



1 March 2024

Dear Parent/Carer

Curriculum Bulletin – Year 11, National Careers Week, Apprenticeships, Paediatric Referrals, Staff Promotion

Welcome to my end of week update letter. Despite a mixed weather picture, it has been another busy week at the Academy which has seen much success, including positive football results against the Priory Pembroke Academy and the Priory City of Lincoln Academy. We have also had some new boilers installed and seen renovations to our Behaviour Hub. This week, we have also submitted a bid to the Department of Education to have the whole Academy fully rewired (electrically) and hope to have news in this regard soon. More important updates below:

Curriculum Bulletin – Year 11

Please find attached herewith latest edition of the Year 11 curriculum bulletin.

National Careers Week

Next week it is National Careers Week. During this week, we will be encouraging students to think about their futures and share their aspirations for careers. Staff will be sharing their own career journeys to inspire and encourage students.

In R2L, students will be considering how their existing skills suit particular job roles and perhaps identifying areas to develop further in order to achieve their dreams.

On Tuesday we are delighted to welcome 12 of our past students to the Academy to take part in an alumni event with students from Year 11.

Apprenticeships

Attached are the apprenticeships details that are currently being advertised in the Lincoln area. Mrs Mather sends comprehensive details out regularly to all Year 11 and Year 13 students to support with their next steps. We will be including these periodically in my letters to give parents/carers this overview too. If your son or daughter do require any specific next steps support, then please contact Mrs Mather directly at smather@srpa.co.uk.

Paediatric Referrals

As you will be aware by now, schools and Academies are expected to support the submission of paediatric referrals. As this is a fairly recent change in public sector practice, we have been expected to get to grips with this with no further funding or promise of resource to meet the need of our families. We are currently deluged with significant numbers of requests and appreciate this is not ideal when attempting to meet your needs. Please bear with us.

The administration process is onerous and takes a lot of time. We will continue to attempt to streamline this process over the coming months, but for now, appreciate your patience as we navigate this situation.

Staff Promotion

After a rigorous selection process earlier in the week, I am delighted to inform you that Mrs Spoors has been appointed as the new Headteacher at the Priory Pembroke Academy in Cherry Willingham from 1 September 2024. Mrs Spoors has played an integral role in developing the Academy over the past five and a half years and we will be sorry to see her leave. However, I am incredibly proud of Mrs Spoors and of having the privilege in supporting her in her career journey over the past few years.

Our process to replace Mrs Spoors will begin next week.

As we have now entered March, I am looking to the budget keenly hoping for extra funding to schools being announced. Whilst all of the educational professional associations have been pushing for this for some time, thus far, we have not seen the investment needed from central government. Here's hoping that the 6 March will see a change of direction and a renewed and more positive funding agreement given the pressures all schools currently face. As I sign off this week, I am reminded of the words of Oscar Wilde who said (tongue in cheek) "When I was young, I thought that money was the most important thing in life; now that I am old, I know that it is".

Have a lovely weekend when it comes.

I will write again soon.

Yours faithfully



Mr D Hardy
Headmaster



"This is a calm, happy and caring school."



Sir Robert Pattinson Academy



Curriculum Bulletin

2023-24

Term 4

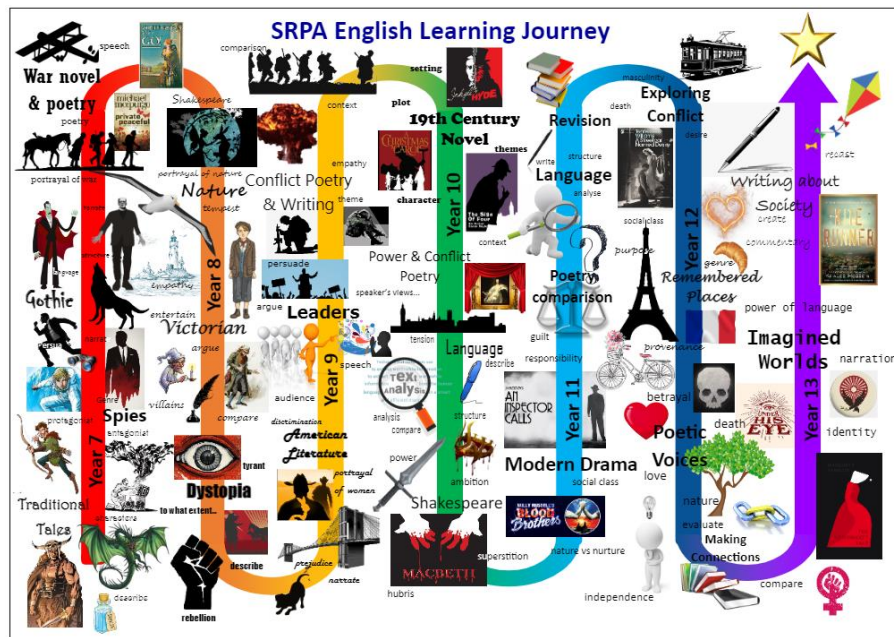
Monday 19 February 2024 to Thursday 28 March 2024

Information for parents and carers

This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 4 (Monday 19 February 2024 to Thursday 28 March 2024).

If you wish to find out any further information, please refer to the following resources:

- The Subject Curriculum area of the Sir Robert Pattinson Academy website**
<https://srpa.co.uk/our-curriculum/subject-curriculum/>
 Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- Subject pages on Frog**
<https://vle.srpa.co.uk/>
 Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:

- **Online resources**

Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
Accelerated Reader	Accelerated Reader is a computer-based program that schools use to monitor reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it.	Via Frog. Students have been given their usernames and passwords. For use in school during library lessons and can also be accessed from home.	Please contact your library class teacher or Mrs Ransome at ARansome@srpa.co.uk
Bedrock Vocabulary	Bedrock vocabulary is an online vocabulary-learning platform, which is used by the English department to set homework. It helps broaden students' vocabulary understanding and range while accessing a range of reading materials. The online platform takes students through guided online vocabulary lessons and assesses how well students have learned the vocabulary presented to them in each block, which is suited to their reading level.	https://app.bedrocklearning.org/ Log on by clicking SSO and then entering your school email and password, or by using the Office 365 button. Alternatively, use your original Bedock login and password (format: name.surname.00000 password example: RandomWord000)	Please contact your library class teacher or Mrs Murdoch at JMurdoch@srpa.co.uk
Boost Learning	An online learning platform for KS3 Computing. Students can access lessons and assessments.	https://boost-learning.com/ Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Barrett at MBarrett@srpa.co.uk
Doddle Learn	An online platform for Science. Students can access a range of revision resources to support independent student, and Science teachers will set homework tasks using DoddleLearn.	www.doddlelearn.co.uk Your username is the same as the start of your school email address (up to, but not including the "@", with no capital letters). The first time you log in, your password is exactly the same as your username (also with no capital letters).	There is a 'forgotten your password' link at the bottom of the login window. This will send an email to your school email address. Alternatively, please contact your science teacher or: <ul style="list-style-type: none"> • Y7 - 9: EBurridge@srpa.co.uk • Y10 - 13: BSpowage@srpa.co.uk

Resource	Details	How to access	Problem solving
EPlatform Wheelers ebooks	24 hour access to 1700+ ebooks available to read on any device, at home or in school. This is now available through an app which can be downloaded from your app store (Android and iOS).	https://www.eplatform.co.uk/school/ or via FROG library/ebook tab. Log on by clicking SSO and then entering your school email and password. There is also a mobile app available (Android and iOS). Download the app and then search for SRPA when opened.	Please contact Mrs Ransome at ARansome@srpa.co.uk
Frog	All subjects have a Frog page where additional resources and support can be located.	https://vle.srpa.co.uk/app/os Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk
Go4Schools	Go4Schools provides students and parents with up to date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	https://www.go4schools.com/ Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.	There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk
Historical Association Student Zone	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at SSmith@srpa.co.uk
Kerboodle Geography	An online platform from Oxford University Press that offers support for students from KS3 to KS5. The site provides students with online copies of the textbook, activities and resources.	https://global.oup.com/education/?region=uk <ul style="list-style-type: none"> Students should use their school username (from their email). The default password is their username. This can be changed once into the site. 	Login details are displayed in Geography classrooms. Alternatively, contact your Geography teacher to support with resetting of passwords.

Resource	Details	How to access	Problem solving
Languagenut	An online platform for French and Spanish from KS3 to A-Level, covering all of the exam skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	www.languagenut.com or download the free app. Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Lexia	A literacy based online provision designed to support reading comprehension, grammar and word study.	https://www.lexiapowerup.com/ Teacher's email = mylexia@srpa.co.uk Username = Same as school system Password = Printer Code	Please contact Mr Burr at JBurr@srpa.co.uk
Linguascope	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	www.linguascope.com username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at NHughes@srpa.co.uk
Massolit	Massolit is an online platform which features lectures on most aspects of the GCSE and A Level Language and Literature specifications. These lectures enhance students' subject knowledge and improve understanding of context and cultural influences on texts. There are lectures available for a variety of other subjects too, such as humanities subjects and the sciences.	https://www.massolit.io/users/sign_in Choose <i>single sign in</i> on the right of the screen. Type <i>Sir Robert Pattinson Academy</i> into the box, select the school name from the drop down box, and click <i>Log In</i> .	Please contact Mrs Selwood at NSelwood@srpa.co.uk
Maths Symphony	An online interactive Maths program that gives students the opportunity to practise the value of number, shape and space. This is a very student friendly program that designs specific learning pathway based on the need of the individual.	https://content.symphonylearning.com Account Number = 6748 Username = Same as school system Password = Printer Code	Please contact Mr Burr at JBurr@srpa.co.uk

Resource	Details	How to access	Problem solving
Mathswatch	An online platform that has videos for every element of year 7 to 9 and GCSE maths plus some for A level. Teachers will assign work for students to complete or students can search for a specific topic as part of their own revision.	https://vle.mathswatch.co.uk/vle/ Username = FirstInitialSurnameYearOfStart@SRPA e.g. for Joe Bloggs that joined SRPA in 2018 the username would be: <i>JBloggs18@SRPA</i> Password can be reset by class teacher/ Mr Roberts	For password issues please email Mr Roberts at DRoberts@srpa.co.uk
SAM Learning	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca.	https://www.samlearning.com/ User ID = your school email address Password = your school email address Centre ID = (Leave this box blank!)	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at AParkinson@srpa.co.uk
Seneca	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca. Students in Y11 to Y13 also have access to the Premium part of the service.	https://app.senecalearning.com/login Students should use their school email address. The default password is <u>seneca2020</u>	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Parkinson at AParkinson@srpa.co.uk
Smart Revise	An online revision platform for KS4 Computer Science.	https://smartrevise.online/ Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Miss Norman at LNorman@srpa.co.uk
Spellzone	Spellzone is a provision that students can use at home using the website or the APP. Spellzone allows students to identify gaps in their spelling knowledge and allows them the chance to build their confidence in spelling.	www.spellzone.com This will be provided by SLC Staff.	Please contact Mr Burr at JBurr@srpa.co.uk

