

Geography	Gatsby Benchmark 4 - Linking Curriculum Learning to Careers	September 2021 – July 2022
	Gatsby Benchmark 5 - Encounters with employers and employees	
	Gatsby Benchmark 6 - Experiences of workplaces	

At Sheringham High School, Careers and Enterprise Education is part of and included in a student’s standard lessons, linking curriculum to real world career paths.

Teachers are informed of, and involved with, the planning of the careers programme through INSET sessions.

Departments include links to careers in Schemes of Work and make reference to transferable skills throughout lessons by using the Building Learning Power principles which are: Resilience, Resourcefulness, Reciprocity and Reflectiveness.

Students are given many opportunities to develop a range of skills such as effective communication; working independently; working as part of a team; leadership skills; data collection and analysis; problem solving as well as many others.

Departments also provide a wide variety of extra - curricular activities to support the development of these transferable skills and to afford students the opportunity to meet with employers and employees and to experience different workplaces.

	AUTUMN	SPRING	SUMMER
Year 7			
	Map skills Which direction?	Restless Earth	Rivers and Flooding
ACTIVITY	Giving directions for a route based on a sketch map, drawing a sketch map from a mental map.	Montserrat: living with an active volcano Coping with earthquakes and volcanoes.	Tewkesbury under water: What causes floods? Thinking skills- reasoning, drawing a spider diagram, explanations. Numeracy skills-area. The war against the sea: Defend – or let go?
OUTCOME	<p>Assessing the accuracy of a sketch map of Britain, calling up a mental map of a place, making judgements.</p> <p>Awareness and link to <u>Skills</u> Studying maps Giving directions Thinking skills, coming up with reasons and answers</p> <p>jobs <u>Social services</u></p> <ul style="list-style-type: none"> • Researcher • Home office • Further education • Legal services 	<p>Geographical Enquiry. Interpreting a map and photos, giving reasons and explanations,</p> <p>Awareness and link to <u>Skills</u> Explaining patterns Identifying and labelling cross sections Answering questions based on maps Thinking skills, filling in data tables</p> <p>jobs <u>Mathematical services</u></p> <ul style="list-style-type: none"> • <u>Aerial surveys</u> • <u>Cartography</u> • <u>OS</u> 	<p>Atlas skills: Interpreting contour patterns. Latitude and Longitude.</p> <p>Reading an OS map, interpreting an OS map, using grid references and map scale, matching photos to an OS map. Drawing a sketch map of a route from the map, making a simple time calculation,</p> <p>Awareness and link to <u>Skills</u> Reasoning Copying and completing diagrams Literacy skills match key terms with definitions Thinking skills, linking landforms with diagrams</p> <p>jobs <u>Scientific services</u></p> <ul style="list-style-type: none"> • <u>Hydrology</u> • <u>Geological survey</u> • <u>Meteorology</u>

Year 8			
	Welcome to Beijing China's place in the world	Weather and Climate	The USA: a superpower? Brazil
ACTIVITY	Giving facts to describe a location, comparing maps to find a more suitable location, describing the scene in a photo,	Why is our weather so changeable? Reading a weather map, assessing cloud cover, matching terms to definitions, suggesting aspects of weather that could be measured at home and how. Identifying cloud type from a photo,	Analysing tables of data, summing up, writing interesting text, making a judgement. What is Brazil like? Brazil's natural riches, the peopling of Brazil. So where is everyone? Life in the favela. How developed is Brazil? Inequality in Brazil. Brazil's rainforest. The challenges facing Brazil.
OUTCOME	Measuring distance on a map, picking out geographical facts from a tourist account. Awareness and link to Skills and jobs <u>Travel & Tourism</u> <ul style="list-style-type: none"> • <u>Hotel management</u> • <u>Tourism</u> • <u>Recreational management</u> 	Analysing maps, identifying essentials, applying logical thought. Awareness and link to Skills and jobs <u>Scientific services</u> <ul style="list-style-type: none"> • <u>Hydrology</u> • <u>Geological survey</u> • <u>Meteorology</u> • <u>Engineering</u> 	Text comprehension, practising a phone conversation, thinking skills, identifying good and bad points, responding to an opinion. Comparing numerical data in a table, using data as evidence in making a decision. Analysing a satellite image, writing an action plan. Awareness and link to Skills and jobs <u>Environmental Services</u> <ul style="list-style-type: none"> • <u>Planning</u> • <u>Environmental health</u> • <u>Building</u> • <u>Farming</u>

