



Curriculum Summary 2018-19  
Year 10



LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English Language	<ul style="list-style-type: none"> <li>• <b>To understand</b> writers' ideas and perspectives</li> <li>• <b>To understand</b> how writers use language and structure for effect</li> <li>• <b>To experience</b> and understand a range of fiction and literary non-fiction texts from different periods and genres</li> <li>• <b>To experience</b> writing for different forms, purposes and audiences</li> <li>• <b>To experience</b> speaking and listening in different contexts</li> <li>• <b>To develop</b> identification and interpretation of explicit and implicit information and ideas</li> <li>• <b>To develop</b> skills of selection, summary and synthesis of evidence from different texts</li> <li>• <b>To develop</b> an appreciation of how to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, employing relevant subject terminology to support views</li> <li>• <b>To develop</b> comparisons between writers' ideas and perspectives in different texts and analyse how these are conveyed</li> <li>• <b>To develop</b> critical evaluation of texts and support this with appropriate textual references</li> <li>• <b>To develop</b> how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• <b>To develop</b> the organisation of information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• <b>To develop</b> a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• unseen non-fiction texts from 19<sup>th</sup> and 20<sup>th</sup>/21<sup>st</sup> centuries</li> <li>• identify and interpret explicit and implicit information/ideas</li> <li>• inference</li> <li>• synthesis</li> <li>• analysis of language and structure</li> <li>• linguistic terminology</li> <li>• comparison of ideas and perspectives</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• writing to express a viewpoint</li> <li>• writing for different forms, purposes and audiences</li> <li>• organisation and structure</li> <li>• technical accuracy</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>• formal presentation and respond to questions</li> </ul>

		<p>punctuation</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> presentation skills in a formal setting</li> <li>• <b>To develop</b> how to listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>• <b>To develop</b> how to use spoken Standard English effectively in speeches and presentations</li> </ul> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">www.aqa.org.uk/subjects/english/gcse/english-language-8700</a></p>	
	<b>English Literature</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> a range of literary texts from different periods</li> <li>• <b>To understand</b> the relationships between texts and the contexts in which they were written.</li> <li>• <b>To experience</b> a range of literary texts from different periods and by different writers</li> <li>• <b>To develop</b> a critical style</li> <li>• <b>To develop</b> an informed personal response, using textual references, including quotations, to support and illustrate interpretations</li> <li>• <b>To develop</b> how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• <b>To develop</b> use of a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p>	<ul style="list-style-type: none"> <li>• <i>Animal Farm/Lord of the Flies</i></li> <li>• <i>Macbeth</i></li> <li>• <i>A Christmas Carol/Jekyll and Hyde</i></li> </ul>
<b>Technology, Enterprise &amp;</b>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the principles and concepts of computer science and the role computing technology plays in society</li> <li>• <b>To experience</b> solving computer problems and challenges and</li> </ul>	<p><b>Computer systems:</b></p> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> </ul>

Sport		<p>exploring</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> analytical and problem solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns.</li> </ul>
	<b>DT</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how knowledge of science, maths and technology are used to develop systems in new and emerging technologies.</li> <li>• <b>To experience</b> a wide range of practical skills through using existing and new knowledge of materials, tools, processes and machines.</li> <li>• <b>To develop</b> technical knowledge, design and practical skills to enable innovative design ideas to be realised into working prototypes</li> </ul>	<p>In the run-up to the start of their GCSE Non Examined Assessment (NEA), pupils are equipped with the knowledge and skills to design, develop and manufacture a number of products whilst following the iterative design process.</p> <p>A significant proportion of the theory content is taught during Y10 to enable pupils to use it during their Controlled Assessment. Topics include:</p> <ul style="list-style-type: none"> <li>• new and emerging technologies</li> <li>• developments in new materials</li> <li>• materials and their working properties</li> <li>• inclusive design</li> <li>• sustainability</li> <li>• production techniques and systems.</li> </ul>
	<b>PE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the anatomy, physiology and social -cultural influences in sport</li> <li>• <b>To experience</b> active participation in three assessed sports</li> <li>• <b>To develop</b> the skills to analyse sporting activity and to improve sporting skills</li> </ul>	<ul style="list-style-type: none"> <li>• Games: Hockey, netball, rugby, fitness, badminton, football, basketball</li> </ul> <p>GCSE PE:</p> <ul style="list-style-type: none"> <li>• Unit 1: Skeletal System, Muscular System, Circulatory System, Respiratory System</li> <li>• Unit 2: Feedback, Arousal, Guidance, Personality, Motivation, Social Groups, Media, Sponsorship</li> </ul>