Year 7 curriculum for term 4

Subject	Term 4 overview
English	This term we will be working on a genre study, this time looking at the spy genre. Reading will be focused on extracts from spy novels including those from the James Bond and Stormbreaker series. We will focus on how the spy genre is represented in media texts, looking at how film directors choose camera angles and how sound contributes to the creation of atmosphere and tension. We will also write creatively, producing a spy story of our own, and work in groups to design a spy gadget and pitch it to the class.
Maths	In term 4 we will be learning about algebra, number, ratio and patterns. In algebra we will continue to work on the theme of expanding brackets as well as looking at substitution and functions. For our number work we look at being able to convert between fractions, decimals and percentages. In our ratio work we explore how we can simplify or divide an amount in a ratio. We will then look at how we can identify and generate sequences of numbers given a formula or from a series of numbers.
Science	In term 4 we will be studying; energy transfers in physics, separating mixtures in chemistry and human reproduction in biology. We will be learning more working scientifically skills through practicals and how to apply our knowledge to new applications.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about what we study at school as well as what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	In term 4, Year 7 are starting the third topic of the year. In which they will learn 'How do rivers shape the land?'. Students will investigate the water cycle which creates rivers, explore the physical processes which shape the landscape and the landforms which result from these processes. The topic will then conclude with the causes, effects and management of river flooding.
History	In term 4, Year 7 will consider the question 'how was authority challenged in the Middle Ages?' Students will investigate the struggle between authority and the people through the Magna Carta, the Black Death and the Peasants Revolt.
EFP	In term 4, students will be looking at the Holy book in Christianity: The Bible. Students will explore its history and significance for Christians, as well as understanding how to use the Bible effectively. This unit of work develops earlier work looking at Christianity beliefs and practices.
Computing	This term in computing, students will continue learning about Past, Present and Future Technologies. This topic develops skills with word-processing and presentation software at the same time as looking at the rapidly changing technologies that have brought the computer to where it is today and will immeasurably affect the world, we live in.
Music	This term in music, students will develop skills of notation and rhythm in music. Pupils will use the keyboards to learn how to play a melody on the keyboard. Pupils will learn how to identify and perform rhythm values. They will also learn how to read notes from the treble clef.

Drama	Students will be continuing their study of the works of Roald Dahl. Throughout this unit students will be looking at different classic tales and exploring them both practically and theoretically. From Matilda to Charlie and the Chocolate Factory, pupils will look at characters in detail and explore how to share these stories on the stage.
Design & Technology	KS3 projects develop students' confidence in planning, working with tools and materials safely. The projects will develop and wider the understanding of metals, polymers and timbers and their origin, and introduces material properties.
Food Technology	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
Art	The basis of art relies on an ability to recognise and understand how formal elements are used in art. This project aims to teach students core drawing skills through exploring the possibilities of line and developing an understanding of line as the beginning of all art, that can be used to create shape, form texture and perspective. Students will then use these skills to create responses to the work of artist. These skills will all be built alongside developing an understanding of the artists Yayoi Kusama and Leonardo Da Vinci and how they use line differently through mark making. Students will build on literacy skills to make comparisons between the contrasting styles and applications of line and aim to create a final piece that combines the two.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore how to make healthy lifestyle choices including diet, dental health, physical activity and sleep. This includes learning: <ul style="list-style-type: none"> • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact

Year 8 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we will complete the Nature unit. First, we will complete reading <i>A Midsummer Night's Dream</i> and watch a performance of the play. The unit concludes with some lessons which look at how the theme of nature has been explored in other literature over time, and finishes with some non-fiction writing on animal welfare.
Maths	In term 4 we will be working on the themes of proportional reasoning, patterns and geometry. While working through proportional reasoning we will recap dividing in a ratio and then using these skills to interpret problems involving best value or recipes before working with compound measures such as speed and density. Our work on patterns will focus on being able to define a sequence of numbers algebraically and find the formula for a linear sequence. Whilst exploring geometry we will focus on angle work, specifically exterior and interior angles of polygons and angle properties when working with parallel lines.
Science	In term 4 we will be studying how sound and light travel in physics, inheritance patterns in biology and chemical energy in chemistry. We will also continue to develop working scientifically skills across all three specialisms.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about what we study at school as well as what we do at home. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Spanish	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about healthy lifestyles, building on our knowledge of words for food and drink. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
Geography	In term 4, Year 8 geography students will study the third new topic, 'why are our coasts changing?'. Students build on their knowledge from rivers in Year 7, by exploring the same processes from rivers landscapes and applying them to the coastal landscape. We explore the landforms created by these processes before investigating coastal erosion and the different ways we can prevent and manage it.
History	Students will be studying the topic of Transatlantic Slavery. Students will examine individual stories from across the 19 th century and stories of resistance.
EFP	In term 4, Year 8 students will focus on the teachings of Jesus and expand our knowledge from Year 7. We will look at how Christian interpretations of Jesus vary across denominations.
Computing	This term in computing we will focusing on Programming. Students will develop their programming skills as they move from block-based programming to text based. The unit involves using an online programming platform called Edublocks which allows students to learn the syntax of Python using block base programming.

Music	This term Year 8 students will be exploring the music of West Africa. Pupils will listen to and play a variety of music from West Africa using the djembe drums. Pupils will develop rhythm skills and ensemble skills. They will have the opportunity to perform and create their own rhythms in addition to learning a song from West Africa.
Drama	This term year 8 students will continue looking at different styles of theatre that have had an impact on the modern industry. From melodrama to physical theatre, students will explore several styles and reflect on their abilities in each.
Design & Technology	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.
Food Technology	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
Art	Research and analytical skills are the key to any artist understanding; therefore, this project aims to build upon prior skills taught in Year 7. Students will develop their ability to look at artwork, discuss it, describe it, and demonstrate understanding through written analysis and group feedback. Students will be able to demonstrate their understanding of Pop Art and related artist through a range of skills and present their work in a visually
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore, mental health and emotional wellbeing, including body image and coping strategies about attitudes towards mental health. This includes learning: <ul style="list-style-type: none"> • how to challenge myths and stigma • about daily wellbeing • how to manage emotions • how to develop digital resilience • about unhealthy coping strategies (e.g. self-harm and eating disorders) • about healthy coping strategies

Year 9 curriculum for term 4

Subject	Term 4 overview
English	In term 4 we continue our exploration into the writing and speeches of great leaders and use this as inspiration to write a speech on a topic of our own choice, trying to incorporate as many of the features of the great leaders' speeches that we have studied as we can. At the end of the term, we will complete the spoken language assessment for GCSE English Language, giving a pre-prepared speech to the class and responding to questions.
Maths	In term 4 we will look at the themes of number, constructions, algebraic skills and proportional reasoning. For our number work we will investigate how we can convert to and from standard form and complete calculations in this form. For our constructions work we will look at how we can accurately construct perpendicular bisectors and angle bisectors using a pair of compasses, we will then work on how we can use these in <i>loci</i> problems. In our algebraic skills topic, we will extend our knowledge of factorising to include scenarios where we have to use two brackets. In our proportional reasoning topic, we will begin to identify and use direct and inverse proportion to find unknown values.
Science	In term 4 Year 9 will be studying the particle model in physics, ecosystem patterns in biology and chemical changes in chemistry. We will also continue to develop working scientifically skills across all three specialisms through practicals.
Spanish	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about healthy lifestyles, building on our knowledge of words for food and drink. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
French	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about jobs and future careers. We will continue to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the French-speaking world and its traditions.
Geography	In term 4, Year 9 are continuing to explore the global ecosystem of hot deserts. Through this new topic they explore the climate and the geographical reasons for the desert's location. Investigating how plants and animals survive in the hot desert before looking at how they are threatened and how they are expanding into previously fertile land. When they have finished this they will see how Ice has shaped the land.
History	Students will be studying a topic on what it means to be black and British. Students will explore the Windrush Generation, Notting Hill and Notting Hill riots and racial tensions in Britain.
EFP	In term 4, Year 9 we shall be exploring Hinduism. We will be looking at the fundamental basics of Hindu practices and religion including gods and goddesses, practice of worship and how it feels to be a Hindu in modern Britain.
Computing	This term in computing, students will learn how to program functionality into a mobile phone application. Students will design their own application and then create with event driven programming techniques following industry standard methodologies for programming.

Music	This term students will be exploring samba music, developing their performance and teamwork skills. They will be learning and performing a piece of samba music as a whole class, using percussion instruments. Pupils will also continue to develop their listening skills, looking at a variety of samba music from Brazil.
Drama	Students are continuing their study of the practitioner John Godber, last term they looked at his play 'Teechers' and this term they will be looking at 'Bouncers'. The play follows four North Yorkshire Bouncers to give the audience a running commentary on the life and stories of the people they have come into contact with. This is an observational comedy that will develop their slapstick, over-exaggeration and movement skills.
Design & Technology	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a laser cutter and 2D Techsoft design to draw and cut their pattern out.
Food Technology	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
Art	Students are to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks and or on paper. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them and develop their understanding of the assessment criteria ready for GCSE Art. Students will work through each assessment objective as a unit and develop their experimentation, analysis, opinion and quality of observations.
PE	Students will be working on a range of activities including football, rugby, basketball, fitness, handball and table tennis.
Personal Development	Students will explore families and parenting, healthy relationships, conflict resolution, and relationship changes. This includes learning: <ul style="list-style-type: none"> • about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies

