

Subject Curriculum Overview: Careers

Subject: Careers		Subject Leader: Ami Phillips	Year Group: 7	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware of heritage, identity and value be aware that career describes their journey through life, learning and work manage the transition into secondary school (induction) learn from setbacks and challenges 		Year 7 three week tutor time induction – Bootcamp.	Visit to the Three Counties Showground
Manage Career Actively	<u>Students are able to:</u> <ul style="list-style-type: none"> develop friendships and relationships with others develop the ability to communicate their needs and wants be able to identify a role model and being aware of the value of leadership 		Future Skills Questionnaire - Computer Room	
Create opportunities	<u>Students are able to</u> <ul style="list-style-type: none"> develop friendships and relationships with others develop the ability to communicate their needs and wants be able to identify a role model and being aware of the value of leadership 		What is a career? A future letter to myself How did my ... choose their career? What skills do I need to succeed? UNIFROG How can I take control of my career journey? What makes a good role model/leader? What does success mean to me?	

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Subject: Careers		Subject Leader: Ami Phillips		Year Group: 8	
CDI Career Features	Key Learning Points		Lesson titles	Activities	
Grow throughout life:	<p><u>Students are able to</u></p> <ul style="list-style-type: none"> • be aware of the sources of help and support available and responding positively to feedback • be aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things <p><u>Students are able to</u></p> <ul style="list-style-type: none"> • be aware of the range of possible jobs, sectors and organisations. <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • be aware that it is important to take initiative in their learning and life • be aware that building a career will require them to be imaginative and flexible • be aware of the concept of entrepreneurialism and self-employment <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • be aware of the concept of work-life balance • be aware that physical and mental wellbeing are important • be aware of money and that individuals and families have to actively manage their finances • be aware of the ways that they can be involved in their family and community 		How do I imagine my future?		
Explore the possibilities:			What is a work life balance?		
Create opportunities:			How do families manage their finances?		
Balance work and life:			How can I access Labour Market Information?		
		How can I access Labour Market Information? UNIFROG			
		How can I reflect on my career journey?			
		Superpower CVs			

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 9	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Explore the possibilities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • Identify common sources of information about the labour market education system • be aware of the main learning pathways (e.g. university, college and apprenticeships) • be aware that many jobs require learning, skills and minimum qualifications • be aware of the range of ways that organisations undertake recruitment and selection 		<p>What are the main learning pathways and what qualifications do I need?</p> <p>What type of career is best for me? (personality profile). UNIFROG</p> <p>What type of career is best for me? (personality profile). UNIFROG</p>	<p>Year 9 visit to the Three Counties Careers Fair</p>
Manage career actively:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • look forward to the future imagining a range of possibilities for themselves in their career • be aware that different jobs and careers bring different challenges and rewards • prepare for choosing their GCSEs 		<p>What are my current ideas about my future? SURVEY Future Skills Questionnaire</p> <p>What are my rights and responsibilities in the workplace?</p>	
Balance work and life:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • be aware of rights and responsibilities in the workplace and in society • recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 		<p>How can I recognise prejudice and injustice in the workplace?</p> <p>What is it like to be self employed?</p>	
See the big picture:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • be aware of a range of different media, information sources and viewpoints • be aware that there are trends in local and national labour markets • be aware that trends in technology and science have implications for career • be aware of the relationship between career, community, politics and the economy 			

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 10		
CDI Career Features	Key Learning Points		Lesson titles	Activities	
Grow throughout life	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • respond positively to help, support and feedback • positively engage in learning and taking action to achieve good outcomes • recognise the value of challenging themselves and trying new things • reflect on and recording achievements, experiences and learning • consider what learning pathway they should pursue next 		How can I be a good role model and demonstrate leadership?	Year 10 Next Steps Day	
Explore possibilities:			<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • consider what jobs and roles are interesting • research the labour market and the education system • research the learning and qualification requirements for jobs and careers that they are interested in • research the range of workplaces and what it is like to work there • research how recruitment and selection processes work and what they need to do to succeed in them 		Work life balance and mental wellbeing What role will money and finances play in my career? Which roles and jobs interest me? Dream jobs UNIFROG
Manage career actively:			<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • recognise the different ways in which people talk about career and reflecting on its meaning to them • consider the risks and rewards associated with different pathways and careers • take steps to achieve in their GCSEs 		Which roles and jobs interest me? Dream jobs UNIFROG How can I explore employer profiles? UNIFROG What are recruitment processes like? What are my options for after Year 11?
Create opportunities:			<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • be able to discuss roles models and reflect on leadership • research entrepreneurialism and self-employment 		What are the benefits of A Levels and BTECs? What are the benefits of apprenticeships?

