

My Life and Future Pathway Curriculum Intent

Year 10/11



Life and Futures Pathway Curriculum Intent

The Life and Futures Pathway equips pupils with the knowledge, skills, experiences and personal qualities needed to live as independently as possible, participate positively in society and progress successfully into education, employment or training.

The curriculum is built around the principles of Preparation for Adulthood and focuses on four key areas:

- Independent Living
- Employability and Future Careers
- Community Participation and Belonging
- Health, Wellbeing and Self-Advocacy

Learning is carefully sequenced to help pupils develop practical life skills, resilience, confidence and increasing independence while maintaining high expectations for all learners.

Through meaningful real-world experiences, enterprise projects, community engagement, charitable initiatives and accredited learning opportunities, pupils develop a strong sense of belonging and understand the positive contribution they can make to their school and wider community.

Functional literacy, numeracy and digital skills are embedded throughout the curriculum and applied within authentic contexts including budgeting, enterprise activities, travel training, volunteering, study skills and workplace preparation.

Pupils access six hours of Life and Futures learning every fortnight. During these sessions, pupils will:

- Plan and deliver community and fundraising projects
- Learn about money management, budgeting and enterprise
- Develop teamwork, communication and leadership skills
- Explore careers and what employers value
- Participate in workplace scenarios and employer encounters
- Develop confidence, resilience and self-advocacy
- Learn effective study skills and strategies for success
- Prepare for post-16 education, employment and independent living
- Complete accredited ASDAN and AQA Unit Awards
- Undertake personal projects linked to their interests, strengths and future aspirations

Learning is practical, engaging and purposeful. Pupils work collaboratively, solve real-world problems, contribute positively to their community and develop skills that will support them throughout adulthood.

By the end of the Life and Futures Pathway, pupils will have developed the confidence, independence and aspirations needed to make informed choices about their futures and successfully navigate the opportunities and challenges of adult life.

This academic year:

Students begin Year 10 by exploring how they can make a positive contribution to their school and wider community through enterprise, fundraising and social action projects. Working collaboratively, students identify community needs, plan events, manage budgets and develop leadership skills while experiencing the positive impact they can have on others.

Building on these experiences, students develop their understanding of money management, enterprise and financial decision-making. They learn how successful individuals manage money, explore personal finance and budgeting, and apply mathematical skills within meaningful real-world contexts.

Students then investigate what makes someone employable. Through practical projects, employer encounters and workplace-focused activities, they develop an understanding of professional behaviours, teamwork, communication and the skills required to succeed in employment.

In term 4 students use their experiences to reflect upon their strengths, aspirations and future goals. They develop self-awareness, resilience and self-advocacy while preparing for their next stage of education, employment or training.

In term 5 students learn how to organise themselves effectively for examinations, how to manage challenges and stress, develop positive study habits and seek support when needed and build the confidence and resilience required.

In term 6 students celebrate their achievements and complete an accredited project based on their interests, strengths and future aspirations. They reflect on the skills they have developed throughout the Life and Futures Pathway and consider the positive contribution they want to make to their families, communities and future studies.

Term 1

Topic/Theme/Enquiry



How can we make a difference?



Big Picture

What are the main ideas and big questions in this topic?

This enquiry introduces students to my life and future pathway by exploring the importance of community, contribution and belonging. Students investigate how individuals and groups can make a positive difference within their school, local community and wider society. Through real-world projects, enterprise activities and charitable initiatives, students develop an understanding that they can be active contributors rather than passive recipients of support.

Students explore the concept of social responsibility, considering how communities are strengthened when people work together towards a common goal. Through planning and delivering a community-focused project, students develop confidence, leadership, teamwork and communication skills while experiencing the impact of their actions on others.

The enquiry encourages students to ask important questions such as:

- What makes a strong community?
- Why do people volunteer and support others?
- How can small actions create positive change?
- What skills are needed to organise a successful event or project?
- How can I make a difference within my school and local community?