Science	<b>Biology</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the value of inquiry over simple information and facts</li> <li>• <b>To experience</b> observational, practical, enquiry and problem-solving opportunities</li> <li>• <b>To develop</b> self-belief and self-confidence, and encourage critical and creative thinking</li> </ul>	<p><b>Triple:</b></p> <ul style="list-style-type: none"> <li>• Cell structure and transport</li> <li>• Cell division</li> <li>• Organisation and the digestive system</li> <li>• Organising animals and plants</li> <li>• Communicable diseases</li> <li>• Preventing and treating disease</li> <li>• Non-communicable diseases</li> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Reproduction</li> </ul> <p><b>Combined:</b></p> <ul style="list-style-type: none"> <li>• Cell structure and transport</li> <li>• Cell division</li> <li>• Organisation and the digestive system</li> <li>• Organising animals and plants</li> <li>• Preventing and treating disease</li> <li>• Non-communicable diseases</li> <li>• Photosynthesis</li> <li>• Organising an ecosystem</li> </ul>
	<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how chemistry can be of benefit or harm to the environment and humanity. Allow students to investigate and understand the world around them</li> <li>• <b>To experience</b> a supportive environment which encourages a desire to learn, enjoyment and a need to challenge self</li> <li>• <b>To develop</b> and stimulate curiosity and cultivate a life-long interest in chemistry</li> </ul>	<p><b>Triple and Combined:</b></p> <ul style="list-style-type: none"> <li>• Crude oil</li> <li>• Earth's resources</li> <li>• Using our resources</li> <li>• Chemical changes</li> <li>• Electrolysis</li> <li>• Chemical calculations</li> <li>• Energy changes</li> <li>• Rates of reaction</li> </ul>

	<p><b>Physics</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to use experimentation and modelling to develop explanations</li> <li>• <b>To experience</b> a positive atmosphere in which to hypothesise and question the reliability and validity of the evidence presented</li> <li>• <b>To develop</b> scientific literacy and stimulate curiosity</li> </ul>	<p><b>Triple:</b></p> <ul style="list-style-type: none"> <li>• Conservation and dissipation of energy</li> <li>• Energy transfer by heating</li> <li>• Energy resources</li> <li>• Electric circuits</li> <li>• Electricity in the home</li> <li>• Radioactivity</li> <li>• Forces in balance</li> <li>• Motion</li> </ul> <p><b>Combined:</b></p> <ul style="list-style-type: none"> <li>• Conservation and dissipation of energy</li> <li>• Energy transfer by heating</li> <li>• Energy resources</li> <li>• Electric circuits</li> <li>• Electricity in the home</li> <li>• Radioactivity</li> <li>• Forces in balance</li> </ul>
<p><b>Expressive Arts</b></p>	<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> and apply relevant practices in the creative and cultural industries to their work, developing their ideas through investigating, selecting and critically analysing a variety of sources in the everyday world around them. Pupils will understand the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture to produce their own personal projects.</li> <li>• <b>To experience</b> the characteristics, properties and effects of using different media, materials, techniques and processes. Pupils will experiment with the ways in which they can use materials in relation to their own creative intentions and chosen areas of study and media. They will understand the work of a variety of artists through analysing their work and</li> </ul>	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• Sketch book presentation creative accidents</li> <li>• Mark making</li> <li>• Colour wheel</li> <li>• Paint</li> <li>• Critical studies</li> <li>• Collage</li> <li>• Print</li> <li>• Texture</li> <li>• Stencil</li> <li>• Graffiti</li> <li>• Street art</li> <li>• Social contexts/art and politics</li> </ul>

