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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Key Stage 3 - Blue** |
| **Emma’s Class** | Careers based Exploration:ConstructionAdmin and Office | Careers based Exploration:Hair and BeautyAnimal Care | Careers based Exploration:Health and Social CareTravel, Tourism and Hospitality | Careers based Exploration:Transport and LogisticsSTEM, Engineering and Manufacturing. | Careers based Exploration:Horticulture and GardeningLeisure and Sports | Careers based Exploration:Performing ArtsRetail |
| Regular trips and visits to our communityPfA framework |
| **Key Stage 3 - Green** |
| **Cathy’s Class** | Describe what you are like, what you are good at and what you enjoy doing (3)Explain how to get what you want (3)Be aware of how to keep yourself safe and well when you are learning and playing (4)Be aware of where to get impartial information and support when you need it and how to make good use of it (2) (Linked to Moving on Event). | Give examples of what it means to have a career (2)Give examples of what people like and dislike about the work they do (2)First Employer Encounter. Ask someone to come in and talk about his or her job – linked to green topic. | Describe a local business, how it is run and the products and/or services it provides (5)Describe the main types of employment in your area: past, present and emerging (5) | Show that you can use your initiative and be enterprising (4, 5 & 6)Know how to make plans and decisions carefully (3)Show that you can make considered decisions about saving, spending and giving (3) | Identify key qualities and skills that employers are looking for (4, 5 & 6)Know how to make a good impression on other people (3)STEM DAY linked to CareersSecond Employer Encounter linked to STEM – E.G. G’s Fresh. | Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly (3)Identify what you like about learning from careers, employability and enterprise activities and experiences (3)Show that you can be positive, flexible and well-prepared at transition points in your life (7) |
| Trips and visits to business in the local area to experience LMI |
| **Hannah’s Class** | Being aware of people who can help themBeing aware how they feel when they have learnt something newBeing willing to try something newRecalling what they have experienced and achievedFeeling positive about who they are | Describing tasks that they have carried outDiscovering the jobs that help the school to runRecognising jobs that involve harvesting, making, providing a service or finding outBeing able to identify jobs that they think are similarIdentifying what the clothes and equipment that people use in their jobs are forBeing able to identify the subjects and topics they are learning about | Being aware that they and other people like to enjoy the work they doEnjoying work-based role-playsImagining different possibilities about who they could possibly becomeBeing willing to keep going and not give upExploring whether characters in stories made decisions in a good way | Inventing imaginary jobsbeing aware that other people can help them meet their needsRecognising when they have achieved something for themselvesDeveloping the ability to participate in social play involving imagined workplacesBeing able to carry out a delegated taskBeing able to explain what a visitor told them about their job | Being aware of the different kinds of work that need doing in the homeRecognising when they have done something to help others Being aware that people do paid work for financial and other rewardsBeing able to distinguish between work and restBeing aware of health and safety rules at schoolExploring going to work and coming home againRecognising when someone is being given work to do which is unfair on themBeing aware of how to use money | Recognising when work is depicted in a storyRecognising the difference between stories about work and factual information about workBeing aware that working life was different in the pastRecognising scientific and technological aids that people use in their workExploring jobs that people do outdoorsExploring the jobs that people do to help them |
| Regular trips and visits to our community |
| **Key Stage 3 - Yellow** |
| **Lisa’s Class & Nadine’s Class** | Describe yourself, your strengths and preferences (3)Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service (2)Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need (3)(Linked to Moving on Event) | Describe different explanations of what careers are and how they can be developed (2)Give examples of different kinds of work and why people’s satisfaction with their working lives can change (2)Be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you (4)Third Employer Encounter. Visit a workplace and talk to employee’s e.g. Waterbeach Waste Management Park | Be able to focus on the positive aspects of your wellbeing, progress and achievements (3)Give examples of different business organisational structure (5)Be aware of what labour market information (LMI) is and how it can be useful to you (5) | Recognise when you are using qualities and skills that entrepreneurs demonstrate (4, 5, 6).Show that you can manage a personal budget and contribute to household and school budgets (3) | Know how to prepare and present yourself well when going through a selection process (3)Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable (4, 5, 6)Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you (3)STEM DAY linked to CareersForth Employer Encounter linked to STEM – E.G. STEMPoint East | Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences (3)Know how to identify and systematically explore the options open to you at a decision point (2)Show that you can be positive, flexible and well-prepared at transition points in your life (7) |
| Regular trips and visits to our community |
| **Uppers – Green (KS4 & KS5)** |