Through this enquiry, students begin developing the knowledge, skills and attitudes that will support future employability, independence and participation in adult life.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge through exploring:

- Community and belonging
- Charities and voluntary organisations
- Social responsibility
- Enterprise and fundraising
- Event planning
- Team roles and responsibilities
- Leadership and teamwork
- Budgeting and financial planning
- Marketing and promotion
- Evaluating success and impact

Students develop disciplinary knowledge by learning how to:

- Work effectively as part of a team
- Communicate with different audiences
- Plan and organise a project
- Set achievable goals
- Manage a simple budget
- Identify and solve problems

- Evaluate the success of an activity
- Present ideas and recommendations
- Reflect on personal contributions

Throughout the enquiry, students participate in a practical community action project. This may involve organising a fundraising event, supporting a local charity, planning a community campaign or delivering a project that improves the school environment.

Key vocabulary is explicitly taught and revisited throughout the enquiry, including community, contribution, charity, volunteer, enterprise, budget, profit, marketing, leadership, responsibility, teamwork, communication, evaluation and impact.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
Students arrive with a range of experiences of teamwork, friendship groups, school activities and community involvement. Many students will have participated in fundraising events or charitable activities but may not have considered the planning, organisation and leadership required behind the scenes. This enquiry builds on students' existing experiences and helps them understand how communities function, how projects are organised and how individuals can contribute positively to the lives of others.		How will we challenge ourselves? Students are challenged to take increasing ownership of a real-world project from initial planning through to delivery and evaluation. They will be expected to: • Work collaboratively with others • Meet agreed deadlines • Communicate confidently with adults and peers • Solve unexpected problems • Manage responsibilities independently • Make decisions based on evidence and feedback • Evaluate the effectiveness of their project Students will be encouraged to demonstrate resilience, adaptability and leadership throughout the enquiry.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
How does this learning connect to future topics and bigger goals? This enquiry establishes many of the key skills which underpin the Aspire curriculum, including teamwork, communication, organisation, problem-solving and leadership.		Students explore how charities, community groups and social enterprises support individuals and communities across the United Kingdom. They learn about local and national charitable organisations, community projects and examples of young people who have created positive change through social action.	

The experiences gained during this enquiry provide a foundation for future learning in financial capability, employability, enterprise, transition planning and preparation for adulthood. Students begin to understand how community participation, personal responsibility and contribution are valued within education, employment and society.	Students also explore how fundraising, volunteering and community participation contribute to stronger communities and improved wellbeing.
 Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>	
This enquiry provides authentic opportunities for students to engage with real-world issues and contribute positively to their community. SMSC is fully developed throughout this enquiry. Social development is promoted through teamwork, collaboration and community participation. Moral development is encouraged through discussions about fairness, responsibility and supporting others. Cultural development is enhanced through exploring diverse communities and charitable causes. Spiritual development is fostered through reflection on personal values, purpose and contribution. British Values are promoted through mutual respect, individual liberty, democracy and active citizenship. Cross-curricular links are made with Mathematics through budgeting and financial planning, English through persuasive communication and presentations, and PSHE through citizenship, relationships and personal responsibility. Students develop transferable employability skills including teamwork, leadership, communication, planning, problem-solving and self-management.    	
 Resources <i>What books, websites, videos and materials will support our learning?</i>	 Assessment <i>How will we show what we know, remember and can apply?</i>
Explore: ASDAN Personal Development Programmes Explore: Skills Builder Universal Framework Explore: Young Enterprise Resources Watch: BBC Teach – Community and Citizenship Videos Read: The King's Trust Young People Stories Explore: Local charity and community websites.	Students will be completing AQA award assessment criteria. Students will complete a community action or fundraising project and produce evidence demonstrating their participation and contribution. Assessment evidence may include: • Planning documents • Budget sheets