Year 9			
	Natural/Tectonic Hazards and Weather Hazards & Tropical Storms	Climate Change- Global and UK focus	Fieldwork skills
ACTIVITY	Distribution of earthquakes and volcanoes. Finding evidence from photographs. Describing and interpreting information from maps and graphs.	What is the evidence for climate change? Drawing labelled sketches and diagrams. Using and describing information in photos.	Investigating river processes and management, primary data collection in river fieldwork, processing and presenting river fieldwork. Analysis and conclusions – river enquiry. Investigating variations in urban quality of life, primary data collection for urban fieldwork.
OUTCOME	Drawing and annotating diagrams and sketches. Carrying out personal research. Using OS maps. Awareness and link to Skills and jobs <u>Scientific services</u> <ul style="list-style-type: none"> • Engineering • Geology • Meteorology • Oil companies • Soil surveys 	Managing the impacts of climate change. Careers in environmental industries and research. Awareness and link to Skills and jobs <u>Environmental Services</u> <ul style="list-style-type: none"> • Building • Farming • Forestry • Estates management • Town and country planning 	Evaluating a river enquiry and processing and presenting urban fieldwork. Communication skills. Awareness and link to Skills and jobs <u>Informational services</u> <ul style="list-style-type: none"> • Market research • Research • Journalism
Year 10			
	The Living World	Urban Issues and Challenges	Fieldwork Investigations and The Changing Economic World
ACTIVITY	Ecosystems: Introducing global ecosystems. Drawing a climate graph. Describing patterns from maps and data. Drawing labelled maps and diagrams. Using numerical data.	Examining an increasingly urban world. Using numerical data. Economic challenges in Rio Improving Rio's environment. How can urban change affect the environment? Literacy skills-describing information in photos and preparing a presentation.	Enquiry process. Inter-relationships. Investigating variations in urban quality of life. Primary data collection for urban fieldwork. Processing and presenting urban fieldwork.

			<p>Comparing countries using a range of social and economic measures of development. Changing population structures.</p> <p>Causes of uneven development Uneven development – wealth and health. Using numerical data, Reducing the gap – fair trade. Finding information from photos. Presenting data using different graphical techniques.</p>
OUTCOME	<p>Finding evidence from photos. Managing tropical rainforests Sustainable management of tropical rainforests</p> <p>Awareness and link to Skills and jobs <u>Environmental Services</u></p> <ul style="list-style-type: none"> • Dept. for environment • Agriculture • Landscaping • Forestry commission • Research timber technology 	<p>Describing population trends from graphs. Using a variety of graphic techniques to present data.</p> <p>Awareness and link to Skills and jobs <u>Management</u></p> <ul style="list-style-type: none"> • Local government • Foreign office • Industrial management • Business management • Overseas buying 	<p>Analysis and conclusions – urban fieldwork. Evaluating an urban enquiry</p> <p>Interpreting population pyramids. Reducing the gap – tourism knowledge and skills.</p> <p>Awareness and link to Skills and jobs <u>Social services</u></p> <ul style="list-style-type: none"> • <u>Social work</u> • <u>Civil service</u> • <u>Police</u> • <u>Consumer services</u> • <u>Personnel</u>
Year 11			
	Changing Economic World	Mock Exams: Skills Revision	Exam Revision
ACTIVITY	<p>Nigeria – a newly emerging economy: Exploring Nigeria. Comparing countries using a range of social and economic measures of development.</p> <p>Balancing a changing industrial structure</p>	<p>Cartographic Graphical Numerical Statistical Data</p>	

<p>OUTCOME</p>	<p>Interpreting population pyramids. Using numerical data. Presenting data using different graphical techniques.</p> <p>Awareness and link to Skills and jobs</p> <p><u>Travel & Tourism</u></p> <ul style="list-style-type: none"> • <u>Travel agent</u> • <u>Courier</u> • <u>Field studies council</u> • <u>National parks</u> • <u>Tourist board</u> 	<p>Critical thinking and problem solving</p> <p>Awareness and link to Skills and jobs</p> <p><u>Informational services</u></p> <ul style="list-style-type: none"> • <u>Market research</u> • <u>Post office</u> • <u>BT</u> • <u>TV</u> • <u>Publishing</u> • <u>HMSO</u> 	
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VISITS Gatsby Benchmarks 5 and 6

While on your visit please provide an opportunity for some students to ask employees questions such as:

- Why did you choose to work here?
- Did you always want to do the job you do now?
- What skills are important in your job role?
- Do you have any qualifications specific to your job?
- Have you had other jobs before this one?
- Could you tell us what a typical day at work would be like for you?
- If we wanted a career similar to yours what advice would you give us?

Any other careers information?