Year 10 curriculum for term 4

Subject	Term 4 overview
English	In term four we complete the study of Shakespeare's <i>Macbeth</i> , focusing on the development of characters and themes across the whole text and how these are shaped by Shakespeare's use of language. In addition, for GCSE Literature we continue to study poems from the power and conflict selection in the Anthology. For Language, we continue working towards Paper 2, focusing on a wide variety of non-fiction texts and practising skills in analysis and comparison.
Maths	For students working on the higher tier we will be studying properties of angles, calculations involving indices and surds, simultaneous equations using elimination or substitution method and analysing statistics from statistical diagrams. For students working on the foundation tier will be studying ratio and proportion, percentages and solving equations and inequalities.
Science	In term 4 Year 10 students will be studying the principles of electricity in physics, communicable diseases and their treatments in biology and chemical changes in chemistry. We will also continue to develop working scientifically skills across all three specialisms through practicals.
Media	This term students will develop their understanding of online, social and participatory media by continuing to explore the representation of Kim Kardashian and her online 'brand' and closely analysing the online presence of Marcus Rashford as an influencer. They will draw on their knowledge from last term forming comparisons between these case studies in essay style responses.
Business Studies	This term students will be focusing on Section 2 – Influences on Businesses. Some of the topics areas they will be exploring are technology impacts, ethical and environmental considerations and economic climate of businesses. Students will have an end of topic test throughout the term.
Finance	This term, students will begin work on Unit 2 – Finance in Business. They will cover the following topics: business models, ethical and sustainable business, and the impact of external factors on businesses.
Computer Science	Students will finish a module of networking and how data is transferred around the internet. They will then move onto operating systems and practical programming tasks.
Creative iMedia	This term, students will finish working on their Unit R094 – Visual Identity and Digital Graphics NEA completing the following tasks: Create DGP and DGP. They will then begin work on their second coursework unit.
Drama	Students are continuing their work on Component One of their qualification, this term focussing on the theoretical coursework. Alongside this they will receive their brief and explore one of their previous repertoires in more depth, applying the brief practically to their work through characters and themes.
Music	Students will continue with their work for Component One of their qualification. Pupils will focus on preparing a portfolio of information about four genres of music, with detailed analysis of examples from each genre. Pupils will also create three music products based on a theme given by the exam board; one performance, one composition for media and a DAW composition.
Child Development	This term, we will be looking at provisions for early years, such as nursery, schools etc, and how each of these can support holistic development. This will then build into an application of this knowledge in other content areas. All lessons are available via Frog/Subject Sites/Child Development/Content Area 4.
Geography	This term, we are continuing to explore two global ecosystems in depth using the Amazon rainforest and the cold environment of Alaska to explore plant and animal adaptations, opportunities for development, human uses and impacts and how we can manage them for a more sustainable future.
History	This term, students will be continuing to study Weimar and Nazi Germany 1918-1939. They will be practising exam skills to prepare them for the Germany paper and will look at Weimar Culture, as well as the Wall Street Crash and growing support for the Nazi party.
Religious Studies	In term 4, Year 10 continue to study the beliefs of Islam. They will be able to make comparisons between Christianity and Islam and understand key religious ideas held by Muslims, such as Tawhid, Risalah and beliefs about life after death. Year 10 students will have the opportunity to put their knowledge to the test throughout this term by completing in-class assessments and knowledge tests.
Sociology	This term we are looking at educational inequality including private schools and the significance of legislation in educational reform.
Psychology	This term we will be focusing on our third topic of development, looking at how children develop cognition and their understanding of the world around them. Throughout this, we will be looking at research methods to support our understanding of practical experiments. All lessons are available via Frog/Subject/Sites/Psychology/KS4/Development.

French	This term we will be covering the topic of holidays and tourism, including holiday problems and transactions which forms part of the GCSE Theme 2. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the imperfect tense and will continue to look at some complex structures. In addition to our knowledge of exam tasks, we will begin to practise role-plays. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
Spanish	This term we will be covering the topic of house and home. In this unit, students will learn how to talk and write about where they live including their local area. We will be focussing on embedding the key skills of listening, reading, writing, speaking and translation and students will be strengthening their knowledge of key grammatical concepts including tenses and cases. Students will learn to talk about where they live, the advantages and disadvantages of living there as well as the Russian speaking world and how life differs in cities such as Moscow and St Petersburg.
Core PE	In core PE students will be participating in a range of activities including handball, basketball, football and table tennis.
GCSE PE	Students will move on to Unit 3 – Anatomy and physiology. In practical lessons they will be completing a unit of work in handball.
Engineering Design	This term students will learn how designers can quickly create and test models to develop a prototype of a design. Students will develop virtual modelling skills using computer aided design (CAD) 3D software, to produce a high-quality model that will be able to simulate the design prototype. Students will also develop physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.
Art	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
Photography	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
Design & Technology	This term, students will develop an in-depth knowledge and understanding of mechanical and electrical systems and controls and how energy can be produced, stored and used to power our modern-day world and products.
Hospitality and Catering	Students will be continuing their pastry skills – Cornish pasties, deboning a chicken and making chicken pie, along with Japanese souffle pancakes and an Easter cake. Theory they will be looking at deficiencies and excess in nutrition for macro and micronutrients. Theory they will also look at the operation of the kitchen and small and large equipment.
Personal Development	Students will explore the influence and impact of drugs, gangs, role models and the media. This includes learning: <ul style="list-style-type: none"> • about positive and negative role models • how to evaluate the influence of role models and become a positive role model for peers • about the media's impact on perceptions of gang culture • about the impact of drugs and alcohol on individuals, personal safety, families and wider communities how drugs and alcohol affect decision making • how to keep self and others safe in situations that involve substance use • how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • exit strategies for pressurised or dangerous situations • how to seek help for substance use and addiction

Year 11 curriculum for term 4

Subject	Term 4 overview
English	Your teacher will have emailed your personal plan to you if you don't have a paper copy. The English subject page on Frog contains a 'Year 11 revision' tab where you will find the details of your group's tasks and the required resources and links. All classes will follow a bespoke plan designed to ensure that students are studying the areas which they need the most in preparation for the English Language and English Literature GCSE examinations.
Maths	In term 4, you will receive a new activity on Sparx Maths (https://sparxmaths.com) every Wednesday with tasks covering the topics that you have studied in class that week. All classes will follow a bespoke plan designed to ensure that students are studying the areas which they need the most in preparation for the summer GCSE examinations.
Science	In term 4, Year 11 students will be completing their biology course looking at patterns in genetics and evolution. In chemistry, students will be studying crude oil and fuels. In physics, students will complete the final topics of waves and magnetism. We will also continue to develop working scientifically skills across all three specialisms through a series of practical activities.
Media	In this term students will be finalising work on the NEA, with the deadline for final submission being 22 March 2024. Students will also cover the final CSP on radio - focusing on the Tony Blackburn broadcast on the launch day of Radio 1 and also looking at KISS FM to compare how radio has moved on in modern times. Finally, students will also be revising the previous CSPs and ensuring they are familiar with the structure of the exam and what they could be assessed on.
Business Studies	This term students will be focusing on Section 6 – Finance. Some of the topic areas the students will be exploring in detail are financial calculations, break even analysis and average rate of return, investment and payback. Students will have an end of topic test throughout the term. In addition, students will be given past papers and mark schemes to complete at home, so they can familiarise themselves with the examiner's comments.
Finance	This term students will continue their preparations for their exam in Unit 3 – Financial Services Sector. They will look at the impact of technology in Topic 5, the global financial crisis in Topic 6 and then global issues in Topic 7.
Computer Science	This term students will be continuing their preparations for external examinations in May. The main areas of focus in paper 1 are binary, protocols, security and operating systems. In paper 2 we will focus on trace tables, pseudocode, validation, SQL and programming techniques.
Creative iMedia	This term students will continue their preparations for their examination in Unit R093 – Creative iMedia in the media industry. They will finish looking at pre-production planning in Topic Area 3 before looking at distribution considerations in Topic Area 4.
Drama	Students are in rehearsals for their final scripted, performance examination. They are exploring challenging texts that will highlight their ability but also challenge them as performers. Alongside this they continue to develop their understanding of their written examination, focusing on building their analytical skills when reviewing live theatre.
Music	Students will refine coursework composition for final submission. Students also will focus on preparation for the listening examination. Pupils will cover all areas of study, completing a number of examination practice questions, focusing on exam technique, key vocabulary and longer essay style question.
Child Development	Year 11 students will be completing their Non-Examined Assessment (NEA) which equates to 50% of their overall grade. In a coursework style, students will be using their knowledge from across Year 10 and Year 11 to explain how a child's holistic development can be supported by an Early Years Practitioner. The NEA takes 14 hours and students' knowledge, application, analytical and evaluative skills will be assessed.
Geography	Students are continuing with the second human topic of changing economic world. Here we explore globalisation and development, before focusing on the UK and Nigeria to develop an in-depth case study of a HIC and NEE to allow us to compare differences in quality of life, standard of living and how they are grown and changed over time.
History	Students will be continuing their new topic of Elizabethan England, looking at the challenges Elizabeth I faced on the throne and the threat of her cousin, Mary Queen of Scots. Students will be reviewing examination skills for the Elizabethan England paper.
Religious Studies	In term 4, Year 11 students are completing the final modules in the Themes component. They are studying both religious and secular perspectives on Issues of life and death, for example how the world was created, attitudes towards abortion and euthanasia. They will examine the religious teachings alongside the legal situation both in this country and around the world.
Sociology	This term we will be focusing on reviewing of the content covered over the past two years. This includes recapping the methods used by sociologists to gather and collect data and how this can be seen as both strengths and weaknesses of their research.

Psychology	<p>This term, we will be focusing on the topic of psychological issues, starting to investigate the causes and symptoms of specific mental health issues. We will also be practising exam style questions on previous topics to prepare for examinations and consolidating our knowledge of all topics.</p> <p>All lessons are available via Frog/Subject Sites/Psychology/KS4/Psychological Issues.</p>
French	<p>This term we will be focusing on examination skills and techniques as well as vital revision of all vocabulary and grammar. Independent revision will be vital for students to succeed in the summer exams, and we will therefore be issuing students with revision logs to complete which will be checked and monitored each week.</p>
Russian	<p>This term students will be reflecting on their mock examinations and will be further embedding examination techniques by revising the core topics and practising exam style questions. Students will be revisiting old material and learning how to apply it to GCSE questions. Students will be embedding the key skills of listening, reading, writing, speaking and translation. Students will be revising vocabulary and grammar. Students will need to continue to work independently and are encouraged to use Quizlet in their own time to regularly practise the key vocabulary covered across the GCSE course.</p>
Core PE	<p>In core PE students will be participating in a range of activities including handball, basketball, football and table tennis.</p>
GCSE PE	<p>In GCSE PE theory lessons students will be studying Unit 6 – Sport and Society. Students will also continue to work on their NEA assignment on analysis and evaluation of performance.</p>
Engineering Design	<p>Students will continue to work on Unit 2 – Planning and manufacturing a junior hacksaw design brief. This includes the correct use machines and the manufacturing/shaping of metals and processes. Students will also be required to work independently and with precision throughout. An overview of their work and how decisions are made when considering each stage of the project will be required.</p>
Art	<p>Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.</p>
Photography	<p>Students will start their examination unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.</p>
Design & Technology	<p>Students use a range of skill learnt though the scheme of learning Year 7-11 to produce an independent iterative design work. The evidence produced in Unit 2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will plan and start to manufacture their final outcomes.</p>
Hospitality and Catering	<p>Students will be completing their NEA 2 (35% of final grade) planning and producing dishes for a specific occasion and nutritional requirement.</p>
Personal Development	<p>Students will explore responsible health choices and safety in independent contexts. This includes learning:</p> <ul style="list-style-type: none"> • How to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills including defibrillators • how to assess emergency and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers about the importance of screening and how to perform self-examination • about vaccinations and immunisations • about registering with and accessing doctors, sexual health clinics, opticians and other health services • how to manage influences and risks relating to cosmetic and aesthetic body alterations • about blood, organ and stem cell donation

