

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
CEIAG	Enterprise Day						
PSHE	Hopes and dreams	Hopes and Dreams			Careers vs Jobs		
Art	Art historian, Art conservationist and restorer, museum/gallery worker	Animator, illustrator, calligraphy and typographer, graphic designer, graphic illustrator, museum/gallery worker	Animator, illustrator, graphic designer, graphic illustrator, make-up artist, computer game designer		Art historian, Artist	Animator, illustrator	Designer and craftsperson, graphic designer, jewellery designer
Biology	Microscopy, research	Physiotherapy, orthopaedics		botany, working with animals, research		Ecologist	
Business Studies	N/A	N/A	N/A	N/A	N/A	N/A	
Chemistry	Health and safety. Risk assessment	Forensic Science	Water and sewerage industry	Recycling industry	Metallurgy		
DT	Metal worker, foundry work, forging, joining, welding. Health and safety inspector.		Wood worker, carpentry, joiner, construction, designer Health and safety inspector.				
English	Author, Poet.	Poet, Author, Soldier, Speech writer	Blogger, Travel writer, Reviewer	Author, Detective	Author, Detective, Journalist	Playwright, Poet	
Food Technology	Food safety, hygiene, chef, catering and hospitality						
French						Introduction to possible jobs you can do using a foreign language.	
Geography	What does a geographer do	Statisticians	botany	economist	political and social careers	conservationist	
H&SC	N/A	N/A	N/A	N/A	N/A	N/A	
History	Historian, archaeologist, museum work or curator, investigator or police officer etc.	Historian, archaeologist, museum work or curator, investigator or police officer etc.	Historian, archaeologist, museum work or curator, investigator or police officer etc.	Historian, archeologist, museum work or curator, investigator or police officer etc.	Historian, archaeologist, museum work or curator, investigator or police officer etc.	Historian, archaeologist, museum work or curator, investigator or police officer etc.	
ICT	MS office suite, presentation for different audiences. Word, powerpoint, publisher. E safety, understanding computer systems, coding and web design. Use of various project-led skills development scenarios linked to different vocations.						
Maths	Maths develops your problem solving, analytical and presentation skills, as well as resilience and numeracy. These are important in virtually every career.						
Music	Performing, composing, musicology						
PE	Sports performer, Performance analyst, Coaching, Officiating	Sports performer, Performance analyst, Coaching, Officiating	Sports performer, Performance analyst, Coaching, Officiating	Sports performer, Performance analyst, Coaching, Officiating	Sports performer, Performance analyst, Coaching, Officiating	Sports performer, Performance analyst, Coaching, Officiating	
Physics	Health and safety, the energy industry		Electrical circuit design and testing		Musical pitch and sources of sound. Audiology.		
Psychology	N/A	N/A	N/A	N/A	N/A	N/A	
RS	The Key Stage 3 curriculum follows the requirements of the Staffordshire Local Agreed Syllabus and therefore students study the key beliefs, teachings and practices of the three world religions, as outlined in the Staffordshire Local Agreed Syllabus: Islam, Sikhism and Christianity and students are also exposed to the key beliefs and practices of the other four world religions. Moreover, students at GCSE study the beliefs and practices of two key religions in depth and at Norton Canes, students study Christianity and Sikhism. In addition to this, students will also have opportunities to explore worldwide issues, such as, how to deal with poverty and how to tackle religious intolerance. From the very onset in RS, students will develop a sense of respect towards people who may hold different views and ideas to them and become naturally inquisitive of the beliefs and practices of religious believers. At Norton Canes High School, we aim to use big questions to build on students' current knowledge and understanding of world issues and the varying views surrounding them. In addition, students will also have frequent opportunities to reflect on their own learning and their own personal beliefs.						
Sociology	N/A	N/A	N/A	N/A	N/A	N/A	