have clear knowledge of apprenticeship routes, know more and WOW and LMI to enable decision making for their future,	Students know other options available to them, post 18.	Aiming high, students begin the application process for their next step.

## Year Group: 13

Overall Intent	To help, guide, support and advise students fully, in order to enable them to achieve the goal of securing a place at university, gaining an apprenticeship or a job to start after they leave school.					
Time period	3 weeks	3 weeks	1 week	3 weeks	3 weeks	
Topics/sub-topics	Applications List	Preparation for Interviews, Assessment Centres and Mock Exams	Mock Exams and Moving Forwards	Life after HGS	Enterprise and Employability	
Crucial Learning Content (What are the key themes, knowledge, skills, terms, vocabulary they need to know and remember from this unit?)	<ul style="list-style-type: none"> <li>Students reflect on WEX</li> <li>Students create very clear personal action plans, setting clear goals for this year</li> <li>Students will discover their drive for their chosen subject and feel more confident when starting their first draft personal statement.</li> <li>Students pull together everything they'll need to write their personal statement, and start their first draft</li> <li>Students will understand what</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how to find degree apprenticeships using the Apprenticeships search tool on Unifrog</li> <li>Students will understand why planning is important, and use the Applications List tool to organise their applications</li> <li>Students will learn the basics about assessment centres, as well as why and how they are used.</li> <li>To understand the basic structure and content of an interview.</li> <li>To introduce students to the concept of trigger words, and help them to cut down the amount of notes</li> </ul>	<ul style="list-style-type: none"> <li>Students will encounter individual tutorials where they reflect on their Action Plan, in line with mock exam results and readjust the plan if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Looking forwards, students will understand the options available for university funding in the UK</li> <li>Students will understand what's involved in moving away to university or to start an apprenticeship or new job and to explore ways to cope with moving away and making the most of being in a new location.</li> <li>Students will finalise accepting offers for beyond HGS</li> </ul>	<ul style="list-style-type: none"> <li>To experience putting together a start-up business to support them in an Enterprise &amp; Employability Challenge.</li> </ul>	Throughout the examination period, the results week and beyond, students are able to have meetings with their tutors, the student advisor and the careers advisor. This is particularly pertinent following results release where students are supported through the Extra and the Clearing process of UCAS, as well as finalising and securing apprenticeship or job opportunities.

	<p>makes up a Personal Statement and how to use the Personal Statement tool to draft their own version</p> <ul style="list-style-type: none"> <li>Students will learn what they need to consider when looking to finalise their Personal Statement and how they can use Unifrog to help with this.</li> </ul>	<p>they're making and increase the effectiveness of these notes.</p> <ul style="list-style-type: none"> <li>To explore the idea of the 'Memory Journey', an excellent method for memorising information for examinations and tests.</li> <li>To understand the importance of revision, and to practice and reflect upon the technique of mind mapping.</li> </ul>				
<b>Other events</b>	<ul style="list-style-type: none"> <li>Societies</li> <li>Oxbridge Conference</li> <li>Careers Interview</li> <li>Parents Evening</li> </ul>	<ul style="list-style-type: none"> <li>Careers Fair</li> <li>Medical Conference</li> <li>Mock Interviews</li> <li>Societies</li> </ul>	HE/FE Fair Societies MOCK EXAMS	<ul style="list-style-type: none"> <li>Societies</li> <li>Parents Evening</li> </ul>	<ul style="list-style-type: none"> <li>Societies</li> </ul>	
<b>Communication to Parents/carers</b>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>Welcome Letter</li> <li>Welcome Evening</li> <li>Parents Evening</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>End of Term Letter</li> </ul>	Weekly Bulletin	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>Parents Evening</li> <li>Student Finance and Advisory Evening</li> <li>End of Term Letter</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Bulletin</li> <li>Results Process Letter</li> </ul>	Results Letter
<b>Sequence</b> (Where does this fit – what have they done before which supports it, where does it link with future units?)	Following support and guidance in throughout Year 12, students make clear plans for Year 13 and beyond. Applications are made.	Having submitted UCAS applications, students begin to apply for apprenticeships and log everything in the Applications List. Mock exams are prepped for.	Mock exams take place, individual tutorials take place to support students to move forwards.	Looking forwards, students learn about funding options and focus on the realities of moving away from home.	Whilst revision for final examinations is in full swing, these activities enable students to consider different innovate and enterprising ideas.	Students are supported in meeting the requirements for offers they have been given. Destinations are recorded.
<b>Skills Acquired</b>	<ul style="list-style-type: none"> <li>Learning and recall of key</li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key factual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key</li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key</li> </ul>	<ul style="list-style-type: none"> <li>Learning and recall of key</li> </ul>	

	<p>factual knowledge</p> <ul style="list-style-type: none"> <li>• Reading, summarising, synthesising</li> <li>• Collaborative working with peers</li> <li>• Applying the knowledge to their own Programme of Study</li> <li>• Complete Personal Statement and submit application</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, summarising, synthesising</li> <li>• Collaborative working with peers</li> <li>• Preparation for interviews/assessment centres/mock examinations</li> </ul>	<p>factual knowledge</p> <ul style="list-style-type: none"> <li>• Reading, summarising, synthesising</li> <li>• Collaborative working with tutor</li> <li>• Completion of Mock Interviews</li> <li>• Ability to review, re-set, move forwards</li> </ul>	<p>factual knowledge</p> <ul style="list-style-type: none"> <li>• Reading, summarising, synthesising</li> <li>• Collaborative working with peers</li> <li>• Budgeting skills</li> <li>• How to accept university or apprenticeship offers</li> </ul>	<p>factual knowledge</p> <ul style="list-style-type: none"> <li>• Reading, summarising, synthesising</li> <li>• Collaborative working with peers</li> <li>• Enterprise!</li> </ul>	
<b>End Point</b> (What do we want them to know, do and remember at the end of this unit?)	Yr 13 Plan made, UCAS form submitted / CV updated or completed	Applications List is updated, revision for Mocks begins	Mocks take place, reflection on results and actions drawn up as a result	Student Finance is understood, students prepare to leave school and home	Enterprise Challenge is completed, students prepare for final examinations.	Students achieve necessary grades and go to intended destination.