Business Administration Level 3 Apprenticeship	Advanced Level Apprenticeship	VAC1000231486	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000231486	City of Lincoln Council (Lincolnshire)	LN1 1DD	Standard	Business	Business administrator	EAST LINDSEY INFORMATION TECHNOLOGY CENTRE
Pharmacy Apprenticeship	Intermediate Level Apprenticeship	VAC1000228328	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000228328	JHOOTS PHARMACY LIMITED (Lincoln)	LN1 1YA	Standard	Health and Science	Pharmacy services assistant	WOODSPEEN TRAINING LIMITED
ASK Italian Level 3 Apprenticeship – Senior Production Chef	Advanced Level Apprenticeship	VAC1000219771	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000219771	ASK Italian (Lincoln)	LN1 1YW	Standard	Hospitality	Senior production chef	HIT TRAINING LTD
Apprentice Landscape Site Operative	Intermediate Level Apprenticeship	VAC1000041468	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000041468	WEST LINDSEY LANDSCAPES LTD (Lincolnshire)	LN1 2ZB	Standard	Agriculture Environmental and Animal Care	Horticulture or landscape operative	BISHOP BURTON COLLEGE
Apprentice Driver	Intermediate Level Apprenticeship	VAC1000233526	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000233526	BREEDON GROUP SERVICES LIMITED (Woodhall Spa)	LN10 6YN	Standard	Logistics and Supply Chain	Urban driver	SEETEC BUSINESS TECHNOLOGY CENTRE LIMITED
Warehouse Apprentice	Intermediate Level Apprenticeship	VAC1000232383	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000232383	HOWDEN JOINERY LIMITED (Louth)	LN11 0UD	Standard	Logistics and Supply Chain	Supply chain warehouse operative	INTEC BUSINESS COLLEGES LIMITED
Customer Service Apprentice	Intermediate Level Apprenticeship	VAC1000232514	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000232514	Grange Farm Park (ALFORD)	LN13 0JP	Standard	Customer service	Customer service practitioner	EAST LINDSEY INFORMATION TECHNOLOGY CENTRE
Apprentice Horticulturalist and Gardener	Intermediate Level Apprenticeship	VAC1000230058	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000230058	Plexfield Garden Services (PGS) (LINCOLN)	LN2 2SR	Standard	Agriculture Environmental and Animal Care	Horticulture or landscape operative	BISHOP BURTON COLLEGE
Light Vehicle Apprentice - Lincoln	Advanced Level Apprenticeship	VAC1000217098	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000217098	PENDRAGON PLC (Lincoln)	LN2 4HZ	Standard	Automotive retail	Motor vehicle service and maintenance technician (light vehicle)	SKILLNET LIMITED
Apprentice Hire and Stores Assistant	Intermediate Level Apprenticeship	VAC1000231141	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000231141	THE PREPARATION GROUP (LINCOLN)	LN2 4JB	Standard	Logistics and Supply Chain	Supply chain warehouse operative	LINCOLN COLLEGE
Apprentice Business Administrator	Advanced Level Apprenticeship	VAC1000230261	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000230261	OPTIMUM SAFETY LTD (Lincoln)	LN2 4US	Standard	Business	Business administrator	LINCOLN COLLEGE
Business Administration Apprentice	Advanced Level Apprenticeship	VAC1000228698	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000228698	SERVICE EXCELLENCE PROVIDERS (SEP) LTD (Lincoln)	LN2 5LN	Standard	Business	Business administrator	LINCOLN COLLEGE
Apprentice Early Years Practitioner	Intermediate Level Apprenticeship	VAC1000227561	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000227561	REEPHAM PRE-SCHOOL (LINCOLN)	LN3 4DP	Standard	Health and Science	Early years practitioner	LINCOLN COLLEGE
Heavy Vehicle Apprenticeship - Ford and Slater Lincoln	Advanced Level Apprenticeship	VAC1000225938	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000225938	FORD & SLATER LIMITED (Lincoln)	LN4 2NQ	Standard	Bus Coach and HGV	Heavy vehicle service and maintenance technician	SKILLNET LIMITED
PE sport and well-being apprentice	Intermediate Level Apprenticeship	VAC1000230613	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000230613	The Billinghay Church of England Primary School (Lincoln)	LN4 4HU	Standard	Adult care	Community activator coach	INSPIRE EDUCATION GROUP
Apprentice Pharmacy Assistant	Intermediate Level Apprenticeship	VAC1000231061	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000231061	WESTLEE LTD (LINCOLN)	LN5 0DZ	Standard	Health and Science	Pharmacy services assistant	WOODSPEEN TRAINING LIMITED
Apprentice - Electrical Fitter	Advanced Level Apprenticeship	VAC1000221287	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221287	Siemens Energy (Lincoln)	LN5 7FD	Standard	Engineering and manufacturing	Engineering fitter	SIEMENS INDUSTRIAL TURBOMACHINERY LIMITED
Apprentice - Mechanical Fitter	Advanced Level Apprenticeship	VAC1000221288	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221288	Siemens Energy (Lincoln)	LN5 7FD	Standard	Engineering and manufacturing	Engineering fitter	SIEMENS INDUSTRIAL TURBOMACHINERY LIMITED
Apprentice Machinist	Advanced Level Apprenticeship	VAC1000221289	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221289	Siemens Energy (Lincoln)	LN5 7FD	Standard		Machining technician	SIEMENS ENERGY INDUSTRIAL TURBOMACHINERY LIMITED
Engineering Technician Apprentice (Level 3)	Advanced Level Apprenticeship	VAC1000221286	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221286	Siemens Energy (Lincoln)	LN5 7FD	Standard	Engineering	Engineering technician	SIEMENS INDUSTRIAL TURBOMACHINERY LIMITED
Degree Apprentice - Mechanical	Degree Level Apprenticeship	VAC1000223232	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000223232	Siemens Energy (Lincoln)	LN5 7FD	Standard	Automotive	Manufacturing engineer (degree)	SIEMENS ENERGY INDUSTRIAL TURBOMACHINERY LIMITED
Degree Apprentice - Electrical	Degree Level Apprenticeship	VAC1000223234	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000223234	Siemens Energy (Lincoln)	LN5 7FD	Standard	Automotive	Manufacturing engineer (degree)	SIEMENS ENERGY INDUSTRIAL TURBOMACHINERY LIMITED
Apprentice - Welder	Advanced Level Apprenticeship	VAC1000221291	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221291	Siemens Energy (Lincoln)	LN5 7FD	Standard	Welding	Pipe welder	SIEMENS ENERGY INDUSTRIAL TURBOMACHINERY LIMITED
Dental Nurse Apprentice	Advanced Level Apprenticeship	VAC1000156316	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000156316	BW PARTNERSHIP (LINCOLN)	LN5 9AB	Standard	Dental health	Dental nurse (integrated)	HARRIET ELLIS TRAINING SOLUTIONS LIMITED
Teaching Assistant Apprentice	Advanced Level Apprenticeship	VAC1000232750	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000232750	THE PRIORY FEDERATION OF ACADEMIES (Lincoln)	LN6 0EP	Standard	Public Service	Teaching assistant	THE PRIORY FEDERATION OF ACADEMIES
Level 2 AAT Apprenticeship	Intermediate Level Apprenticeship	VAC1000226953	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000226953	FIDELIS LEGAL SERVICES LIMITED (Lincoln)	LN6 3JY	Standard	Accountancy	Accounts or finance assistant	LAGAT LIMITED
060 Business Administration Apprenticeship	Advanced Level Apprenticeship	VAC1000228960	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000228960	FIDELIS LEGAL SERVICES LIMITED (Lincoln)	LN6 3JY	Standard	Business	Business administrator	LAGAT LIMITED
Apprentice Plumber	Advanced Level Apprenticeship	VAC1000227968	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000227968	FISHERS PLUMBING & HEATING LIMITED (Lincoln)	LN6 3RG	Standard	Construction	Plumbing and domestic heating technician	LINCOLN COLLEGE
Software Engineer Degree Apprentice	Degree Level Apprenticeship	VAC1000223742	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000223742	LEONARDO MW LTD (Lincoln)	LN6 3TA	Standard	Digital Industries	Digital and technology solutions professional (integrated degree)	UNIVERSITY OF LINCOLN
Volvo Trucks Heavy Vehicle Service & Maintenance Technician Apprenticeship	Advanced Level Apprenticeship	VAC1000219920	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000219920	CROSSROADS TRUCK & BUS LIMITED (North Hykeham)	LN6 9AP	Standard	Bus Coach and HGV	Heavy vehicle service and maintenance technician	REMIT GROUP LIMITED
Apprentice Electrician tarmac/TP/111/5158	Advanced Level Apprenticeship	VAC1000225649	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000225649	TARMAC TRADING LIMITED (Lincoln)	LN6 9BT	Standard	Electrotechnical	Installation electrician and maintenance electrician	TRADE SKILLS4U LTD
Apprentice Agricultural Engineer	Advanced Level Apprenticeship	VAC1000215145	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000215145	H & S ROE & SONS FARMS LTD (LINCOLN)	LN6 9NQ	Standard	Land-Based Engineering	Land-based service engineering technician	BISHOP BURTON COLLEGE
Teaching Assistant Apprentice	Advanced Level Apprenticeship	VAC1000230133	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000230133	CAISTOR YARBOROUGH ACADEMY LTD (MARKET RASEN)	LN7 6QZ	Standard	Public Service	Teaching assistant	HULL BUSINESS TRAINING CENTRE LIMITED
Apprenticeship in Accident Repair	Advanced Level Apprenticeship	VAC1000219000	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000219000	CAR-MARKET LIMITED (Gallamore Lane)	LN8 3HA	Standard	Engineering and manufacturing	Accident repair technician	NOTTINGHAM COLLEGE
Apprentice Learning Support Assistant Level 3	Advanced Level Apprenticeship	VAC1000221052	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221052	De Aston School (Lincolnshire)	LN8 3RF	Standard	Public Service	Teaching assistant	HEART OF ENGLAND TRAINING LIMITED
Equine Groom Apprentice - Showjumping	Intermediate Level Apprenticeship	VAC1000224277	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000224277	Moorby Stud (MARKET RASEN)	LN8 3YN	Standard	Agriculture Environmental and Animal Care	Equine groom	HADDON TRAINING LIMITED
Apprentice Land Based Agricultural Service Engineering Technician	Advanced Level Apprenticeship	VAC1000221754	https://www.findapprenticeship.service.gov.uk/apprenticeship/1000221754	CHANDLERS (FARM EQUIPMENT) LIMITED (Horncastle)	LN9 6JN	Standard	Land-Based Engineering	Land-based service engineering technician	BISHOP BURTON COLLEGE

The Parents' Guide to

NCW 2024

For National Careers Week

HIGHLIGHTS:

- Options at 16 and 18
- T Levels and Apprenticeships
- Other vocational routes
- Work experience

**THE
PARENTS'
GUIDE TO**

National Careers Week

NCW



**NatWest
Group**

The Parents' Guide to National Careers Week

4 - 9 March 2024

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Welcome to NCW 2024

From National Careers Week:

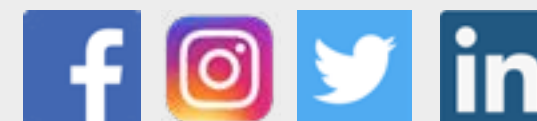
National Careers Week is a celebration of careers guidance and free resources in education across the UK. The aim is to provide a focus for careers guidance at an important stage in the academic calendar to help support young people leaving education.