Create: Fundraising campaigns and community action projects.		• Promotional materials • Witness statements • Photographs • Student reflections • Presentations • Project evaluations Students will be assessed on both their understanding of key concepts and their ability to apply skills within a practical context.
Term 2 Topic/Theme/Enquiry		How do successful people manage money?
	Big Picture <i>What are the main ideas and big questions in this topic?</i>	
This enquiry introduces students to the role money plays in everyday life and future success. Students explore how people earn, spend, save and manage money while developing practical financial skills that support independence and preparation for adulthood. Building upon the community and fundraising experiences from Term 1, students investigate how financial decisions affect individuals, families, businesses and communities. They learn that managing money is not simply about numbers, but about making informed choices, setting goals and understanding consequences. Through practical enterprise activities and real-life scenarios, students develop financial confidence and begin to understand the knowledge and behaviours needed to manage money responsibly. Students explore key questions including: • Why is money important? • How do people earn money? • What influences the choices people make about spending? • How can we make informed financial decisions? • What skills are needed to manage money successfully? Throughout the enquiry, students develop an understanding of financial responsibility, enterprise and personal independence.		
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	

Students develop substantive knowledge through exploring:

- Sources of income
- Employment and wages
- Budgeting
- Saving and spending
- Needs and wants
- Banking
- Debt and borrowing
- Consumer choices
- Enterprise and profit
- Financial planning

Students investigate real-life situations involving budgeting, shopping, comparing costs and making financial decisions.

Students develop disciplinary knowledge by learning how to:

- Create and manage a simple budget
- Compare prices and value for money
- Calculate profit and loss
- Make informed purchasing decisions
- Interpret payslips and wage information
- Set financial goals
- Evaluate financial choices
- Apply numeracy skills in practical situations

Practical activities may include planning events, budgeting for projects, comparing products, managing enterprise activities and analysing spending habits.

Key vocabulary is explicitly taught and revisited throughout the enquiry, including income, expenditure, budget, savings, wages, salary, tax, profit, loss, value, debt, interest, consumer and enterprise.



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students draw upon their experiences from the community project completed during Term 1, particularly where budgeting, planning and fundraising have been involved.

Many students will have prior experiences of handling money and making purchasing decisions. This enquiry develops these experiences into a deeper understanding of financial responsibility and financial decision-making.



Pitch Up

How will we challenge ourselves?

Students are challenged to make increasingly informed financial decisions using real-world scenarios and practical activities.

They will be expected to:

- Work within financial constraints
- Prioritise spending decisions
- Justify financial choices
- Calculate costs and profits

		• Solve financial problems • Compare alternative options • Plan for future financial goals Students develop resilience and critical thinking by learning that effective financial management often requires careful planning, delayed gratification and responsible decision-making.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This enquiry provides essential preparation for adulthood by developing financial capability and independence. The skills developed support future learning in employability, enterprise, independent living and transition planning. Students begin to understand the relationship between work, income, financial security and personal responsibility. The enquiry also develops practical numeracy skills that can be applied across everyday life, employment and further education.		Students explore how money influences decisions made by individuals, businesses, governments and communities. They investigate how people from different backgrounds manage financial challenges and opportunities while considering the importance of financial wellbeing and long-term planning. Students also explore the role of enterprise and entrepreneurship in creating opportunities and generating income.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
SMSC is developed through discussions about responsibility, fairness, aspirations and decision-making. Students consider the impact of financial choices on themselves and others while developing an understanding of economic responsibility. British Values are promoted through personal responsibility, informed decision-making and participation in society. Cross-curricular links are made with Mathematics through budgeting, percentages, profit and loss calculations and data handling. Links to English are developed through discussion, persuasion, presentation and financial communication. Students develop employability skills including problem-solving, planning, organisation, decision-making and financial awareness. Students explore careers linked to finance, retail, business, banking, customer service, administration, entrepreneurship and management.			
	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>

