



Supporting Careers Education in Science

The following careers link with the teaching and learning of each key stage across the curriculum

Key Stage 3	Key Stage 4	Key Stage 5
<p>The KS3 course is split into 11 topics within yr 7 and 10 in yr 8. Each topic has at least 1 career link slide embedded into a lesson. These careers have been chosen as they are possibly ones students have yet to encounter and that use the science being discussed in the topic on a day to day basis.</p> <p>EG: Organisms topic yr 7. "Cellular Biologist"</p> <p>Within these slides there is a brief description of what some would do day to day in that career. We also include what qualifications are needed to move into this career including A levels and then degree.</p>	<p>At KS4 we have continued the model used in KS3 however the content of the slides has been changed for the older audience. A basic description of the day to day work of a person with this career is given with a clear route through A levels to degree.</p> <p>The slides are used to elicit discussion about KS5 choices and careers within the lesson.</p> <p>We have again chosen careers which are less likely for students to have thought about and we also recommend UNIFROG as a place to research careers further. EG Yr 11 Waves: Optometrist</p>	<p>Biology:</p> <ul style="list-style-type: none"> • Careers links to TED talks etc shared via the Biology handbook. • Where relevant links to careers are found these are made in lessons - Eg <i>Genetic counsellor</i> within Voice of the genome and where we cover pre-implantation genetic screening. • CPAC qualification has been developed to give students the skills required to be able to function within a lab / research setting. Time is set aside for students to develop their understanding of the planning required before an experiment, the technical skills needed to use

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<p>We have been careful to avoid Doctor and Dentist as these are already well known. We also have tried to develop simple ideas like engineer eg Within the slides we have electrical engineer</p>	<p>The course content also includes descriptions of certain careers through the history of Science and scientific breakthroughs.</p>	<p>a wide range of scientific equipment safely and to fully process and analyse their results. Students also critically review their methods, looking for areas that could be refined or changed to increase the validity of the data.</p> <p>Chemistry</p> <ul style="list-style-type: none"> ● Links are shared on google classroom to external talks / opportunities for students to explore. ● Where there are links in content to specific career pathways, these are highlighted in lessons. ● CPAC's give students a good opportunity to develop their research and practical skills which is reflective of a lot of the skills needed in these career paths. Students are given time prior to a practical to investigate and plan how to

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		<p>carry these out.</p> <ul style="list-style-type: none"> ● Displays in corridors / classrooms highlight the career opportunities available in STEM to students. <p>Physics</p> <ul style="list-style-type: none"> ● Super Curriculum extended projects with universities. This gives students a good opportunity to experience undergraduate research projects. ● Links are shared on google classroom for open days, work experience weeks and external talks. (Including Oxford university, Royal Holloway University, Queen Mary University and Diamond synchrotron) ● Displays in corridors / classrooms highlight the career opportunities available in STEM to students.

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