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Balance work and life:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 		
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Subject: Careers	Subject Leader: Ami Phillips	Year Group: 11	
CDI Career Features	Key Learning Points	Lesson titles	Activities
Grow throughout life	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • respond positively to help, support and feedback • positively engage in learning and taking action to achieve good outcomes • recognise the value of challenging themselves and trying new things • reflect on and recording achievements, experiences and learning • consider what learning pathway they should pursue next 	<p>What are the local and national labour market trends?</p> <p>How can I explore the trends in technology and science?</p> <p>What impact is AI having on future careers?</p>	<p>Year 11 destinations afternoon.</p>
Explore possibilities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • decide which learning pathway they want to follow and how they will access and succeed in it 	<p>Reflections - Future Skills Questionnaire</p> <p>How can I develop a pathway for my future?</p>	
Manage career actively:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • build their confidence and optimism about their future • make plans and developing a pathway into their future 	<p>How can I create a CV?</p> <p>How can I create a CV? UNIFROG</p>	

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 12	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • actively seek out help, support and feedback • take responsibility for their learning and aim high • seek out challenges and opportunities for development • reflect on and record achievements, experiences and learning and communicate these to others • plan their next steps in learning and work 		Types of employment	University outreach assembly
Explore possibilities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • develop a clear direction of travel in their career and actively pursue this • Have a clear understanding of the learning pathways and qualifications needed to pursue their career • Research and reflect on workplaces, cultures and expectations 		Networking	Apprenticeship assembly (HWGTA)
Manage career actively:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • describe the concept of careers and say what it means to them • build their confidence and optimism about their future and act on it • plan, prioritise and set targets for their future • consider the risks and rewards of different pathways and careers and decide between them • manage the transition into post-16 learning and prepare for post-18 transitions • be proactive about being resilient and learning from setbacks 		Skills for careers	National school and college leavers festival
Create opportunities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • build and maintain relationships and networks within and beyond the school • be proactive about their life, learning and career 		Job prospects	University of Birmingham open day
			Getting the most out of work experience	
			The workplace	
			Managing our health	
			The VESPA mindset	
			Independence	
			Resilience	
			Setting goals	
			Feedback and constructive criticism	
			Growth mindset	
			Future pathways: university and apprenticeships	
			CV writing	

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Balance work and life:	<ul style="list-style-type: none">• be creative and agile as they develop their career pathway• represent themselves and others• act as a leader, role model and example to others <p><i>Students are able to:</i></p> <ul style="list-style-type: none">• plan for the kind of balance of work and life they want• take action to improve physical and mental wellbeing• begin to manage their own money and plan their finance• shape their involvement in their family and community• plan for different life stages and consider the different life roles they want to play• be aware of their role in ensuring rights and responsibilities in the workplace and society	Managing finances Understanding your bills	
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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 13	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • actively seek out help, support and feedback • take responsibility for their learning and aim high • seek out challenges and opportunities for development • reflect on and record achievements, experiences and learning and communicate these to others • plan their next steps in learning and work • discuss and reflect on the impact of heritage identity and values 		Transition into year 13	National school and college leavers festival
Explore possibilities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • develop a clear direction of travel in their career and actively pursue this • actively seek out information on the labour market and education system • Have a clear understanding of the learning pathways and qualifications needed to pursue their career • Research and reflect on workplaces, cultures and expectations • Analyse and prepare for recruitment and selection processes 		Asking for help Interview basics One-way interviews Self-employment The working week	
Manage career actively:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • describe the concept of careers and say what it means to them • build their confidence and optimism about their future and act on it • plan, prioritise and set targets for their future • consider the risks and rewards of different pathways and careers and decide between them • manage the transition into post-16 learning and prepare for post-18 transitions • be proactive about being resilient and learning from setbacks <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • build and maintain relationships and networks within and beyond the school 		The future of careers Traditional employability skills Problem solving skills Leadership skills Online profile Online misinformation Understanding cultural identity Understanding inclusion Fraud and scams Building a health lifestyle away from home	

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Create opportunities:	<ul style="list-style-type: none"> • be proactive about their life, learning and career • be creative and agile as they develop their career pathway • represent themselves and others • act as a leader, role model and example to others • consider entrepreneurialism and self-employment as career pathways <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • plan for the kind of balance of work and life they want • take action to improve physical and mental wellbeing • begin to manage their own money and plan their finance • shape their involvement in their family and community • plan for different life stages and consider the different life roles they want to play • be aware of their role in ensuring rights and responsibilities in the workplace and society • take action to challenge prejudice, stereotypes and discrimination in the workplace <p><u>Students are able to:</u></p> <ul style="list-style-type: none"> • evaluate different media, information sources and viewpoints and reflect on the best way to get career information • explore and respond to local and national labour market trends • explore and response to trends in technology and science • explore and respond to the relationship between career and the environment • explore and respond to the relationship between career, community and society • explore and respond to the relationship between career, politics and the economy 		Labor market trends	
Balance work and life:				
See the big picture:				

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