



Explorer

## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

## 6.5. E - Explorer Curriculum – *Employability*

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
6.5. E	<p><b>Topic:</b> EL2/EL3/ Applying for jobs or courses. <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know what is an application form?</p> <p>Do you know ways in which you can apply for a job or a course?</p> <p>Do you know what information you need to be able to apply for a job or a course?</p> <p><b>Key Skills and Knowledge:</b></p> <p>Learners will be able to identify ways in which they can apply for a job</p>	<p><b>Topic:</b> EL2/EL3/ Applying for jobs and courses. <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify a potential job/course you would like to do in the future?</p> <p>Can you identify what qualifications you have so far and what qualifications do you need for a certain job?</p> <p><b>Key Skills and Knowledge:</b></p> <p>To understand that there are different jobs in various workplaces.</p>	<p><b>Topic:</b> EL2/EL3/ Applying for jobs and courses. <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you fill in an application form?</p> <p>Can you understand all sections on an application form?</p> <p>Do you understand all abbreviations?</p> <p><b>Key Skills and Knowledge:</b></p> <p>To know what information is relevant and irrelevant to fill in an application form.</p>	<p><b>Topic:</b> EL2/EL3/ Applying for jobs and courses. <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify clothing to wear for an interview?</p> <p>Can you identify why personal hygiene is important for an interview?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to choose the right clothes for an interview.</p> <p>To be able to identify the job role.</p>	<p><b>Topic:</b> Recapping information/ skills check <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b> <b>Recapping:</b></p> <p>Filling in different application forms – different formats, looking at all information required and the sources of these information.</p> <p>Practicing interview questions- simulated interview in the classroom.</p> <p><b>Key skills and knowledge:</b></p> <p>To know what information is relevant and</p>	<p><b>Topic:</b> Recapping information/ skills check <b>SKILLS- AIMING HIGH</b></p> <p><b>Suggested Key Questions:</b></p> <p>Filling in different application forms – different formats, looking at all information required and the sources of these information.</p> <p>Practicing interview questions- simulated interview in the classroom.</p> <p><b>Key skills and knowledge:</b></p> <p>To know what courses are delivered in particular colleges.</p>

	<p>or a course such as electronically, ask for an application / face to face, call for an application. Learners would be able to identify information required to fill in a job application.</p> <p>Learners will be able to identify own skills and qualities.</p>	<p>To be able to list some skills and qualities to match to different jobs.</p> <p>To be able to list own skills and qualifications.</p>	<p>To be able to fill in some sections of the application form (with some support if required).</p>	<p>To be able to list possible interview questions.</p>	<p>irrelevant to fill in an application form.</p> <p>To be able to answer possible interview questions.</p>	<p>To understand what courses they need to undertake to get a desired job.</p>
<p><b>Links to Gatsby Benchmarks:</b></p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Students to consider what skills they need to be able to work in the catering industry.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in the catering industry.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in the catering industry.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in the catering industry.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in the catering industry.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills they need to be able to work in the catering industry.</p>