		<p>the work of other students in order to develop their own ideas and responses to create original and thought provoking art work.</p> <ul style="list-style-type: none"> <li>• <b>To develop</b> their work and approaches. Pupils will study a wide variety of artists, craftspeople and designers from contemporary and historical contexts, periods, societies and cultures, situations and issues. Pupils will develop independence by recording their own ideas, observations, insights and independent judgements, visually and through written annotation. They will use their visual language and annotation to develop their own creative intentions and use drawing skills for different needs and purposes to inform their creative responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Current affairs</li> <li>• Mixed media</li> <li>• Batik</li> <li>• Textiles</li> <li>• Fashion</li> <li>• Multi-cultural approaches to art</li> <li>• Casting</li> <li>• Mask</li> <li>• Sculpture</li> <li>• Pen and ink</li> <li>• Perspective</li> <li>• Architecture</li> <li>• Pattern</li> <li>• Photography</li> <li>• Animation</li> </ul> <p>These workshops will then be used as a starting point to develop personal projects.</p>
	<b>Drama</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how a play is constructed, developed and produced and how it impacts its audience</li> <li>• <b>To experience</b> developing a character from the text of a play and directing and producing the acting of others</li> <li>• <b>To develop</b> skills of theatrical analysis, criticism and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Study of set text 'The Crucible' Arthur Miller - practical approaches for actors. Stage configurations and roles in theatre</li> <li>• Analysis of live theatre – writing a live theatre review</li> <li>• Devising theatre – Brecht as theatre practitioner – developing a devised performance based upon stimulus material.</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the appraisal of music</li> <li>• <b>To experience</b> performing and composition</li> <li>• <b>To develop</b> skills of performance, musical criticism and appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Performing skills are continually developed in collaboration with private instrumental/vocal teachers. A half-termly performance is recorded and formatively marked using exam criteria</li> <li>• Composing skills are developed and honed into individual styles of writing through various exercises and composition tasks, some free and some based on the four Areas of Study. The</li> </ul>

			<p>free composition is completed</p> <ul style="list-style-type: none"> <li>Appraising skills are developed through study of set works from three Areas of Study (AoS 1 – Instrumental Music 1700-1820, AoS 2 – Vocal Music &amp; AoS 3 – Music for Stage and Screen)</li> </ul>
<p>Maths</p>	<p>Maths</p>	<ul style="list-style-type: none"> <li><b>To understand</b>, acquire, select and apply mathematical techniques to solve problems.</li> <li><b>To experience</b>, comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li> <li><b>To develop</b> fluent knowledge, skills and understanding of mathematical methods and concepts.</li> </ul>	<p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>Averages and range</li> <li>Perimeter, area and volume</li> <li>Graphs</li> <li>Transformations</li> <li>Ratio and proportion</li> <li>Right-angled triangles</li> <li>Probability</li> <li>Multiplicative reasoning</li> </ul> <p><b>Higher:</b></p> <ul style="list-style-type: none"> <li>Area and volume</li> <li>Transformation and constructions</li> <li>Equations and inequalities</li> <li>Probability</li> <li>Multiplicative reasoning</li> <li>Similarly and congruence</li> <li>More trigonometry</li> <li>Further statistics</li> </ul>
<p>Languages</p>	<p>Spanish</p>	<ul style="list-style-type: none"> <li><b>To understand</b> how language works and enrich pupils' vocabulary and grammar in a range of contexts</li> <li><b>To experience</b> new ways of seeing the world and step beyond familiar cultural boundaries</li> <li><b>To develop</b> pupils' ability and ambition to communicate with</li> </ul>	<p>Current and future study and employment:</p> <ul style="list-style-type: none"> <li>My studies</li> <li>Life at school/college</li> </ul> <p>Local, national, international and global areas of interest:</p>