Explore: Young Enterprise Financial Education Resources Explore: MoneyHelper for Young People Watch: BBC Bitesize Personal Finance Read: NatWest MoneySense Resources Explore: Supermarket comparison websites and budgeting activities. Investigate: Enterprise case studies and fundraising budgets.	Students will be completing AQA award assessment criteria. Assessment evidence may include: • Budget plans • Costing activities • Enterprise project records • Financial decision-making tasks • Presentations • Reflective evaluations • Problem-solving activities • Witness statements
Term 3 Topic/Theme/Enquiry	 What makes someone employable?
	Big Picture <i>What are the main ideas and big questions in this topic?</i>
This enquiry introduces students to the skills, attitudes and behaviours that employers value in the workplace. Students explore the importance of employability skills, professional conduct and personal responsibility while developing a realistic understanding of the world of work. Building on their experiences of community projects and enterprise activities, students investigate how successful employees contribute to organisations and communities. They develop an understanding that employability is not simply about qualifications, but also about communication, teamwork, reliability, resilience and problem-solving. Through practical workplace scenarios, students begin to identify their own strengths and areas for development while considering future education, training and employment pathways.	
	Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>
Students develop substantive knowledge through exploring: • Different types of employment • Workplace expectations • Attendance and punctuality • Professional behaviour • Teamwork and collaboration	

- Communication in the workplace
- Customer service
- Health and safety
- Rights and responsibilities at work
- Career pathways and opportunities

Students investigate a range of workplaces and employment sectors while developing an understanding of employer expectations.

Students develop disciplinary knowledge by learning how to:

- Work effectively with others
- Follow instructions
- Communicate appropriately in different situations
- Solve problems independently
- Demonstrate reliability and responsibility
- Reflect on strengths and areas for development
- Participate in mock interviews
- Present themselves professionally

 Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>	 Pitch Up <i>How will we challenge ourselves?</i>
Students build upon the teamwork, communication and leadership skills developed through their community action projects and enterprise activities during Terms 1 and 2. Students will have already explored budgeting, enterprise and responsibility, providing valuable context for understanding employment, income and workplace expectations. This enquiry enables students to transfer previously developed skills into employment-focused situations.	Students are challenged to demonstrate increasing independence, responsibility and professionalism throughout the enquiry. They will be expected to: • Work collaboratively with a range of peers • Meet deadlines and expectations • Demonstrate appropriate workplace behaviours • Respond positively to feedback • Solve problems independently • Participate confidently in interviews and discussions • Reflect honestly on personal strengths and development needs Students will be encouraged to demonstrate resilience, adaptability and initiative when faced with unfamiliar situations.

	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
	This enquiry provides essential preparation for further education, training and employment. Students develop the knowledge, skills and behaviours required for successful transitions beyond secondary education while strengthening their understanding of workplace expectations and professional conduct. The enquiry provides a foundation for future learning related to careers education, transition planning and preparation for adulthood.		Students explore how employment contributes to individuals, families and communities. They investigate changing workplaces, emerging career opportunities and the importance of lifelong learning within a rapidly changing world. Students also explore inspirational stories of individuals who have overcome barriers to achieve success in education, employment and entrepreneurship.
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
	This enquiry has direct relevance to students' future aspirations and employment opportunities. SMSC is developed through discussions about responsibility, fairness, perseverance, ambition and personal conduct. Students explore how attitudes and behaviours can influence future opportunities and relationships. British Values are promoted through mutual respect, individual responsibility and participation in society. Cross-curricular links are made with English through communication, presentations and interview preparation. Mathematics is applied through workplace problem-solving, scheduling and interpreting employment-related information. PSHE links include careers, aspirations, relationships and personal development. Students develop transferable employability skills including communication, teamwork, problem-solving, leadership, resilience and self-management. Students explore careers across a range of sectors including construction, hospitality, retail, health and social care, public services, business, transport, engineering and entrepreneurship.		
	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>