National Careers Week, this year from 4th - 9th March 2024, is the perfect platform to advise and inspire the next generation as they enter the world of work. It encourages education providers to bring together students, local employers and advisers through careers events and activities.

During National Careers Week every school, academy and college can offer careers advice and guidance to their students, with support from us with free resources, information on current career opportunities and advice on activities and exercises to run.

And access doesn't stop at the end of #NCW2024! Our dedicated websites are available throughout the year!

National Careers Week:



From The Parents' Guide to:

National Careers week (NCW) is a great opportunity for parents to get familiar with routes their teens can take into the workplace. There are lots of different ways your teen can get on track for great career pathways, no matter how they learn best. In this guide we'll give you an overview of what's available for teens at 16, 18 years' old and beyond.

The Parents' Guide to is dedicated to supporting parents of teens. We provide a variety of resources for parents about choices teens face after GCSE and sixth form, as well as advice on health and wellbeing.

We specialise on parent needs through Years 10-13 as it's a time when teens face many important decisions and look to their parents for support.

SUBSCRIBE

Get our free fortnightly parent newsletter packed with ways you can help your teens throughout GCSE and sixth form

JOIN US

How to talk to your teen about their future

It can be tricky getting teens to talk about anything, especially what they might want to do after school. That doesn't mean to say they're not coming up with their own plans!

Give yourself the best chance of finding out what they're thinking with our eight tips on making conversations about next steps easier.



1

Accept their idea of success may be different to yours

Their dreams and ambitions might not align with your ambitions for them. This can be disappointing, but let them walk their own path.

2

It's OK if they're not sure on a career route yet

They don't need to make that decision right now. They do need to develop skills that will help them progress, and that should be their focus.

3

Encourage them to turn passions into money-makers

They're more likely to be successful (and happier) pursuing a career in something they enjoy.

4

Help them navigate their limitations

Not being academic should not be a barrier to success and there is usually more than one way to reach a destination.

5

It's OK if they change their mind!

Reassure them that if they tell you they have their heart set on one direction, then later change their minds, you won't get cross about it.

6

Encourage them to explore all their options

Help them plan out a route that focuses on their strengths. Different educational routes can often provide entry points into the same industry.

7

Help them if they are struggling to look far ahead

Setting short-term, achievable goals will help them strive towards a long-term ambition.

8

Empower them: they have control over their future


The decisions they take and what they do matters.

The Parents' Guide to ... career pathways

Options after GCSE:
Full time study
A levels (level 3)
T Levels (level 3)
BTECs (levels 1,2,3)
Other technical qualifications (levels 1,2,3)
Exam retakes
Work and study
Apprenticeships (levels 2,3)
Supported internships
Traineeships

Options after sixth form:
Full time study
University (levels 4,5,6,7)
Higher technical skill courses (levels 4,5)
Work and study
Apprenticeships (levels 3,4,5,6,7)
School leaver programmes / Internships / Traineeships
Work
Employment
Start a business
Other
Gap Year
Exam retakes

Options after Higher education:
Full time study
Postgraduate study e.g Masters degree or PHD (levels 7.8)
Work / work and study
Graduate jobs or paid employment
Apprenticeships (levels 6,7)
Internships / work experience
Non-paid employment / volunteering
Start a business
Other
Gap Year / travel

Strengthen job applications with:
Work experience
Volunteering
Travel/gap years
Hobbies and interests demonstrating soft skills
Academic enrichment opportunities
Testimonials and references
Find out more:
<div>  <p>The Parents' Guide to Helping your teen stand out 2023-2024</p> <p>HIGHLIGHTS:</p> <ul style="list-style-type: none"> • Hobbies and passions matter • Most sought after skillsets • How to get work experience • Which hobbies develop which skills • Play to their strengths </div> <p><i>If you're interested in other ways you can help your teen gain the competitive advantage, mostly by doing things they enjoy - check out The Parents' Guide to standing out</i></p> <p>Click here</p>



Your teen's choices at 16, including:

- What qualifications are on offer
- Where they can study – the pros and cons of different learning environments
- Considerations in making the right choices
- GCSE results day – what to do if they don't get the results they need.

[Click here](#)

Vocational routes at 16

The main options for your teen are for them to continue in full time education or take an apprenticeship/ training. They cannot go into the workplace without some educational component to the role. Things they should consider are the type of qualification they are going to study; what type of learning suits them best (classroom or practical); and what they enjoy. Options can include:

BTEC Nationals

Study takes place over a two year period and is a combination of both practical and theory. Knowledge is tested through course work and a final examination (comprising 40% of the total grade).

T Levels

T Levels are a vocational alternative to A levels and involve a mix of classroom learning (about 80%) and practical experience (about 20%) including a 45 day on-the-job placement in a genuine business.

Other technical qualifications

Other qualifications available include Cambridge Technicals, City and Guilds, National Vocational Qualifications and Tech Bac (similar to the International Baccalaureate). They are vocational

driven courses – i.e. centred around jobs and are well suited to students who prefer a more practical working style but still want to include classroom learning in their education.

Apprenticeships

Apprenticeships are real jobs which include learning elements which might take place at university, college or an education provider. Apprenticeships were developed to help address the skills shortage in UK businesses. Sixteen year olds can start an apprenticeship at Level 2 or 3.

Supported Internships

Internships are usually short term arrangements without a formal qualification. They do offer an insight into business, networking opportunities, the possibility of job offers afterwards and the ability to learn practical, transferable skills.

Traineeships

Traineeships are short-term work placements lasting up to a maximum of six months. The work experience element includes at least 100 hours on the job training to help provide the necessary experience to undertake apprenticeships or other employment.



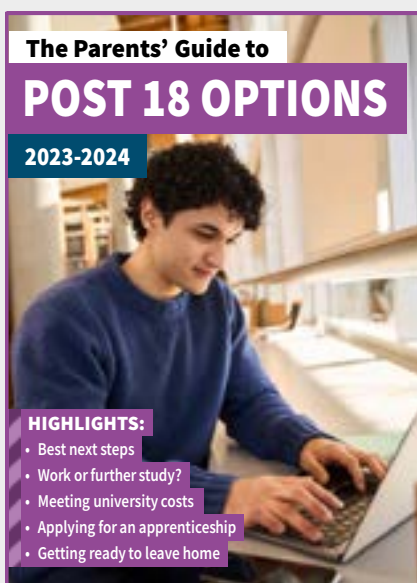
YOUR **FUTURE** STARTS HERE.

YOUR FUTURE

DESTINATION

STARTS HERE.

#NCW2024



Your teen's choices at 18, including:

- University
- Apprenticeships and degree apprenticeships
- Higher education courses at college
- Traineeships
- Jobs with training
- Gap Years
- Starting their own business

[Click here](#)

Vocational routes at 18

Important considerations include whether they want to include some form of studying, how they will finance living expenses and course fees (and whether you can afford to help them), whether they're happy to move away from home or stay close by and what they enjoy.

Apprenticeships

Apprenticeships are real jobs which include learning elements which might take place at university, college or an education provider. Apprenticeships were developed to help address the skills shortage in UK businesses. Apprenticeships can range from level 2 to level 6/7 (degree apprenticeship).

Employment

Going straight into a job offers work experience but not a qualification. However, it is possible to create a personal training plan if desired.

Gap Year

Traditionally, this is a year spent travelling overseas, but it needn't focus exclusively on that. Volunteering and work experience can also be incorporated.

School Leaver Programmes

School leaver programmes offer opportunities to join the workplace

straight after sixth form studies and commence skills development and career progression through experience as well as studying to obtain a nationally recognised qualification. Entry requirements vary from employer to employer.

Internships

Internships are usually short term informal arrangements with an employer and do not result in a formal qualification. They do offer an insight into business, networking opportunities, the possibility of job offers afterwards and the ability to learn practical, transferable skills.

Traineeships

Traineeships are short-term work placements lasting up to a maximum of six months to help young people become "job ready". The work experience element includes at least 100 hours on the job training to help provide the necessary experience to undertake apprenticeships or other employment.

Starting a business

If your teen has the enthusiasm and ability, starting a small business needn't be costly and could give them an edge over others when it comes to interviews. This doesn't mean full-time commitment – it's something they could fit around studies or part-time work.

Level	Qualification / educational routes			
8	Doctorate (PhD)		NVQ 8	
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7	
6	Bachelors degree BA or BSc			
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)		
4			Higher apprenticeship / NVQ 4	
3	A levels Grades A-E	International Baccalaureate	Advanced apprenticeship / NVQ 3	
	T Levels	BTEC (extended) diploma BTEC certificate		
2	GCSE Grades 4- 9 (C, B, A or A*)	BTEC first diploma	Intermediate apprenticeship / NVQ 2	
1	GCSE Grades 1- 3 (D, E, F or G)	Foundation diploma / entry level qualifications	Traineeship / NVQ 1	
Academic route			Vocational route	Applied / work route

Levels of Education

In England, Wales and Northern Ireland there are 8 qualification levels (1 - 8) plus an entry level qualification for those just starting. Generally, the higher the level, the more difficult the qualification is. Levels 1-3 are typically taught in schools and colleges.

With so many different qualifications, it can be hard to know what they mean and where they might lead to next. To help you understand, we've created a summary of what the levels mean comparing the different routes to higher education.

School membership

School membership enables you to share any of our specialist guides and resources with your parents free of charge.

[Discover more](#)

Artificial Intelligence and the future of work

Ever since ChatGPT was launched in November 2022, AI has dominated the headlines and divided opinion on whether this latest industrial revolution is a cause for celebration or dread. Will it positively transform our lives by providing quicker and more widely available access to complex information or will it embody Terminator's skynet and outsmart us all, overtaking humankind's ability to manage it and decimating the job market in its wake?

What is AI?

Artificial intelligence ("AI") is technology where machines can quickly complete routine tasks AND improve their scope and performance by recognizing patterns in the data they analyse. In other words, unlike "automation" or previous technology that was limited in what it could achieve by the human programming defining its parameters, AI can "learn" on the job; improving and expanding its functionality through its own experience rather than human intervention. The more it does, the smarter it gets.



AI in the world today

You've probably already come across AI through ChatGPT, chatbots and Amazon recommendations to name a few simple examples. AI is already being used in cyber security to identify fraud and block threats; customer services to automate routine enquiries thereby freeing-up customer service operators to resolve more complex issues; and in logistics to streamline complex transportation routes.

Potential of AI

There's valid excitement about the potential impact of AI in many areas of our lives. It will improve productivity enabling workers to avoid routine tasks and concentrate on more complicated issues. It will enable companies to provide services 24/7 without hefty employment costs. Extensive and far-reaching analytics will be completed in a fraction of the time it takes now enabling rapid advancements in our most challenging research areas.

Worries about AI

But with such fast, cost-effective ability, will AI displace vast numbers of jobs? Could the benefits of more time off be outweighed by reduced living standards if employees are paid less because they need to spend less time at work? If the data analysed by AI is biased, won't the results and AI's "learning" be flawed – and how easy would it be to recognize this?