| **Abigail’s Class** | Being aware of people who can help themBeing aware how they feel when they have learnt something newBeing willing to try something newRecalling what they have experienced and achievedFeeling positive about who they are | Describing tasks that they have carried outDiscovering the jobs that help the school to runRecognising jobs that involve harvesting, making, providing a service or finding outBeing able to identify jobs that they think are similarIdentifying what the clothes and equipment that people use in their jobs are forBeing able to identify the subjects and topics they are learning about | Being aware that they and other people like to enjoy the work they doEnjoying work-based role-playsImagining different possibilities about who they could possibly becomeBeing willing to keep going and not give upExploring whether characters in stories made decisions in a good way | Inventing imaginary jobsbeing aware that other people can help them meet their needsRecognising when they have achieved something for themselvesDeveloping the ability to participate in social play involving imagined workplacesBeing able to carry out a delegated taskBeing able to explain what a visitor told them about their job | Being aware of the different kinds of work that need doing in the homeRecognising when they have done something to help others Being aware that people do paid work for financial and other rewardsBeing able to distinguish between work and restBeing aware of health and safety rules at schoolExploring going to work and coming home againRecognising when someone is being given work to do which is unfair on themBeing aware of how to use money | Recognising when work is depicted in a storyRecognising the difference between stories about work and factual information about workBeing aware that working life was different in the pastRecognising scientific and technological aids that people use in their workExploring jobs that people do outdoorsExploring the jobs that people do to help them |
| **Laura’s Class & Sixth Form** | Being confident to request helpRecognising their successes in learningBeing willing to challenge themselves Exploring what they have experienced and achievedFeeling positive about people whose identities and backgrounds are different to theirs School sessions from visitors on their careers | Being aware that jobs are made up of tasksExploring what people do whose jobs involve caring for children and keeping them safeBeing able to give examples of jobs in different sectorsBeing able to explain their views about similarities and differences between jobsInvestigating similarities and differences between men’s and women’s work clothesBeing able to explain what they are gaining from the subjects and topics they are learning about | Recognising that they and other people like to choose the work they doLooking forward to what they are going to learn next Describing a goal or target they are working towardsBeing proactive about trying different approaches to solving challengesRecognising that decisions can have unexpected consequences | identifying new jobs that are just coming into beingBeing able to describe what their needs areChoosing what they want to achieve and the way they go about itBeing aware of how to communicate with co-workers and customers in work settingsBeing able to make a positive contribution in group play or teamwork based on a business activityThinking about questions they would like to ask a visitor about their job | Recognising the contribution they make to the work that is done in the homeBeing aware of what volunteers do and how they can be a volunteerExploring the rewards they would like to get from paid workBeing aware that overwork is harmful to people’s healthRecognising how they can help keep themselves safe at schoolExploring what happens in the first few days when people start workBeing aware that they and others can play a part in helping to ensure that people are treated well at workBeing aware of how money can be earnedSTEM DAY linked to Careers | Being aware of how work is portrayed differently in different storiesRecognising that the way that work is shown is not always accurate/reliableExploring how working life is changing for people nowBeing aware of how scientific and technological aids help people do their workExploring work practices in the school environment that promote sustainabilityExploring the jobs that people do to help each other |
| Shopping Trips in the CommunityWeekly sessions at Snakehall Farm and Earth Ely |
| **Uppers – Yellow (KS4 & KS5)** |
| **Becka’s Class** | Recognise how you are changing, what you have to offer and what’s important to you (3)Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services (2)Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal (2) (Linked to Moving on Event).Careers Fair at local CathedralCareers Guidance Interview | Discuss the skills involved in managing your own career (2)Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction (2)Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices (4) | Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way (3)Explain different types of business organisational structures, how they operate and how they measure success (5)Be able to find relevant labour market information (LMI) and know how to use it in your career planning (5) | Show that you can be enterprising in the way you learn, work and manage your career (4, 5, 6)Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you (3)Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you (3)Careers Carousel with  | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue (3)Show how you are developing the qualities and skills which will help you to improve your employability (4, 5, 6)Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success (3)STEM DAY linked to Careers | Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences (3)Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment (5, 7) |
|  | KS4 Online Store, Muddy Boots Farm, Gardening and Creative Arts offered as vocational subject throughout the yearInternal and External Work ExperienceYear 11 – Weekly Sessions at Cambridge Regional College |
| **LINC 19-25** |
| **Jackie’s Class & Yvonne’s Class** | Careers based Exploration:ConstructionAdmin and Office | Careers based Exploration:Hair and BeautyAnimal Care | Careers based Exploration:Health and Social CareTravel, Tourism and Hospitality | Careers based Exploration:Transport and LogisticsSTEM, Engineering and Manufacturing. | Careers based Exploration:Horticulture and GardeningLeisure and Sports | Careers based Exploration:Performing ArtsRetail |
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