Explore: National Careers Service Careers Explorer Explore: Amazing Apprenticeships Student Zone Watch: BBC Teach Careers Videos Explore: The King's Trust Employability Resources Explore: Careers and Enterprise Company Resources Investigate: Local labour market information and employer websites. Participate: Employer encounters and mock interviews.	Assessment evidence for AQA Unit award and ASDAN evidence may include: • Mock interview participation • Workplace scenario activities • Teamwork challenges • Personal skills audits • Presentations • Witness statements • Employer feedback • Reflective evaluations Students will be assessed on both their understanding of workplace expectations and their ability to apply employability skills in practical contexts. The end point of the enquiry is for students to confidently explain what employers value while demonstrating communication, teamwork, responsibility and professionalism through a range of employment-focused activities and challenges.
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Term 4 Topic/Theme/Enquiry		 Who am I becoming?
 Big Picture <i>What are the main ideas and big questions in this topic?</i>	This enquiry encourages students to reflect upon their experiences, achievements and personal growth as they prepare for adulthood. Students explore their strengths, interests, values and aspirations while developing greater self-awareness and confidence in their future potential. Building upon the skills and experiences thus far students consider how they have grown as individuals, team members, leaders and contributors within their school and community. They begin to identify pathways that align with their interests and ambitions while recognising the personal qualities that will support future success. Through a range of practical activities, discussions and reflection opportunities, students develop confidence in communicating who they are, what they value and what they hope to achieve. Students explore key questions including: • What are my strengths and talents? • What have I achieved so far? • What values are important to me?	

- What kind of adult do I want to become?
 - How can I continue developing my skills and confidence?
- The enquiry promotes aspiration, self-belief and a growth mindset while helping students recognise the progress they have already made.



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge through exploring:

- Personal strengths and qualities
- Aspirations and future goals
- Personal values
- Growth mindset
- Resilience and perseverance
- Leadership
- Self-advocacy
- Decision making
- Personal responsibility
- Positive role models

Students investigate different pathways to success and explore how people overcome challenges and barriers to achieve their goals.

Students develop disciplinary knowledge by learning how to:

- Identify personal strengths and areas for development
- Set realistic and ambitious goals
- Reflect on personal experiences
- Communicate aspirations confidently
- Give and receive constructive feedback
- Recognise achievements and progress
- Develop action plans for future growth
- Advocate for their own needs and aspirations



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students build upon the experiences and achievements gained through community action projects, enterprise activities and employability learning.



Pitch Up

How will we challenge ourselves?

Students are challenged to move beyond identifying strengths and begin applying them to future aspirations and goals.
They will be expected to:

They will have developed evidence of teamwork, leadership, communication and problem-solving which can now be used to support personal reflection and future planning. Students are encouraged to recognise how these experiences have contributed to their personal growth and development.		• Reflect honestly on achievements and challenges • Set ambitious but realistic targets • Participate confidently in discussions and presentations • Accept and act upon feedback • Demonstrate leadership within activities • Consider multiple future pathways • Take ownership of personal development goals Students are encouraged to recognise that growth often occurs through challenge, effort and perseverance.	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
Students develop the confidence and self-awareness needed to make informed decisions about education, employment and training pathways. The skills developed support preparation for annual reviews, college applications, interviews and transition planning while strengthening personal independence and self-advocacy.		Students explore stories of individuals who have overcome adversity, challenged stereotypes and achieved success in a variety of fields. They investigate how different people define success and consider how personal values, goals and experiences shape future choices. Students also explore how confidence, resilience and ambition can be developed over time through effort and positive experiences.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
SMSC is developed through reflection on personal identity, values, aspirations and responsibility. Students explore how their choices and actions can influence future opportunities and relationships. British Values are promoted through individual liberty, mutual respect and personal responsibility. Cross-curricular links are made with English through discussion, presentation and personal communication. PSHE links include self-awareness, wellbeing, relationships and future planning. Students continue to develop employability skills including communication, leadership, resilience, self-management and reflective practice. Students explore a range of careers, educational pathways and success stories while considering how personal strengths can contribute to future opportunities.			
	Resources <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
Explore: Success at School Careers Quiz and Resources Watch: TED-Ed Personal Development Videos		Students complete assessment criteria for AQA awards. Assessment evidence may include:	