The realistic view

Like computers and word processing before it, AI is another advancement in technology that will bring significant improvements and no doubt some challenges too. It will progress by working alongside the workforce rather than replacing it. However, there's bound to be an impact on the job market as the technology advances. This shouldn't be interpreted as negative. AI will doubtless replace some roles, but it will open up new roles too. And tech-savvy teens could use this to their advantage.



AI and qualifications

According to the Department for Education[1], because AI has a more significant role in cognitive tasks, exposure is more likely to be greater for those with higher level qualifications.

AI and jobs

AI is certainly bringing many new roles for those with tech skills and for those with skills that AI can't provide – such as emotional intelligence. Outside of that, according to the Department for Education, jobs most likely to be exposed to AI are analytics; clerical

roles across finance, law and business management; information and communications (i.e. roles that involved collating and analysing lots of data) and jobs least exposed to AI will be those involving significant physical intervention such as nursing (patient care), professional traders (i.e. roofers, plumbers, electricians, construction), and gardeners.

- skills, such as:
- Creativity
 - People management
 - Emotional intelligence
 - Critical thinking and problem solving

Final thoughts

AI is here to stay and we're at the beginning of an exciting journey to unlock its powerful potential. Get your teen to keep an eye on where they spot AI already embedded in everyday life, then they can think about where it might lead in the future and whether they'd like a role within the cutting edge of its development.

Figure 4: Exposure to AI by highest level of attainment for early-career employees

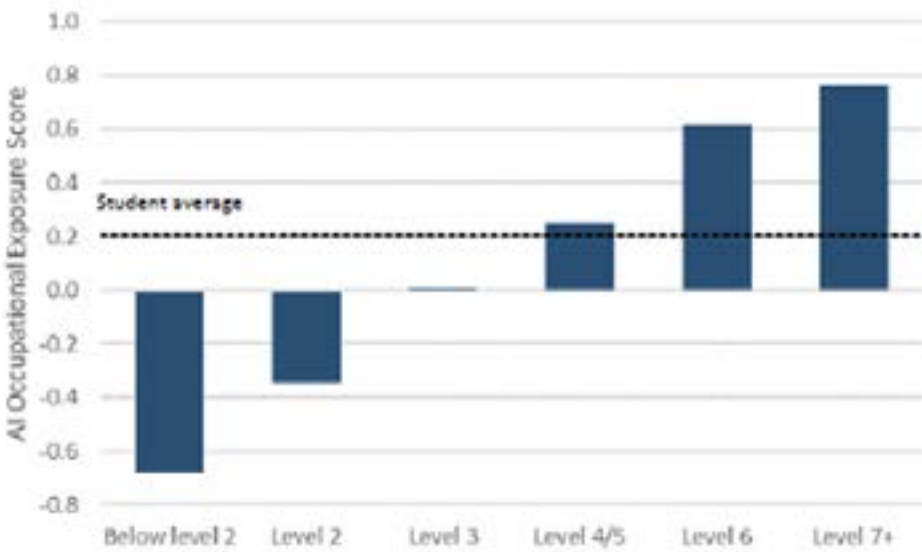
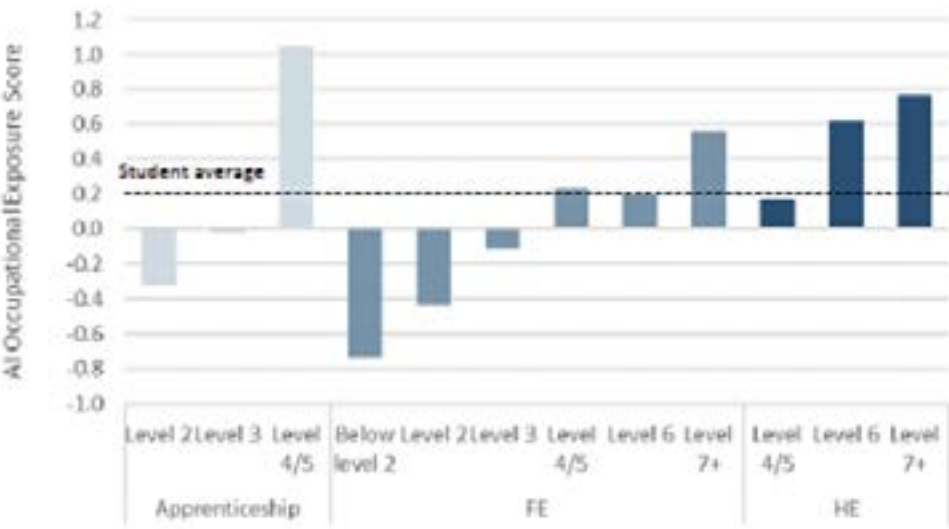
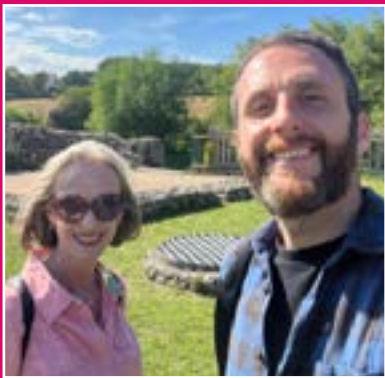


Figure 5: Exposure to AI by training route²⁹ for early-career employees



[1] "The impact of AI on UK jobs and training" published in November 202



Written by Vanessa and Darius,
founders of The Parents' Guide to

We set up **The Parents' Guide to** to help parents support their teens through GCSE and sixth form studies. We provide career advice, strategies on personal development, and ways to improve teenage well-being.

Write for us:

Is there something you'd like to help parents understand regarding supporting their teens through years 10-13? We'd love to get your message across and accept guest posts to feature on our website. All guest posts are fully accredited to the author and/or their organisation.

[LEARN MORE](#)



FIND YOUR NEAREST T LEVEL

Search for colleges and schools who start delivering T Levels in 2020 and 2021



A spotlight on T Levels

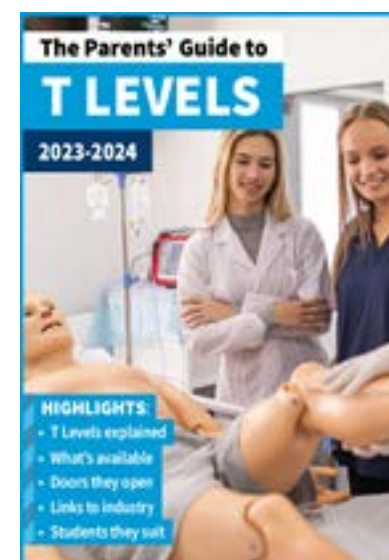
T Levels are an exciting new option in sixth form education that provide a recognized qualification tailored to industry needs and skills. It's a great choice for students that want to learn practical skills relevant to certain jobs, regardless of whether they want to go on to study for a degree, take alternative further education or go straight into the workplace.

One T Level is equivalent to three A levels and the course lasts for two years. T Levels involve a mix of classroom learning (about 80% of the course time) and practical experience (about 20% of the course time) including a 45 day

on-the-job placement in a genuine business. Afterwards, students may go on to university, alternative higher education, another job, an apprenticeship or they may be offered an opportunity with the company where they were placed.

T Levels are a vocational alternative to A levels (because they focus on industry) and include practical study as well as classroom learning. They differ from apprenticeships because the study and working time is reversed. Unlike BTECs, T Level courses were developed with businesses and offer an industry placement.

Find out all about T Levels, including:



- What's involved and where they might lead afterwards
- The subject choices available as of 2023
- What they'll learn on the course
- The qualifications needed to take them The industry placement - why it's a winner
- A summary of alternative options if T Levels are not right for them

Click here



Apprenticeships - a great pathway to career success

Apprenticeships are a fantastic choice for many students, either straight after GCSE or after sixth form. They provide a way of getting qualifications while doing a real job and are a great alternative to full-time study for those students that prefer practical experience over classroom learning.

Apprenticeships help build solid, professional skills transferable from one organisation to another. Employers pay a salary and tuition fees are covered by the employer and the government. Apprenticeships can last from one to five years – and result in a professional qualification.

Qualifications

Apprenticeships offer students versatility. Depending on their age, experience and qualifications already achieved, there are different entry levels for apprenticeships, starting at Level 2 (straight after GCSE for those that have few or no GCSE passes) through Level 6/7 (degree level). The qualifications obtained at each level range from GCSE/BTEC equivalent, A/T Level, diploma/foundation right through to masters degree. Qualifications are nationally recognized.

Length of study

Apprenticeships can last for just one year or as long as seven (or more) depending on the final qualification. If your teen isn't comfortable with committing to several years of further study, they can take one- or two-year options and still gain recognized, valuable qualifications. Better still, if they change their mind later on and decide they wish to extend the apprenticeship to gain higher level qualifications, this is often possible. This means they don't have to make decisions about long-term commitment when they are young or unsure of their future direction, but needn't miss out on getting higher level qualifications if they decide later that's what they want to do.

Work and study

As well as doing the job itself, apprentices will get dedicated time during the working week to study the education element of the apprenticeship. This usually takes place at a college, university or other education centre. However, it may also be necessary to spend personal time completing projects and keeping on top of studies, so just like being in full-time education, there may be "homework" during evenings and weekends.

Finance

Tuition fees for apprenticeships are paid by the government/employer. Apprentices are also paid a wage for their time, so they will usually complete their apprenticeship debt free. However, there will be costs for education materials, travel to and from work and possibly living expenses (if they are not based at home).

After the apprenticeship

Many apprentices are offered full-time roles with the company where they have served their apprenticeship. However, if your teen wants to try a different company, or even a different industry, they'll have first-hand experience in the workplace. This can provide a significant edge over those that have obtained qualifications through full time education, when applying for other jobs elsewhere.

Find out all about apprenticeships, including:



- Types of apprenticeship - the qualifications needed at each entry stage
- The pros and cons - why apprenticeships are ideal for some teens but not for others
- Degree apprenticeships - how they differ from full-time university degrees
- How to research an apprenticeship
- The application process
- How you can help them prepare for interview to make the best impression
- What you can do to help them get them ready for life at work

[Click here](#)



Typical length
12-18 months

Entry requirements:
None or few

Qualifications obtained:
GCSE, BTEC or equivalent

Who's it for?
Mostly for 16-year-olds with limited or no academic qualifications.



Typical length
3-5 years

Entry requirements:
A levels or equivalent

Qualifications obtained:
Higher national diploma / foundation degree

Who's it for?
Mostly for those who want to qualify for professional career paths without attending university or college.



Typical length
12-24 months

Entry requirements:
Usually 5 GCSEs

Qualifications obtained:
A levels or equivalent

Who's it for?
Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.



Typical length
3-7 years

Entry requirements:
At least 2 A levels or equivalent

Qualifications obtained:
A BA or BSc degree or higher

Who's it for?
Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working.

Finding an apprenticeship

There's a wide range of ways to seek out apprenticeships and we recommend using a selection of options rather than relying on one.

