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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: Construction  Admin and Office | Careers based Exploration: Hair and Beauty  Animal Care | Careers based Exploration: Health and Social Care  Travel, Tourism and Hospitality | Careers based Exploration: Transport and Logistics  STEM, Engineering and Manufacturing. | Careers based Exploration: Horticulture and Gardening  Leisure and Sports | Careers based Exploration: Performing Arts  Retail |
| Regular trips and visits to our community  PfA 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 Careers  Second 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 them  Being aware how they feel when they have learnt something new  Being willing to try something new  Recalling what they have experienced and achieved  Feeling positive about who they are | Describing tasks that they have carried out  Discovering the jobs that help the school to run  Recognising jobs that involve harvesting, making, providing a service or finding out  Being able to identify jobs that they think are similar  Identifying what the clothes and equipment that people use in their jobs are for  Being able to identify the subjects and topics they are learning about | Being aware that they and other people like to enjoy the work they do  Enjoying work-based role-plays  Imagining different possibilities about who they could possibly become  Being willing to keep going and not give up  Exploring whether characters in stories made decisions  in a good way | Inventing imaginary jobs  being aware that other people can help them meet their needs  Recognising when they have achieved something for themselves  Developing the ability to participate in social play  involving imagined workplaces  Being able to carry out a delegated task  Being able to explain what a visitor told them about their job | Being aware of the different kinds of work that need doing in the home  Recognising when they have done something to help others  Being aware that people do paid work for financial and other rewards  Being able to distinguish between work and rest  Being aware of health and safety rules at school  Exploring going to work and coming home again  Recognising when someone is being given work to do which is unfair on them  Being aware of how to use money | Recognising when work is depicted in a story  Recognising the difference between stories about work  and factual information about work  Being aware that working life was different in the past  Recognising scientific and technological aids that people  use in their work  Exploring jobs that people do outdoors  Exploring 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 Careers  Forth 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 them  Being aware how they feel when they have learnt something new  Being willing to try something new  Recalling what they have experienced and achieved  Feeling positive about who they are | Describing tasks that they have carried out  Discovering the jobs that help the school to run  Recognising jobs that involve harvesting, making, providing a service or finding out  Being able to identify jobs that they think are similar  Identifying what the clothes and equipment that people use in their jobs are for  Being able to identify the subjects and topics they are learning about | Being aware that they and other people like to enjoy the work they do  Enjoying work-based role-plays  Imagining different possibilities about who they could possibly become  Being willing to keep going and not give up  Exploring whether characters in stories made decisions  in a good way | Inventing imaginary jobs  being aware that other people can help them meet their needs  Recognising when they have achieved something for themselves  Developing the ability to participate in social play  involving imagined workplaces  Being able to carry out a delegated task  Being able to explain what a visitor told them about their job | Being aware of the different kinds of work that need doing in the home  Recognising when they have done something to help others  Being aware that people do paid work for financial and other rewards  Being able to distinguish between work and rest  Being aware of health and safety rules at school  Exploring going to work and coming home again  Recognising when someone is being given work to do which is unfair on them  Being aware of how to use money | Recognising when work is depicted in a story  Recognising the difference between stories about work  and factual information about work  Being aware that working life was different in the past  Recognising scientific and technological aids that people  use in their work  Exploring jobs that people do outdoors  Exploring the jobs that people do to help them |
| **Laura’s Class & Sixth Form** | Being confident to request help  Recognising their successes in learning  Being willing to challenge themselves  Exploring what they have experienced and achieved  Feeling 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 tasks  Exploring what people do whose jobs involve caring for children and keeping them safe  Being able to give examples of jobs in different sectors  Being able to explain their views about similarities and differences between jobs  Investigating similarities and differences between men’s  and women’s work clothes  Being 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 do  Looking forward to what they are going to learn next  Describing a goal or target they are working towards  Being proactive about trying different approaches to solving challenges  Recognising that decisions can have unexpected consequences | identifying new jobs that are just coming into being  Being able to describe what their needs are  Choosing what they want to achieve and the way they go about it  Being aware of how to communicate with co-workers  and customers in work settings  Being able to make a positive contribution in group play or teamwork based on a business activity  Thinking 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 home  Being aware of what volunteers do and how they can be a volunteer  Exploring the rewards they would like to get from paid work  Being aware that overwork is harmful to people’s health  Recognising how they can help keep themselves safe at school  Exploring what happens in the first few days when people start work  Being aware that they and others can play a part in helping to ensure that people are treated well at work  Being aware of how money can be earned  STEM DAY linked to Careers | Being aware of how work is portrayed differently in  different stories  Recognising that the way that work is shown is not always accurate/reliable  Exploring how working life is changing for people now  Being aware of how scientific and technological aids help people do their work  Exploring work practices in the school environment that  promote sustainability  Exploring the jobs that people do to help each other |
| Shopping Trips in the Community  Weekly 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 Cathedral  Careers 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 year  Internal and External Work Experience  Year 11 – Weekly Sessions at Cambridge Regional College | | | | | |
| **LINC 19-25** | | | | | | |
| **Jackie’s Class & Yvonne’s Class** | Careers based Exploration: Construction  Admin and Office | Careers based Exploration: Hair and Beauty  Animal Care | Careers based Exploration: Health and Social Care  Travel, Tourism and Hospitality | Careers based Exploration: Transport and Logistics  STEM, Engineering and Manufacturing. | Careers based Exploration: Horticulture and Gardening  Leisure and Sports | Careers based Exploration: Performing Arts  Retail |
| Regular trips and visits to our community  PfA framework | | | | | |