		native speakers in speech and writing	<ul style="list-style-type: none"> <li>• Home, town, neighbourhood and region</li> <li>• Travel and tourism</li> </ul> <p>Identity and culture:</p> <ul style="list-style-type: none"> <li>• Free-time activities: Music, Cinema and TV, Food and eating out, Sport</li> </ul>
	<b>Classical Civilisation</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the attitudes of ancient societies as revealed by their literature and cultural artefacts.</li> <li>• <b>To experience</b> a wide range of historical and mythological characters, authors, images, and stories which reveal and explore ancient ideas.</li> <li>• <b>To develop</b> literary, written and historical skills to form your own opinion on the Ancient World.</li> </ul>	<p>Women in the Ancient World:</p> <p>Pupils will examine the realities of life as a woman in ancient Greece and Rome these societies; both women who are portrayed as living a respectable, ideal life of virtue, and those who created more scandal. This enables discussion of how such women are represented and what this reveals about ancient ideas about gender.</p> <p>The role of women in religion will also be examined as an interesting and important area where women have possibly their greatest degree of parity with men.</p> <p>Conversely, their lack of voice in political processes will be studied, as will the way in which this is portrayed and perceived. For learners in a society where issues of equality and political rights are central, this area of study will be interesting and engaging as they inevitably draw comparisons with their own experiences.</p> <p>There is a wealth of famous women in classical myth and legend. From Helen of Troy to Cleopatra, pupils often enjoy learning about these figures in more depth.</p>
	<b>Latin</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the Latin language and the way Romans used it to express their ideas.</li> <li>• <b>To experience</b> a wealth of Latin literature and associated cultural artefacts exploring the lives of the Romans.</li> </ul>	<p>Language study: Pupils need to become familiar with a vocabulary list of 400 words, as well as all the associated morphology and syntax. They will practise translating and answering comprehension questions on passages of unseen Latin, and there is the opportunity</p>

		<ul style="list-style-type: none"> <li>• <b>To develop</b> analytical skills which enable us to identify and respond to literary techniques.</li> </ul>	<p>to develop skills in translating from English into Latin.</p> <p>We also study a variety of sources for a topic in Roman Civilisation, currently on the theme of Entertainment, encompassing topics such as the Baths, Theatre, Amphitheatre, Dinner Parties and Recitations. Pupils examine written sources, like the letters and poems Roman authors wrote about these events, and material sources, such as archaeological remains, mosaics, wall-paintings and vase-paintings, which depict scenes or places of entertainment.</p>
<b>Humanities</b>	<b>Geography</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> their role in society by considering different viewpoints, values and attitudes through case studies of higher income countries, new emerging economies, and lower income countries.</li> <li>• <b>To experience</b> through fields work topics such as the challenge of natural hazards, the physical landscape of the UK and urban issues and challenges</li> <li>• <b>To develop</b> their ability to gather, analyse, synthesize and communicate geographical information and data</li> </ul>	<ul style="list-style-type: none"> <li>• The Challenge of natural hazards</li> <li>• The Living World</li> <li>• Physical landscapes of the UK</li> <li>• Urban Issues and Challenges</li> <li>• Fieldwork: New Brighton</li> </ul>
	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what drives change, particularly through the concept of conflict</li> <li>• <b>To experience</b> topics and sources that are relevant to today's world</li> <li>• <b>To develop</b> skills of linking the present with the past and see the bigger picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Germany, 1890-1945</li> <li>• Conflict and Tension: 1918-1939</li> </ul>
	<b>RE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> ethical issues which are relevant in today's society</li> <li>• <b>To experience</b> debating and discussing ethical issues from the perspective of various religions and from a secular perspective</li> <li>• <b>To develop</b> ethical awareness and the capacity for moral</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical Issues - Designer babies?</li> <li>• Eternity &amp; Salvation: different perspectives (Christianity, Atheism, Buddhism and Islam)</li> <li>• Ethical Issues – War and Peace</li> <li>• Ethics Issues – Abortion</li> </ul>

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Strand	Aims and Purpose / Intent	Content Summary
Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li> <li>• During the games period there will be a House Hockey and House Rugby Competition</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Board Games</li> <li>• Gym</li> <li>• Hockey</li> <li>• Netball</li> <li>• Rugby</li> </ul>
Artistic Expression	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements</li> <li>• This year all pupils across the expressive arts subjects will be taking part in a Remembrance Day Service which will be filmed and shown on BBC in conjunction with Mossley Hill Church</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Pupils are invited to try an instrument day and attend weekly peripatetic lessons.</li> <li>• Weekly choirs include: Voices (mixed choir Y7-13)</li> </ul>