Government website

Most apprenticeships are posted on the Government's website. By creating an account, your child can set up alerts and filters to see opportunities that are of most interest to them and to be emailed when new opportunities arise. However, not all apprenticeships will appear.

Industry sector

It's smart to check apprenticeships directly on company, university or college websites. If your child doesn't know which of these sites to select, then they should first do some research on which industry sector may be of interest, and then find companies within this sector.

Job boards

National job agencies will also advertise apprenticeships and options can be narrowed to review within local distances from home or specific job types. This might be a particularly good way to seek out apprenticeships in level 3-5 range.

Companies direct

Another alternative is for them to identify companies that are of interest and check those websites for apprenticeships.

Be warned! Applications to well-known international companies (such as Amazon, Coca-Cola, Facebook, Google, Virgin) will be highly competitive; however, it might be a good starting point for identifying what's included in the apprenticeship and seeking out other companies that provide similar content.

School careers advisor

If your child is still at school or college, then getting them to speak with their careers adviser is a good move. Careers advisers are often the first to hear from companies advertising new apprenticeships.

School membership

Our school membership package gives you access to a unique members' area with our yearly calendar of upcoming events, our most popular online articles and a referral directory of reliable websites for more resources.

[Discover more](#)

Top 10 apprenticeship employers: 2023

1.



2.



3.



4.



5.



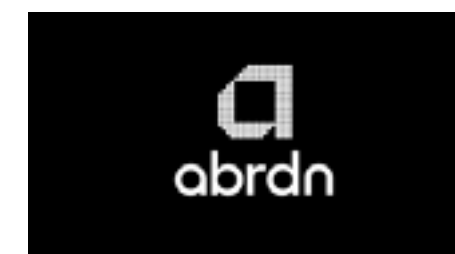
6.



7.



8.



9.



10.

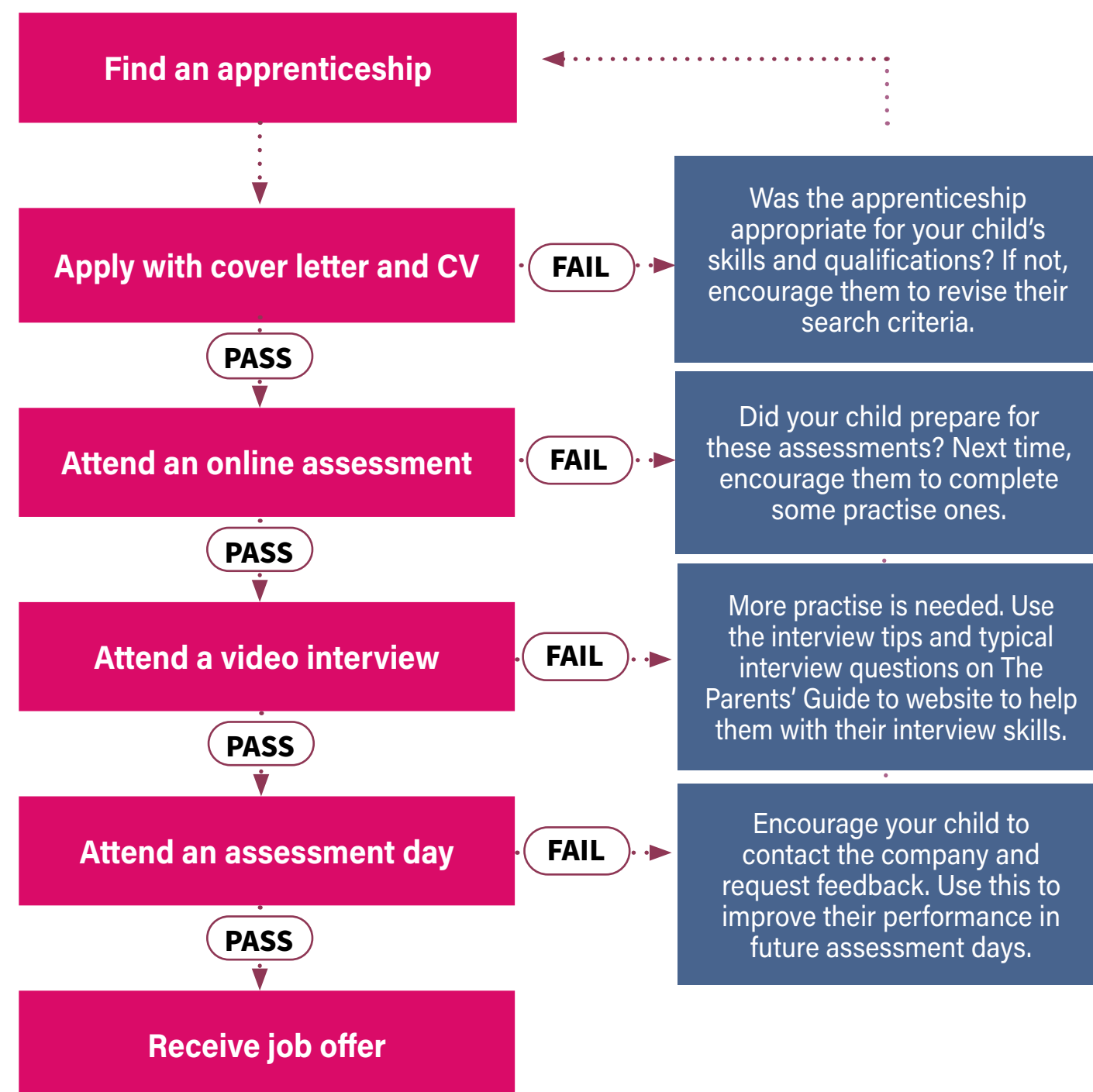


Based on 6,816 reviews - statistics compiled by www.ratemyapprenticeship.co.uk
For the most up-to-date version, click [here](#).

Applying for an apprenticeship

The application process is very similar to applying for a conventional job and, with the exception of degree apprenticeships, opportunities can arise at any time of the year.

Your child will need a CV, to be able to complete an application form, be interview ready and may need to complete aptitude tests. Plenty of practise is a good way to prepare.



Dealing with rejection

As apprenticeships continue to grow in popularity, so too have the number of student applications. For some of the larger company names, places can be highly competitive.

Bear in mind that letters of decline are likely to happen in the lead up to examinations. Try your best to prevent this from having a negative impact on your child's study or revision efforts by following some of these strategies.

1. Try to encourage your child to research and apply for more than one apprenticeship scheme. Aim for at least five apprenticeships - just like university applications - choosing five helps your child to avoid placing all their eggs in one basket.
2. Encourage your child to request feedback from the company. Whilst not all companies offer this, many do. Feedback will help your child understand the reasons for not being successful and will help them improve for future interviews. Companies have a lot of experience in providing feedback of this kind and it is likely to be sensitive and constructive.
3. Be there. Listen carefully to their feelings and reassure them that in the long-run, things will work out.
4. Apprenticeships are available all year round. If they have not been successful yet and have already finished school, encourage them to take on an internship or some additional work experience to help strengthen future applications.

Help your teen cope with stress, including:



- How to spot the signs of anxiety and stress
- Ways to help right away
- Long term strategies to build their resilience
- Coping with rejection
- Encouraging healthy routines
- Looking after the basics
- Habits that can make stress worse
- Where and when to get help and support

[Click here](#)

Unlock your **child's future** potential with NatWest CareerSense!



There's no such thing as one career pathway, and we've all got our own unique combination of skills, interests and values that drive our decisions. To help join the dots, CareerSense Find Your Potential supports young people aged 13–24 to explore where their skills and passions could lead to, whatever their stage in career planning.

In the 10 minutes it takes to complete the online questionnaire which generates a personalised report, young people can discover their strengths and skills and how to develop them further, along with suggesting jobs that could be a good match for them. Discover your child's strengths and uncover their skills for the world of work with our Find Your Potential tool and receive a personalised report.

[Click here](#) to Launch Find Your Potential tool:

[Learn more](#) about CareerSense.



TOMORROW BEGINS TODAY

Work Experience

Work experience is important for getting into any career. It provides your teen with first-hand experience of what it's like to work; dealing with colleagues and the public; working to deadlines and how it feels to do things "for real".

Whilst any work experience is great, if your teen has ambitions to do a particular job, it's worth trying to get the experience within that sector. It can help your child discover more about the industry and may help them realise whether it is or isn't for them. A lesson much better learned sooner than later!

Work experience is also great to demonstrate passion for a subject where qualifications in sixth form or college aren't usually offered such as architecture, medicine, law, accountancy and so on.

How to find work experience

1. Speak to your own contacts to see if they can help - friends, family, colleagues and neighbours
2. Encourage your child to speak with the careers team at school. They often have excellent connections with local and national employers
3. Contact employers directly and ask - either in person or by email

4. Get them to apply for a job (Saturdays, evenings, holidays) – it may not be their aspirational job, but it's work experience and they'll learn a lot from it (as well as earning some money)

If your child is struggling to find a suitable one or two week work placement, try looking at taking a different approach. Perhaps they could ask employers if they could visit for a day, support on a particular project, volunteer or work remotely. It's better for your teen to accept a virtual or non-paying role rather than not get any experience at all.



Virtual Work Experience

Virtual work experience, also referred to as online, remote or digital, is a broad term that includes any opportunity which provides young people with an insight into what it's like to work in an industry or job role while at home.

Opportunities expanded during lockdown and proved so successful they look set to stay. Most virtual work experiences range from half a day to one week, but some may last longer depending on the nature of the work experience and the age of your child.

Not all virtual work experience is the same. Some are open to everyone and provide a platform for students to discover more about the job, view

pre-recorded videos on what it's like to work with the organisation and go on virtual tours. Others may require your child to go through an application process and offer regular online meetings with a supervisor, individual project work, networking sessions, training opportunities and video tutorials.

What are the benefits?

Think global - Virtual work placements are open to everyone and location does not need to be a limiting factor. This opens many possibilities for your child to explore new jobs and industries in areas that may not be possible face to face.



Transferable skills - It's not always easy working from home and taking part in virtual work experience placements will help your child develop those soft skills that all employers are seeking.

It's free - The majority of virtual work placements are free and working from home will also mean your child will not incur any travel related costs.

Future proof - Remote working is likely to be important to many businesses in the future and learning how to work online will develop extremely valuable skills for the modern workplace.

Knowing what's right (or what isn't) - Understanding what a job or a career entails might help your child make decisions about whether or not that role is right for them in the future.

Where to find virtual work placements?