Explore: Skills Builder Reflection Tools Read: The King's Trust Success Stories Watch: BBC Bitesize Careers and Aspirations Create: Vision boards and personal development portfolios. Investigate: Inspirational career journeys and role models.	• Personal strengths profiles • Goal-setting activities • Leadership challenges • Presentations • Reflective journals • Action plans • Witness statements • Personal development portfolios
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Term 5 Topic/Theme/Enquiry		 How do I prepare for my success?
 Big Picture <i>What are the main ideas and big questions in this topic?</i>	This enquiry focuses on helping students develop the habits, strategies and mindsets needed to achieve success both in school and beyond. Students explore how successful people organise themselves, overcome setbacks, seek support and manage challenges. Building on their experiences of community projects, enterprise activities and employability learning, students begin to understand that success is not determined solely by academic ability but also by resilience, preparation, organisation and self-belief. Students investigate practical strategies that support achievement and wellbeing while developing confidence in their ability to manage future challenges and transitions. Students explore key questions including: • What does success mean to me? • How do successful people prepare and organise themselves? • How can I manage setbacks and challenges? • What strategies help me learn and remember information? • How can I take responsibility for my own progress and wellbeing?	
 Zoom In <i>What knowledge, skills and key vocabulary will we learn step by step?</i>	Students develop substantive knowledge through exploring: • Goal setting and motivation • Organisation and time management • Revision and memory techniques	

- Learning preferences and study habits
- Resilience and perseverance
- Managing stress and anxiety
- Self-regulation and wellbeing
- Seeking support appropriately
- Reflective practice
- Personal responsibility

Students develop disciplinary knowledge by learning how to:

- Create revision and study plans
- Break large tasks into manageable steps
- Use memory and retrieval strategies
- Prioritise tasks and meet deadlines
- Identify barriers to success and develop solutions
- Manage emotions during periods of challenge
- Reflect on progress and adjust strategies
- Advocate for their own needs and seek support appropriately

Key vocabulary is explicitly taught and revisited throughout the enquiry, including resilience, organisation, revision, motivation, perseverance, wellbeing, responsibility, independence, reflection, strategy and success.



Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students draw upon the communication, leadership, teamwork and self-awareness developed throughout the Life and Futures Pathway. They will have explored their strengths, aspirations and future goals and are now encouraged to apply these skills to achieving personal success.



Pitch Up

How will we challenge ourselves?

Students are challenged to take increasing responsibility for their own learning and personal development.

They will be expected to:

- Set realistic but ambitious goals
- Manage their time effectively
- Demonstrate resilience when faced with setbacks
- Apply revision and study strategies independently
- Reflect honestly on their progress
- Seek support appropriately
- Develop increasingly independent approaches to learning and problem-solving

	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This enquiry prepares students for examinations, further education, training and employment by developing habits of organisation, perseverance and self-management. The skills developed support successful transitions into adulthood and encourage students to become increasingly independent learners and problem-solvers.		Students explore stories of individuals who have overcome barriers and achieved success through perseverance and determination. They investigate how successful people learn from setbacks, adapt their approaches and continue to develop throughout their lives.	
	Authentic connections <i>How does this topic connect to real life, careers, other subjects and important values?</i>		
This enquiry has direct relevance to education, employment and everyday life. SMSC is developed through discussions around responsibility, resilience, aspiration and wellbeing. British Values are promoted through individual liberty and personal responsibility. Cross-curricular links are made with English through communication and reflection, Mathematics through planning and organisation, and PSHE through wellbeing and emotional regulation. Students continue to develop transferable employability skills including self-management, organisation, resilience, communication and problem-solving			
	Resources . <i>What books, websites, videos and materials will support our learning?</i>		Assessment <i>How will we show what we know, remember and can apply?</i>
Explore: BBC Bitesize Study Support Watch: BBC Bitesize Revision and Study Skills Videos Explore: YoungMinds Exam Stress Support Read: National Careers Service Study and Learning Advice Explore: Skills Builder Staying Positive Resources Create: Revision timetables, learning plans and success journals. Investigate: Different revision techniques and memory strategies.		Students complete criteria for the following AQA awards: Developing Study Skills Setting and Reviewing Targets Developing Independent Learning Skills Developing Resilience Participating in a Revision Programme	
Term 6 Topic/Theme/Enquiry		What will my legacy be?	