	<ul style="list-style-type: none"> <li>• BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).</li> <li>• Performance at events such as Founders’ Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.</li> <li>• Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.</li> <li>• Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Art club daily at lunchtime, and specialist workshops delivered by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.</li> <li>• Art on Canvas art club - pupils can develop their own paintings</li> <li>• Visits to local galleries and exhibitions such as the Liverpool Biennial, Walker, Tate Liverpool and practitioners such as Davy Jones special effects artist for Hollywood films such as Pirates of the Caribbean and the Walking Dead.</li> <li>• We encourage pupils to take part in live briefs and projects such as the Guinness Book of Records Fashion Show on the Pier Head in Liverpool.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Two performances a year: pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018).</li> <li>• YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• Corps of Drums</li> </ul>
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Spiritual Formation	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li> <li>• Thought for the day</li> <li>• Opportunity to serve as chapel stewards</li> <li>• Founders Day service &amp; Christmas Carol service in Cathedral</li> <li>• Lent Term Service at Mossley Hill Parish Church</li> <li>• Voluntary Christian Union</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• British Values- Identity, prejudice and discrimination</li> <li>• Homophobic Bullying</li> <li>• Drug and Alcohol Awareness- Presentations</li> <li>• Positive relationships</li> <li>• Finance</li> <li>• Scenarios for Sex</li> <li>• Sex outside marriage</li> <li>• Safe working practices</li> <li>• Disability</li> <li>• Work life balance</li> <li>• Stress</li> <li>• Coping techniques</li> <li>• <b>Activity Programme</b></li> <li>• Gardening</li> </ul>
Careers & STEM	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisby Online- Careers Website- testing- Full psychometric testing</li> <li>• Use of Morrisby – Labour Market Information</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions form the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Masterclasses</li> <li>• Prejudice and diversity in relation to careers</li> <li>• Employability Skills- what are yours?</li> <li>• Skills and qualities involved in managing students' careers</li> <li>• Career development in different organisations</li> <li>• Working life and 21<sup>st</sup> Century jobs</li> <li>• CV writing</li> <li>• Career planning</li> <li>• Managing Money- Barclays and Investec</li> <li>• Thin king about the next steps- Post 16 providers</li> <li>• Safe working practices</li> <li>• Work life balance</li> <li>• Career Fair preparations- making the most out of it!</li> </ul> <p><b>Other Events</b></p> <ul style="list-style-type: none"> <li>• Individual career interviews with an advisor- using profiles</li> <li>• CCF</li> <li>• Careers Fair 14<sup>th</sup> June</li> <li>• Young Enterprise</li> <li>• Medical Careers Day</li> <li>• Industry Challenge Event</li> <li>• Medic Nordic Health Care Weekend</li> </ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"> <li>• In Search of Solutions</li> <li>• Maths Ambassadors and Leaders (GB 4)</li> <li>• Young Entrepreneur</li> </ul>
<p>Charity &amp; Service</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Charity events – including stalls at the Christmas market</li> <li>• Visits to local Care Home – including musical performances / art presentations</li> <li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li> </ul>



	<ul style="list-style-type: none"><li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li><li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li></ul>	<ul style="list-style-type: none"><li>• Collections for the foodbank at Whitechapel</li><li>• Assemblies and workshops for Shelter (a homeless charity )</li><li>• Each House collects for a nominated local charity eg Claire House</li><li>• Jeans for Genes day – a charity close to the College’s heart as one of the original founders of the charity is a former pupil of the College</li></ul>
Leadership Education	<ul style="list-style-type: none"><li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li><li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li><li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li></ul>	<ul style="list-style-type: none"><li>• Selection and training of Non-Commissioned Officers</li><li>• Specific leadership roles developed through section specific training</li><li>• Summer Camp</li><li>• Junior Leadership Course</li><li>• Duke of Edinburgh Silver</li><li>• School Council representative</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• CCF – Army</li><li>• CCF – Navy</li><li>• CCF – RAF</li></ul>