Many placements can be found online. Here are some recommended sites to help your teen get started:

- [Forage](#)
- [FutureLearn](#)
- [Speakers for schools](#)
- [Springpod](#)
- [Virtual internships](#)

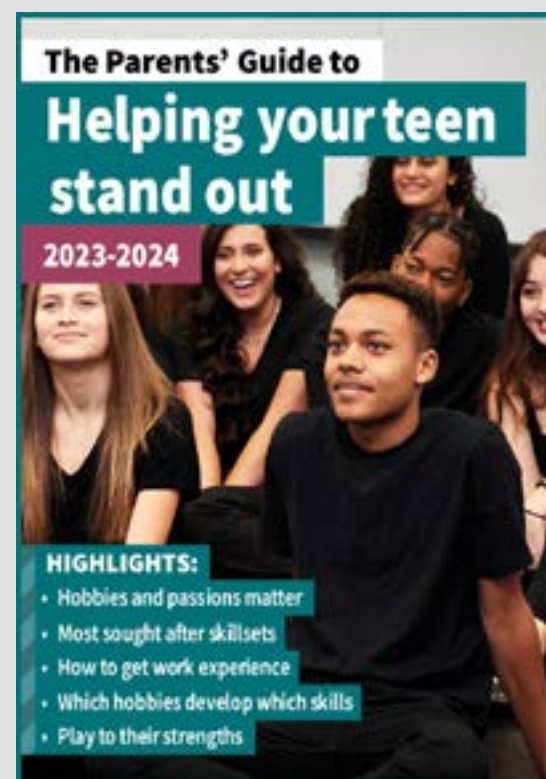
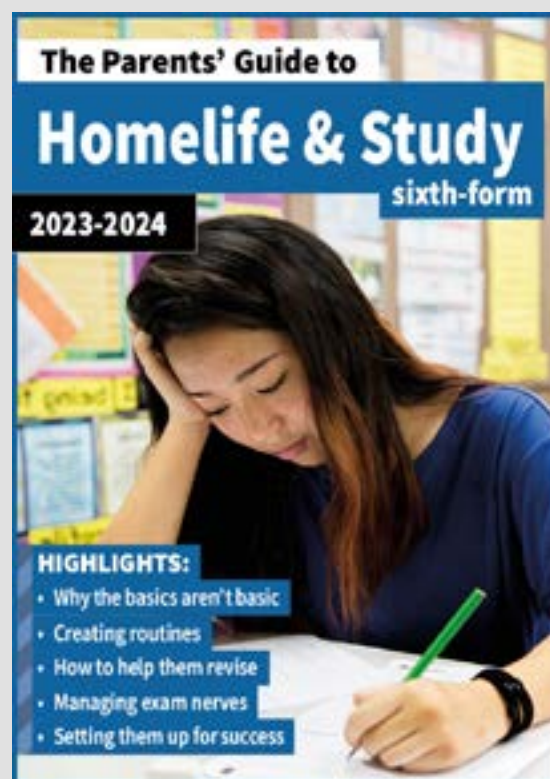
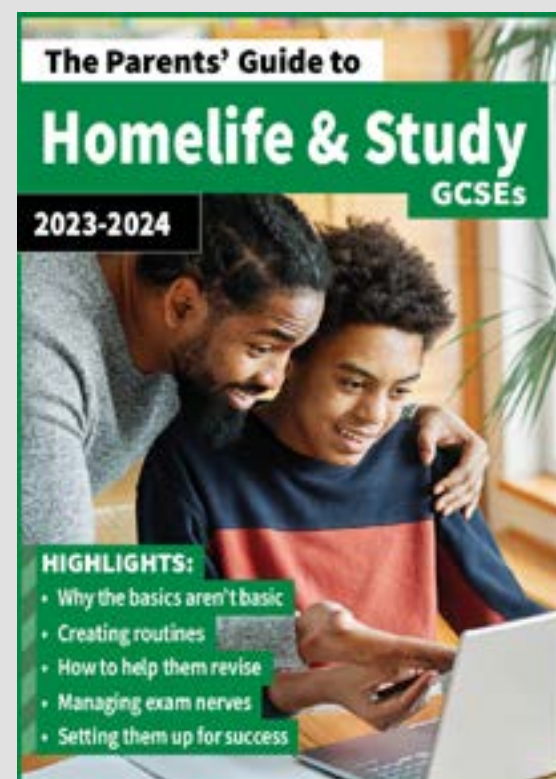
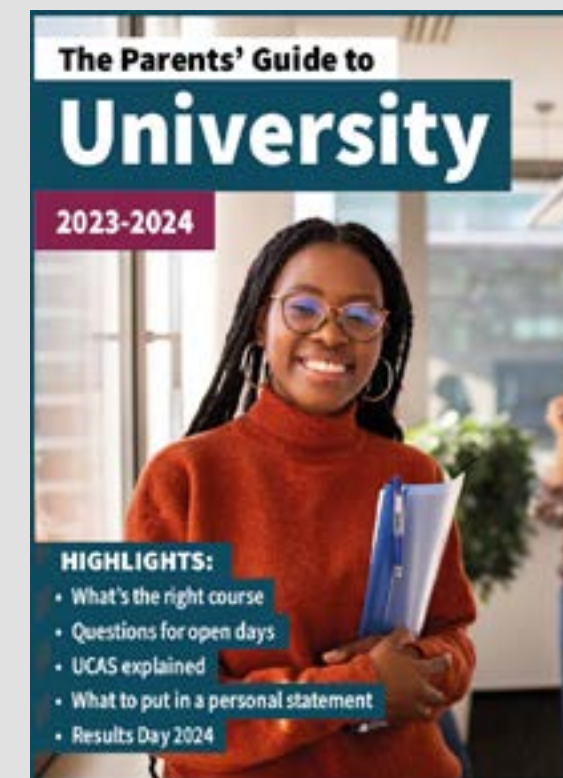
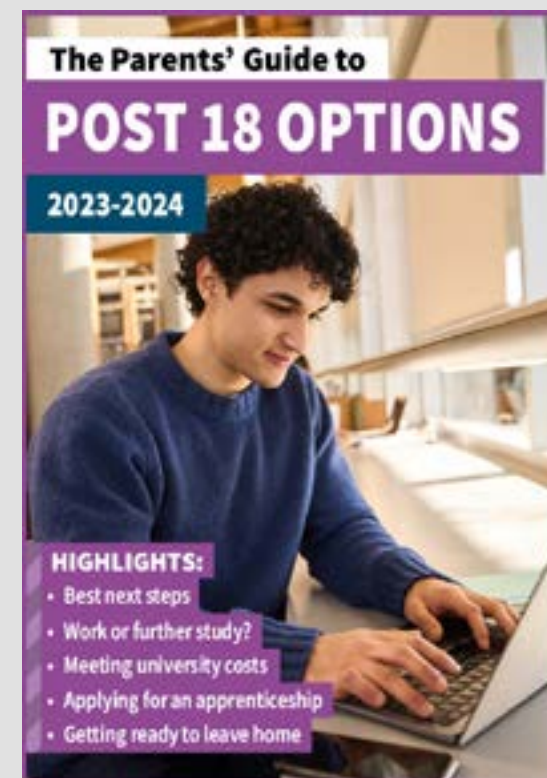
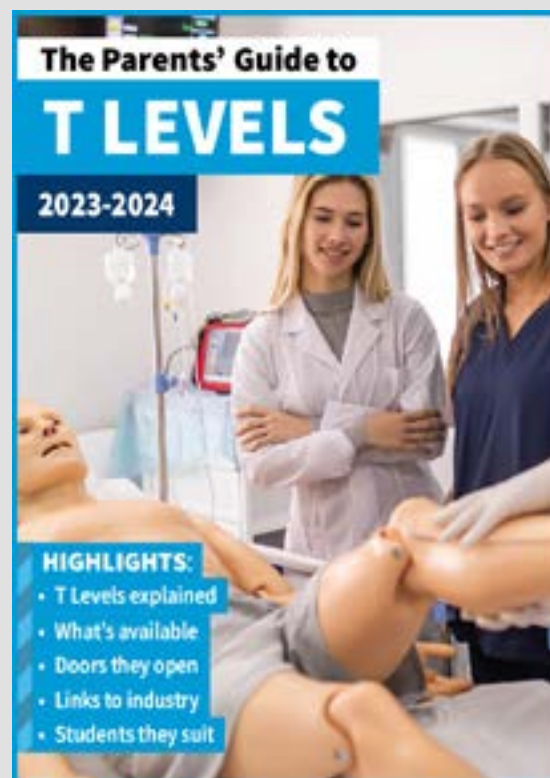
Help your teen stand out:



- Self-development and increasing confidence through reading, audiobooks and podcasts
- Getting work experience
- How different hobbies impact mental and physical health – and what transferrable skills they develop
- Recommendations for non-curricular online courses

Click here

Our specialist guides for parents:



Parent Guides:

Our range of interactive guides provide you with easy to follow advice, hyperlinks to reliable sources and the most up-to-date information.

Shop now



Resources

Parent newsletter

Are you a parent of a teenager aged 14-19 years' old? Do you live in England, Wales or Northern Ireland? Subscribe to our fortnightly parent newsletter and receive up-to-date and reliable advice, resources and the latest news and information about your child's education straight to your inbox.

Sign up here:
theparentsguideto.co.uk/join-us

Parent homepage:
theparentsguideto.co.uk/parents

Future of work guide

Navigating the future of work can be daunting and overwhelming, especially when there is so much uncertainty about it. This guide has mainly been created to help careers advisers and teachers to better navigate and understand the future of work, so in turn they can help students to better prepare for it, but parents/carers may also be interested.

The Future of Work Guide focuses on the changes to the world of work which are expected to happen due to the Fourth Industrial Revolution and resulting automation.

Download it here:
nationalcareersweek.com/2022fow/



CareerSense

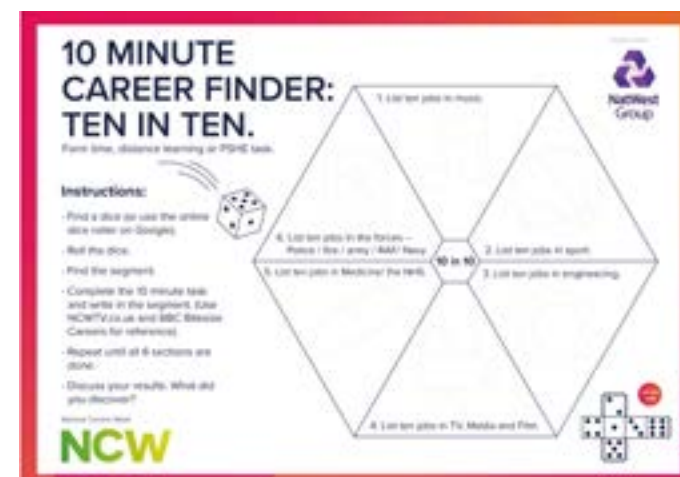
Understanding all the different paths your teen could take can be overwhelming. NatWest are here to help them understand their options, and give them tips to help them when they're ready for their next steps.

www.mycareersense.com

10/15 minute careers games

We designed these three dice-inspired games to task young people to find out about themselves, their skills, their career options and their futures. Ideal to play at home - you just need a dice or online number generator.

nationalcareersweek.com/download/25381/



Careers board game

To help you talk to your teen about their future, we've created a board game that saves you worrying about which questions to ask. You can play too!

By playing the game together you create a two-way conversation, with them finding out more about you, as well as you finding out more about them:

www.theparentsguideto.co.uk/post/talking-to-your-teen



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(published February and October)

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