Big Picture

What are the main ideas and big questions in this topic?

This enquiry provides students with the opportunity to celebrate their achievements and complete an accredited project based upon their interests, strengths and future aspirations.

Students reflect upon the knowledge, skills and experiences developed throughout the Life and Futures Pathway and consider the positive contribution they wish to make to their families, communities and future workplaces.

Through planning and delivering an independent project, students demonstrate ownership, responsibility and increasing independence while showcasing their personal strengths and achievements.

Students explore key questions including:

- What am I proud of achieving?
- What strengths and skills have I developed?
- What positive contribution do I want to make in the future?
- How can I continue to grow and develop?
- What do I want to be remembered for?



Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students develop substantive knowledge through exploring:

- Personal strengths and achievements
- Goal setting and future aspirations
- Leadership and contribution
- Project planning and management
- Reflection and evaluation
- Celebration of success
- Personal identity and values
- Community contribution
- Independence and responsibility

Students develop disciplinary knowledge by learning how to:

- Plan and manage an independent project
- Research an area of personal interest
- Organise resources and timelines
- Demonstrate independence and initiative

- Communicate ideas and outcomes effectively
- Reflect on personal growth and achievements
- Evaluate the success of their project
- Present learning confidently to others

Key vocabulary is explicitly taught and revisited throughout the enquiry, including achievement, legacy, aspiration, contribution, independence, initiative, leadership, evaluation, reflection and celebration.

	Pre-Requisite Knowledge <i>What have we already learned that will help us with this topic?</i>		Pitch Up <i>How will we challenge ourselves?</i>
This enquiry enables students to draw together and apply everything they have learned throughout the year. Students are encouraged to use their strengths, interests and experiences to plan and complete a meaningful project that demonstrates their personal growth, celebrates their achievements and showcases the knowledge and skills they will take with them into adulthood.		Students are challenged to demonstrate increasing independence by: • Selecting an area of personal interest • Planning and managing a project independently • Applying previously developed skills • Demonstrating resilience and initiative • Presenting their work confidently • Reflecting honestly on achievements and areas for future growth • Taking ownership of their learning journey	
	Wider Framework <i>How does this learning connect to future topics and bigger goals?</i>		Curriculum Hinterland <i>What wider knowledge will deepen our understanding of this topic?</i>
This enquiry provides a bridge into adulthood by encouraging students to recognise their achievements, celebrate progress and consider how they can continue contributing positively to society. Students leave the pathway with a sense of pride, ownership and confidence in their future potential.		Students explore how individuals create positive legacies through leadership, service, creativity, enterprise and contribution to others. They investigate how personal values and actions shape communities and influence future opportunities.	



Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry celebrates the importance of contribution, aspiration and lifelong learning.

SMSC is developed through reflection, celebration and consideration of personal values and purpose. British Values are promoted through mutual respect, individual liberty and active participation within society.

Cross-curricular links are made through communication, presentation, planning, research and evaluation.

Students continue to develop employability skills including independence, initiative, organisation, leadership and self-management.



Resources

What books, websites, videos and materials will support our learning?

Explore: [AQA Unit Award Scheme Library](#)

Explore: [ASDAN Personal Development Programmes](#)

Watch: [BBC Own It – Setting Goals and Achieving Success](#)

Read: The King's Trust Success Stories

Create: Personal projects and presentation portfolios.

Present: Final projects to peers, staff, governors and families.

Celebrate: Individual achievements and future ambitions.



Assessment

How will we show what we know, remember and can apply?

Towards their chosen AQA Unit Award, students may be asked to:

- Research a topic, skill or area of interest independently.
- Demonstrate initiative and increasing independence.
- Organise resources and complete tasks within agreed deadlines.
- Apply knowledge and skills developed throughout the Life and Futures Pathway.
- Produce a final outcome, product or piece of work.
- Present their project or learning to an audience.
- Reflect on their achievements, challenges and personal growth.