

Workskills Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	Year 12
Develop skills valued by employers	Units 1, 2, 3, 4, 7, 14
Develop knowledge related to employability	Units 1, 2, 3, 4, 7, 14
Develop awareness of how to upskill to meet the changing demands of the workplace	Units 1, 2, 3, 4, 7, 14

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 12 LMY					
Autumn Term		Autumn Term		Spring Term	
Unit Title: 2: Developing Job Application Skills	Unit length: 35 hours	Unit Title: 3: Understanding Types of Employment Contract	Unit length: 35 hours	Unit Title: 4: Developing Interview Skills	Unit length: 35 hours
Domains of Knowledge: <ul style="list-style-type: none"> Understand own skills and qualities Understand where to source suitable job opportunities Identify key information needed for applications How to present self, experience and skills in writing Searching and selecting a relevant job advertisement Establishing information required by a job application form Presenting personal information / completing all job application documents 		Domains of Knowledge: <ul style="list-style-type: none"> Contracts and working patterns How work patterns can impact on mental and physical wellbeing Advantages and disadvantages of different work opportunities and contracts Why employers might select different types of work contract Establishing information found in contracts Information handling and interpretation Using appropriate communication skills with others 		Domains of Knowledge: <ul style="list-style-type: none"> Importance of interviews for the organisation and candidate Different formats, styles and contents of interviews Information needed prior to an interview How to action plan steps to take before, during and after an interview Interview questions to answer Interview questions to ask Interview techniques 	
Relevant Key Concepts:		Key Concepts:		Key Concepts:	

<ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace 	<ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace 	<ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● What a personal goal is ● What a job is ● Basic understanding of how people would get a job e.g. send in a CV 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● That people work different hours and shifts 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Basic understanding of what an interview is – someone asks questions and another person answers them
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Analyse places where job vacancies can be found ● Explain the information that may be provided by a job advertisement and/or application pack ● Evaluate information that may be required when applying for a job ● Use research skills to find and select an appropriate job role to apply for ● Produce relevant evidence to fully meet the requirements of a chosen job application process 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Explain different types of employment contract ● Analyse why an employer might use one or more types of employment contract ● Evaluate potential positive and negative aspects of different ways of working ● Plan for and participate in a debate about types of employment contract 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Outline the potential rationale, style and format of different interviews ● Describe the key elements you would need to consider before, during and after an interview ● Plan and prepare for an interview ● Participate in an interview

Year 12 LMY					
Spring Term		Summer Term			
Unit Title: 7: Planning for Career Entry and Progression	Unit length: 35 hours				
Domains of Knowledge: <ul style="list-style-type: none"> ● Different careers 		Support with non-specialists if needed			

<ul style="list-style-type: none"> ● How to research career entry requirements online and using other relevant sources ● Possible entry requirements to a range of selected careers ● Own skills, experience, knowledge and qualification relative to a range of selected careers ● How to develop own skills, experience, knowledge and qualifications to move towards meeting the entry requirements for a selected career ● How to develop own skills, experience, knowledge and qualifications to achieve progression through a selected career ● Who can support this journey ● How success could be measured ● Research career entry requirements ● Communicate with relevant people to establish career entry requirements and/or develop skills, experience, knowledge and qualifications ● Reflect on own skills, experience, knowledge and qualifications relevant to a selected career ● Plan to develop skills, experience, knowledge and qualifications as required for progression within a selected career 		
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace 		
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● That not everyone does the same job; there is a variety of jobs available 		

<ul style="list-style-type: none"> The start of an idea about what jobs might interest them 		
Assessment end-points: <ul style="list-style-type: none"> Compare and contrast the entry requirements for a range of different careers Describe potential progression routes relevant to a range of different careers Create a personal development plan for entry to and progression within a selected career 		

Year 12 SFR					
Autumn Term		Spring Term		Summer Term	
Unit Title: 1: Developing Work-related Skills and Behaviours	Unit length: 17 hours	Unit Title: 1: Developing Work-related Skills and Behaviours	Unit length: 17 hours		
Domains of Knowledge: <ul style="list-style-type: none"> Understand skills and behaviours in job roles Know the possible impacts of having the required skills and behaviours Know who can support the development of own skills and behaviours Know how the development of highlighted skills and behaviours can be measured 		Domains of Knowledge: <ul style="list-style-type: none"> Know where own strengths and areas for development lie Compare own skills and behaviours with those required for an identified job role Complete an audit of own employability skills and behaviours Seek input from others to support skill and behaviour audit Reflect on personal strengths and areas for development 		Complete any outstanding amendments from autumn and spring terms	
Relevant Key Concepts: <ul style="list-style-type: none"> Develop skills valued by employers Develop knowledge related to employability 		Key Concepts: <ul style="list-style-type: none"> Develop skills valued by employers Develop knowledge related to employability 			

<ul style="list-style-type: none"> Develop awareness of how to upskill to meet the changing demands of the workplace 	<ul style="list-style-type: none"> Develop awareness of how to upskill to meet the changing demands of the workplace 	
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> What a 'skill' is Basic understanding of what they might be good at / areas that aren't strengths 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> What it means to be reflective Ability to give others useful but appropriate feedback 	
<p>Assessment end-points:</p> <ul style="list-style-type: none"> Explain the work-related skills and behaviours necessary for identified job roles Evaluate the pros and cons of having/not having work-related skills and behaviours in identified job roles Audit own skills and behaviours, identifying strengths and areas of development, in relation to identified job roles Consider ways in which identified work-based skills and behaviours could be developed 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> Audit own skills and behaviours, identifying strengths and areas of development, in relation to identified job roles Consider ways in which identified work-based skills and behaviours could be developed 	

Year 12 CME					
Autumn Term		Spring Term		Summer Term	
Unit Title: 14 Anticipating and Meeting Customer Needs and Expectations	Unit length: 17 hours	Unit Title: 14 Anticipating and Meeting Customer Needs and Expectations	Unit length: 17 hours		
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Customer needs and expectations How to identify and meet customer needs The benefits of providing good customer service How to deal with customer service issues 		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> Customer service Interpersonal skills/appropriate behaviour when working with customers Problem solving Decision making 		Complete any outstanding amendments from autumn and spring terms	

<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace 	<p>Key Concepts:</p> <ul style="list-style-type: none"> ● Develop skills valued by employers ● Develop knowledge related to employability ● Develop awareness of how to upskill to meet the changing demands of the workplace 	
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Experiencing being a customer before ● Identify what they want when they shop somewhere 	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● Basic understanding of body language and what is appropriate in certain situations e.g. what should an employee NOT do to a customer when they complain 	
<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Explain the needs and expectations that customers might have in a range of different work-based scenarios ● Explain the skills, knowledge and behaviour that may be necessary in order to meet or exceed customer needs and expectations in a range of work-based scenarios 	<p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Communicate effectively with customers to anticipate and establish their needs and expectations ● Select and apply appropriate skills, knowledge and behaviours to meet a range of customers' needs 	