

Year 7/1P7									
Term	Autumn	Autumn	Spring	Spring	Spring	Summer	Summer	Summer	Summer
When to run this session	Form time	Form time	Form time	Form time / assembly / online	Form time / assembly / lessons/ online	Form time / PSHE	Form time / PSHE	Form time / PSHE	English lessons
Link to distance session			Distance learning - What are skills? Distance Learning - Interests Quiz			Distance learning - Recording activities			
Unifrog Link to classroom session			What are skills? Interests Profile			Recording activities		What's your dream job?	
Name	Who can help?	About me	Skills and interests	National Apprenticeship week	Careers Week activities	Recording activities	Entrepreneurs	What's your dream job?	Careers project
Description	<p>Students consider what "career" means to them and understand who can help them with to manage their career decisions and how to make the most out of IAC available. Students also identify their personal network. Students are introduced to the idea of work-life balance and what that might mean to them.</p> <p>LO: being aware of the sources of help and support available and responding positively to feedback LO: being aware that career describes their journey through life, learning and work LO: managing the transition into secondary school and preparing for choosing their GCSEs LO: developing friendships and relationships with others LO: being aware of the ways that they can be involved in their family and community LO: developing the ability to communicate their needs and wants LO: being aware of the concept of work-life balance</p>	<p>Students think about what their strengths are, what they enjoy doing (examples of interests). What are their areas for development and how do they cope when things don't go as planned? Do they work well under pressure? What does this mean for potential future careers? Who is their role model and why? What strengths do they have?</p> <p>What their ideal career (or type of job if not too sure) would be and why they think they would be well suited to that particular role. What targets do they need to set themselves to try and achieve this? Students present to the class.</p> <p>LO: being aware of heritage, identity and values LO: being aware that career describes their journey through life, learning and work LO: imagining a range of possibilities for themselves in their career LO: learning from setbacks and challenges LO: developing the ability to communicate their needs and wants LO: being able to identify a role model and being aware of the value of leadership LO: being aware of the concept of work-life balance LO: being aware that physical and mental wellbeing are important</p>	<p>Students learn about key employability skills, what skills they have and how to record them onto Unifrog.</p> <p>Students are introduced to the main pathways (through famous people who took those routes) that exist for them in the future: FE, Uni, apprenticeship etc and consider which their skills and interests may be a better fit with.</p> <p>Students also explore the Interests quiz on Unifrog and the careers suggestions related to their interests.</p> <p>LO: being aware that learning, skills and qualifications are important for career LO: recording achievements LO: being aware of heritage, identity and values LO: being aware of the range of possible jobs (e.g. university, college and apprenticeships) LO: looking forward to the future LO: imagining a range of possibilities for themselves in their career LO: managing the transition into secondary school and preparing for choosing their GCSEs LO: being able to identify a role model and being aware of the value of leadership LO: being aware of the ways that they can be involved in their family and community</p>	<p>Opportunities Bulletin Apprenticeship Edition</p> <p>Apprenticeship related videos e.g. What is an apprenticeship and how do you apply for them?</p> <p>Other Apprenticeship related activities such as assemblies</p> <p>What is an apprenticeship and what is it like to do one?</p>	<p>Careers related starters in lessons</p> <p>Daily careers emails about unusual careers and employability skills</p> <p>A Careers themed assembly</p> <p>Access to a careers escape room (Virtual) Careers Fair</p> <p>Careers Library Escape room</p> <p>Could include for Year 7: What careers pathways exist? Focus on one per day (pros and cons)</p> <p>What is a work-life balance and how do you achieve it?</p> <p>LO: being aware of money and that individuals and families have to actively manage their finances</p>	<p>Careers research jobs by Competency on Unifrog i.e. creativity, independence, problem solving</p> <p>LO: recording achievements</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p> <p>LO: being aware that it is important to take initiative in their learning and life</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p> <p>LO: being aware of the concept of entrepreneurialism and self-employment</p>	<p>Students become familiar with the stories of a number of entrepreneurs and the skills and qualities they each have.</p> <p>Students record any examples they have of when they have been enterprising on Unifrog.</p> <p>Students consider how social media (Linked in) can help entrepreneurs to prepare a personal profile and brand.</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware that it is important to take initiative in their learning and life</p> <p>LO: being aware of the concept of entrepreneurialism and self-employment</p>	<p>Students complete a treasure hunt around the Careers library, then use the library to find careers they are interested in and learn facts about those careers.</p> <p>Students talk about which career interests them the most and why.</p> <p>LO: being aware that learning, skills and qualifications are important for career LO: being aware of heritage, identity and values LO: being aware of the range of possible jobs LO: being aware of the main learning pathways (e.g. university, college and apprenticeships) LO: being aware that many jobs require learning, skills and minimum qualifications LO: being aware of the range of different sectors and organisations where they can work LO: looking forward to the future LO: imagining a range of possibilities for themselves in their career LO: developing the ability to communicate their needs and wants</p>	<p>Students complete a careers project which requires research, team work and presentation skills. Students to identify challenges and rewards of each job.</p> <p>LO: being aware of the range of possible jobs LO: identifying common sources of information about the labour market and the education system LO: being aware that many jobs require learning, skills and minimum qualifications LO: being aware of the range of different sectors and organisations where they can work LO: being aware that different jobs and careers bring different challenges and rewards LO: developing friendships and relationships with others</p>
Teachers, ahead of the session			<p>Set this as a task on Unifrog (attaching the "What are skills?" distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p> <p>Set this as a task on Unifrog (attaching the "Interests quiz" distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>			<p>Set this as a task on Unifrog (attaching the "Recording activities" distance learning session) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.</p>		<p>Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session.</p> <p>Deliver the session in the cell below.</p> <p>After this session, add it as an Interaction for all students.</p>	
Tasks for students			<p>- Get logged into Unifrog - If using the remote lesson, download the "What are skills?" distance learning lesson - Students complete four tasks: 1) Recognise the difference between hard and soft skills and list three of each. 2) Highlight their best three competencies. 3) Interview a family member or friend who has a job and ask them about their best skills. 4) List their top three competencies on the Unifrog Competencies tool.</p> <p>1) Read the Know-how library guide on Holland Codes and guess which personality type they might be. 2) Take the Interests quiz on Unifrog. 3) Research careers associated with their Interests profile results. 4) Discuss results with a family member and answer questions</p>			<p>- Get logged into Unifrog - If using the remote lesson, download the "Recording activities" distance learning lesson - Students complete four tasks: 1) Answer questions on activities and why they are important. 2) Create a mind map of their activities. 3) Identify good, bad and brilliant examples of activities. 4) Log their own example of an activity.</p>		<p>- Get logged into Unifrog - Work through the lesson using the worksheet provided - Reflect on Unifrog progress throughout the year - Record competencies and activities throughout the summer before starting Year 8</p>	
Tracking progress on Unifrog			Advanced view > Sort by > Competencies			Advanced view > Sort by > Activities		Advanced view > Sort by > Competencies Advanced view > Sort by > Activities	
Gatsby Benchmarks	1, 3		1, 3, 5	1, 2, 4	1, 2, 4	1, 3	1, 3	1, 3	1, 2
CDI Framework	EP, CO, GTL, MC, BL&W	GTL, MC, CO	1, 7, 10, 11, 14, 15, GTL, MC, EP, CO, BL&W	EP, BL&W, STBP	EP, GTL, MC, BL&W	1, 2, 3, 11, 12, GTL, MC, CO, EP	CO, EP	1, 2, 3, 4, 5, 7, 10, 11, 12, 14, 15, STBP, MC, MC, GTL, EP, CO	MC, EP