

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

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.

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 12</b>			
ACTIVITY	<b><i>Unit 2: Family and Households</i></b> a) Investigating the division of conjugal roles at home b) Evaluating the impact of feminism on conjugal roles, divorce and family diversity c) Investigating childhood	<b><i>Unit 1: Education</i></b> a) Analysis of exam statistics b) Evaluating the impact of family, school, and social attitudes on differential achievement	<b><i>Unit 2 – Media</i></b> a) Researching Media owners <b><i>Unit 3 – Crime and Deviance</i></b> b) Visiting Norwich Crown Court
OUTCOME	a) Data collection & data analysis b) Evaluation of theories in essay c) Research & presentation skills	a) Data analysis and presentation skills b) Evaluation of theories in essay	a) Communication of research through focused presentations b) Encounter with employer; experience of workplace; awareness of English legal system and the jobs in it
<b>Year 13</b>			
ACTIVITY	<b><i>Unit 2 – Media</i></b> a) Content analysis of the News b) Evaluating the representation of social groups	<b><i>Unit 3 – Crime and Deviance</i></b> a) Analysis of crime statistics, including police crime maps b) Evaluating theories on the cause of crime	
OUTCOME	a) Communication of research through focused presentations b) Evaluation of representations in essay	a) Data collection, analysis and presentation skills b) Evaluation of theories in essay	

## 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?