







## Careers Curriculum Overview for Secondary School > September 2023

**CONTEXT & INTENT:** The aim of our Careers curriculum is to ensure that all Crowdys Hill young people get an excellent programme of advice and guidance, based upon their own needs. We will provide opportunities to be inspired by local workplaces, regular interviewing practise, enterprise events and regular visits to meet with local provision of further education, voluntary opportunities and local employers.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Learning Aims</b>	<b>Growing throughout life (GTL)</b> 	<b>Explore possibilities (EP)</b> 	<b>Manage Career (MC)</b> 	<b>Create Opportunities (CO)</b> 	<b>Balance life and Work (BLW)</b> 	<b>See the big picture (SBP)</b> 
<b>Year 7 &amp; 8</b>	<ul style="list-style-type: none"> <li>• being confident to request help</li> <li>• recognising their successes in learning</li> <li>• being willing to challenge themselves</li> <li>• exploring what they have experienced and achieved</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that jobs are made up of tasks</li> <li>• exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>• being able to give examples of jobs in different sectors</li> <li>• being able to explain their views about similarities and differences between jobs</li> <li>• being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>• recognising that they and other people like to choose the work they do</li> <li>• looking forward to what they are going to learn next</li> <li>• describing a goal or target they are working towards</li> <li>• being proactive about trying different approaches to solving challenges</li> </ul>	<ul style="list-style-type: none"> <li>• identifying new jobs that are just coming into being</li> <li>• being able to describe what their needs are</li> <li>• choosing what they want to achieve and the way they go about it</li> <li>• being aware of how to communicate with co-workers and customers in work settings</li> <li>• being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>• thinking about questions they would like to ask a visitor about their job</li> </ul>	<ul style="list-style-type: none"> <li>• recognising the contribution they make to the work that is done in the home</li> <li>• being aware of what volunteers do and how they can be a volunteer</li> <li>• exploring the rewards they would like to get from paid work</li> <li>• being aware that overwork is harmful to people's health</li> <li>• exploring what happens in the first few days when people start work</li> <li>• being aware that they and others can play a part in helping to ensure that people are treated well at work</li> </ul>	<ul style="list-style-type: none"> <li>• exploring how working life is changing for people now</li> <li>• being aware of how scientific and technological aids help people do their work</li> <li>• exploring work practices in the school environment that promote sustainability</li> <li>• exploring the jobs that people do to help each other</li> </ul>







					<ul style="list-style-type: none"> <li>• being aware of how money can be earned</li> </ul>	
<b>Year 9 &amp; 10</b>	<ul style="list-style-type: none"> <li>• being able to explain how they acted on help</li> <li>• recognising what they want to learn next and when they are successful</li> <li>• being willing to take on challenges that help them to grow</li> <li>• recording and commenting on what they have experienced and achieved</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain what tasks they would like and like least about particular jobs</li> <li>• finding out about the qualities and skills needed to do a caring job</li> <li>• being able to design a scheme for classifying a set of jobs</li> <li>• being able to explain what interests them about particular jobs</li> <li>• exploring the connection between uniforms and status</li> <li>• recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that choice and opportunity make careers possible</li> <li>• recognising their achievement when they have learnt something new even if they found it difficult initially</li> <li>• making a step-by-step plan to enable them to achieve something they would like to be able to do</li> <li>• being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out</li> <li>• being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>	<ul style="list-style-type: none"> <li>• identifying possible new jobs that might be needed in the future</li> <li>• responding to trusted adults who can help them identify their needs</li> <li>• reflecting on what they achieved and what they would do differently or better next time</li> <li>• exploring how people relate to each other in work settings</li> <li>• being able to take on different work-related roles in group play or teamwork, including as leader when required</li> <li>• explaining what they found out from a visitor about setting up their own businesses</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>• being aware of what charities do and how they can be a charity worker</li> <li>• recognising that people seek different rewards when considering paid work that they'd like to do</li> <li>• being aware that imbalances between people's life and work affects their wellbeing</li> <li>• being aware that people's work needs change during their lives</li> <li>• recognising unfair barriers to opportunity and being willing to challenge them</li> <li>• being able to make decisions about saving, spending and budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of trends that hint at how working life may change for them by the time they embark on their careers</li> <li>• exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li> <li>• exploring jobs and ways of working that help to protect the environment</li> <li>• exploring what they and others can do to prevent people having to do harmful work</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> <li>• being aware that learning, skills and</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market and the education system</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• looking forward to the future</li> </ul>	<ul style="list-style-type: none"> <li>• developing friendships and relationships with others</li> <li>• being aware that it is important to take initiative in their</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the concept of work-life balance</li> <li>• being aware that physical and mental wellbeing are important</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of a range of different media, information sources and viewpoints</li> <li>• being aware that there are trends in</li> </ul>

	<p>qualifications are important for career</p> <ul style="list-style-type: none"> <li>• being willing to challenge themselves and try new things</li> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the main learning pathways (e.g. college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<ul style="list-style-type: none"> <li>• imagining a range of possibilities for themselves in their career</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> <li>• managing the transition into Crowdy's 6<sup>th</sup> form or other learning pathways</li> <li>• learning from setbacks and challenges</li> </ul>	<p>learning and life</p> <ul style="list-style-type: none"> <li>• being aware that building a career will require them to be imaginative and flexible</li> <li>• developing the ability to communicate their needs and wants</li> <li>• being able to identify a role model and being aware of the value of leadership</li> <li>• being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of money and that individuals and families have to actively manage their finances</li> <li>• being aware of the ways that they can be involved in their family and community</li> <li>• being aware of different life stages and life roles</li> <li>• being aware of rights and responsibilities in the workplace and in society</li> <li>• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<p>local and national labour markets</p> <ul style="list-style-type: none"> <li>• being aware that trends in technology and science have implications for career</li> <li>• being aware of the relationship between career and the natural environment</li> <li>• being aware of the relationship between career, community and society</li> <li>• being aware of the relationship between career, politics and the economy</li> </ul>
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# Scheme of Learning Careers 2023 - 2024

All key stages are to follow the Overview for Careers. Each term will take one of six themes:

For a positive career you need to...

 <p>COI CO FRAMEWORK</p>	<p><b>Term 1</b>  <u>Grow throughout life</u>            Grow throughout life by learning and reflecting on yourself, your background, and your strengths.</p>
 <p>COI CO FRAMEWORK</p>	<p><b>Term 2</b>  <u>Explore possibilities</u>            Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>
 <p>COI CO FRAMEWORK</p>	<p><b>Term 3</b>  <u>Manage career</u>            Manage your career actively, make the most of opportunities and learn from setbacks.</p>
 <p>COI CO FRAMEWORK</p>	<p><b>Term 4</b>  <u>Create opportunities</u>            Create opportunities by being proactive and building positive relationships with others.</p>
 <p>COI CO FRAMEWORK</p>	<p><b>Term 5</b>  <u>Balance life and work</u>            Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.</p>
 <p>COI CO FRAMEWORK</p>	<p><b>Term 6</b>  <u>See the big picture</u>            Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>