

Term	Autumn	Spring	Spring	Spring	Spring	Spring	Spring	Spring	Summer	Summer
Where to run the session	Form time	PSHE	Form time	Form time	PSHE	Form time /assembly / online	Form time /assembly / lessons/ online	Form time	PSHE	PSHE
Link to distance session		Distance learning - Career terminology			Distance learning - Careers library treasure hunt 2				Distance learning - GCSEs - Choices, choices	
Link to classroom session		Career terminology	What does success mean to you?		Careers library treasure hunt 2				GCSEs - Choices, Choices	Activities and competencies bingo
Name	Who can help?	Career terminology & Rights in the Workplace	What does success mean to you?	Labour Market Information: What is it and Why is it important?	Careers library treasure hunt	National Apprenticeship week	Careers Week activities	Why should someone employ me?	GCSEs - Choices, Choices	Activities and Competencies Bingo
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 IAG available. Students also identify their personal network.</p> <p>LO: being aware of the sources of help and support available and responding positively to feedback</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p> <p>LO: developing friendships and relationships with others</p> <p>LO: developing the ability to communicate their needs and wants</p>	<p>Students complete the 'Career terminology' session to learn more about common phrases and words associated with careers.</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being aware of the concept of work-life balance</p> <p>LO: being aware that physical and mental wellbeing are important</p> <p>LO: being aware of rights and responsibilities in the workplace and in society</p> <p>LO: recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>Students take part in an auction activity with their classmates, and then reflect on what motivates them when considering future careers. Students consider how they cope when things don't go to plan. Consider how role models approach setbacks. Success can look differently at different stages of life.</p> <p>LO: being aware of heritage, identity and values</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: learning from setbacks and challenges</p> <p>LO: developing friendships and relationships with others</p> <p>LO: being aware that it is important to take initiative in their learning and life</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being able to identify a role model and being aware of the value of leadership</p> <p>LO: being aware of different life stages and life roles</p>	<p>Students learn what LMI is and the importance of it when considering careers they may go into in the future.</p> <p>Students will consider the growth areas in the local area and the range of jobs within each area.</p> <p>As a class, they share the jobs (plus necessary skills and quals needed) within the growth sector they have researched so that all students get to learn about all major growth areas.</p> <p>LO: being aware of the range of possible jobs</p> <p>LO: identifying common sources of information about the labour market and the education system</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: looking forward to the future</p>	<p>Students complete the Careers library treasure hunt to gain a better understanding of pathways.</p> <p>LO: being aware that learning, skills and qualifications are important for career possible jobs</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships)</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware of the range of different sectors and organisations where they can work</p> <p>LO: imagining a range of possibilities for themselves in their career</p> <p>LO: being aware that different jobs and careers bring different challenges and rewards</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 like?</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</p> <p>(Virtual) Careers Fair</p> <p>Careers Library Escape room</p> <p>Focus for Y8: Spotlight on different sectors; one per day - sample jobs and types of skills and quals required.</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>Students considering the most effective ways of presenting themselves when applying for a position.</p> <p>Students examine what a good and bad CV looks like. How to handle not getting the job.</p> <p>LO: being aware that learning, skills and qualifications are important for career</p> <p>LO: being aware of the range of ways that organisations undertake recruitment and selection</p> <p>LO: looking forward to the future</p> <p>LO: learning from setbacks and challenges</p> <p>LO: developing the ability to communicate their needs and wants</p> <p>LO: being aware of the ways that they can be involved in their family and community</p>	<p>Students complete the 'GCSEs, Choices, Choices' distance learning session to discover subjects that will support their career aspirations.</p> <p>LO: being aware of the main learning pathways (e.g. university, college and apprenticeships) T levels</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: looking forward to the future</p> <p>LO: managing the transition into secondary school and preparing for choosing their GCSEs</p>	<p>Students take part in a fun game of bingo where they test their knowledge of competencies and apply them to real life situations.</p> <p>LO: being aware that many jobs require learning, skills and minimum qualifications</p> <p>LO: being aware that career describes their journey through life, learning and work</p> <p>LO: being aware that building a career will require them to be imaginative and flexible</p>
Teachers, ahead of the session		Set this as a task on Unifrog (attaching the 'Career terminology' 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.	Make sure students can access their Unifrog accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. After this session, add it as an Interaction for all students.		Set this as a task on Unifrog (attaching the Careers library treasure hunt 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. Download the answer sheet to either send to students after the session or use to mark results. Instructions on how to do this on the FAQs tab.				Set this as a task on Unifrog (attaching the 'GCSEs - Choices, Choices' 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.	Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session. Deliver the session in the cell below. After this session, add it as an Interaction for all students.
Tasks for students		- Get logged into Unifrog - If using the remote lesson, download the 'Career terminology' distance learning lesson - Students complete three tasks: 1) Answer questions on what does the word 'career' mean. 2) Complete a terminology matching exercise. 3) Write a personal introduction on their CV.	- Get logged into Unifrog - Take part in an auction activity and explore interesting careers - Find out about the skills and qualifications required		- Get logged into Unifrog - If using the remote lesson, download the 'Careers library treasure hunt' distance learning lesson - Students complete two tasks: 1) Complete the Careers library treasure hunt 2) Favourite three careers of interest				- Get logged into Unifrog - If using the remote lesson, download the 'GCSEs - Choices, Choices' distance learning lesson - Students complete two tasks: 1) Use the Careers and Subjects libraries to research potential careers and work backwards to find out which subjects would be beneficial to take. 2) Log an Activity to evidence and record their GCSE options research.	- Get logged into Unifrog - Work through the lesson using the worksheet provided - Reflect on Unifrog progress throughout the year - Record the competencies you can demonstrate ahead of Year 9.
Tracking progress on Unifrog		Advanced view > Sort by > CV	Advanced view > Sort by > Last login		Advanced view > Sort by > Last login				Advanced view > Sort by > Activities	Advanced > Sort by > Competencies
Gatsby Benchmarks	1, 3	1,2	1,3	1, 2	2,4	1, 2, 4	1, 2, 4	1, 2, 3	1,3,7	3
CDI Framework	EP, CO, GTL, MC	1, 4, 11, 16, BL&W, GTL, MC, EP, CO	1, 5, GTL, STBP, MC, EP, CO, BL&W	EP	4, 5, 6, 7, 10, 14, 15 STBP, MC, EP, CO, GTL	EP, BL&W, STBP	EP, GTL, MC, BL&W	EP, MC, CO, BL&W	1, 2, 4, 5, 7, 10, 14, 15, 17 GTL, MC, EP, STBP, CO, MC	1, 2, 3, 11, 12, 16 GTL, MC, CO, EP