

Area of Learning	KS2 Year 5 Year 6	KS3 Year7 Year 8
1. Self-awareness	<p>Describe what you are like, what you are good at and what you enjoy doing do card sorts to identify personal attributes (e.g. 'that's like me', 'that's not much like me') Year 5: Futures 1 – Who can I help? 7 Skills and personal qualities.</p> <p>Year 6: Futures 1 – 'What are my qualities?' - understand the way in which personal qualities, attitudes, skills and achievements are values and can affect confidence and self-esteem.</p>	<p>Describe yourself, your strengths and preferences. Pupils complete range of self-assessment exercises and look at what their skills are and how they then relate to the world of work.</p> <p>Year 8: When I am 40 and what are my strengths and weaknesses. Career pilot Job skills and job adverts L3</p>
2. Self-determination	<p>Explain how to get what you want Children draw up a list of rules that they would like everyone to follow when holding class discussions. Year 5: Futures 2 – Inspiration, look deeper into famous inspirational people. Who is inspirational in your life? Year 6: Futures 2 – Ideal job.</p>	<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements Year 7: Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had. Year 8: Career pilot Selling yourself and knowing you skills L4</p>
3. Self-improvement as a learner	<p>Identify what you are learning from careers, employability and enterprise activities and experiences Children talk and write about what they have gained from going on a visit or engaging with a visitor. Year 6: Futures 1 – 'What are my qualities?' – The best things about me – understand the difference between proud and showing off. Identify skills and qualities in others.</p>	<p>Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences Year 8: Pupils have 6 members of staff to interview about their previous careers and they go around hall and ask questions finding out about their roles before teaching. Pupils to explain back in the classroom how they are benefitting as a learner from this exercise and feedback to the rest of the class what they have learnt from the answers to their questions. Year 7: Decision making and how to choose a career. Career Pilot L4</p>
4. Exploring careers and career development	<p>Give examples of what it means to have a career 'Who am I?' quiz. The teacher reveals ten clues, one at a time, about the career of someone known to the children. They discuss different career patterns and structures. Year 6: Futures 2 – research qualifications and experience needed to achieve ambitions.</p>	<p>Describe different explanations of what careers are and how they can be developed. Year 7: Introduction to career pilot L1 and researching jobs of the future L2. Year 8: Following on from interviewing staff last lesson pupils explore different explanations of what careers are and how they can be developed. Pupils discuss different metaphors for career such as career as a journey and career as a race. Pupils then discuss how the</p>

		careers of different members of staff have developed and then reflect on the diversity of career patterns and structures.
5. Investigating work and working life	Give examples of what people like and dislike about the work they do. Children draw pictures and write about the things they would use or wear in a job they would like to do. Year 6: 'What's my Line?' assembly. Children interview visitors about what they like most and what they like least about their jobs.	Give examples of different kinds of work and why people's satisfaction with their working lives can change Year 8: Pupils explore the similarities and differences between paid work, gift work and work in the home. Year 7: Pupils explore the purpose of work clothes uniforms/'business attire' and whether people like or dislike wearing them (linked to non-uniform day). Career pilot Exploring 'green' careers L3.
6. Understanding business and industry	Describe a local business, how it is run and the products and/or services it provides. Year 5: Futures 3 – Life without STEM. Year 6: Futures 4 – Life without STEM/ Summer term - Enterprise activity booklet.	Give examples of different business organisational structures Pupils investigate different types of organisational structure and consider their fitness for purpose. Year 7: Pupils create a visual aid that shows the contractors and suppliers linked to their own school. Pupils invite the school's business manager in to talk about the processes involved in contracting with businesses.
7. Investigation jobs and labour market information	Describe the main types of employment in your area: past, present and emerging Children use 'then' and 'now' photos of local workplaces and discuss the changing world of work where they live. Year 6: Futures 3 – Jobs game. Investigate Different skills needed in certain industries, and links between fulfilment and qualities of job roles.	Be aware of what labour market information (LMI) is and how it can be useful to you Year 8: Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources. Pupils to look at qualifications needed for jobs advertised and think about soft skills needed. Career pilot Research skills needed for different jobs L2.
8. Valuing equality, diversity and inclusion.	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly. Link PSHE Year 5: Futures 1 – looking at characters in specific roles	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around Year 8: Looking at the equal pay debate lesson. Women and STEM careers.
9. Learning about safe working practices and environment	Be aware of how to keep yourself safe and well when you are learning and playing. Children discuss 'safety in the classroom' or 'safe travel to school'. Link PSHE	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. Year 7: Our business manager/site manager talks about the importance of the laws and as an employer what their responsibilities to their employees are.

		Year 8: See Health and Safety in the work place lesson.
10. Making the most of careers information, advice and guidance	Be aware of where to get impartial information and support when you need it and how to make good use of it. Children compare different sources of information about the same subject. Year 7 pupils tell Year 6 children in a class blog about life in KS3.	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 Year 7: Pupils create a visual diagram to show their personal networks of support. Pupils provide a guide to 'making the most of information, advice and guidance' in their school to support their thinking and decision making especially at key transition points. Year 8: Pupils have access to teaching staff and SLT at any time. In Year 8 when choosing options Pupils will have individual meetings with SLT. At parents evening a member of College staff is available to give advice on best choices. Taster sessions and handbook to explain different subjects and where those subjects relate to careers. 'Career pilot' sessions in school.
11. Preparing for employability	Identify key qualities and skills that employers are looking for. Children write a job description for a babysitter and hold mock interviews. Year 5: Futures 1 – qualities and personal skills. Year 6: Futures 1 – 'What are my qualities?'	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable. Year 7: Employability and skills lesson.
12. Showing initiative and enterprise	Show that you can use your initiative and be enterprising Year 6: take part in a design, production and marketing e.g. making and selling varieties of crackers for different occasions – Apprentice booklet and Summer term Enterprise event. Planning and maintaining tutor gardens – links with community.	Recognise when you are using qualities and skills that entrepreneurs demonstrate. Year 8: looking at enterprise and soft skills lesson.
13. Developing personal financial capability	Show that you can make considered decisions about saving, spending and giving. Year 5: Futures 5 – Links between Jobs and Money, how job choices and finance affect our future lives. Year 6: Futures 5 – What affects my choices about money?	Show that you can manage your own budget and contribute to household and school budgets. Lessons from Nat west money wise and Barclays life skill are used in both years relating to budgets and work etc. Year 8: how to stay in control of my money. How to manage a simple budget. Year 7: How to raise money for Charity. Wants and Needs to look at budgeting and earnings. How does money affect my feelings?

<p>14. Identifying choices and opportunities</p>	<p>Be able to compare information about the secondary education choices open to you. Year 6: make a podcast of their impressions of KS3 after attending 'Transfer Day'.</p>	<p>Know how to identify and systematically explore the options open to you at a decision point Pupils find out about qualifications, skills and jobs they can gain by studying particular subjects. Year 8: In art lessons for e.g. pupils research a job/career in the arts and look at what qualifications are needed for it and what the career path is. Career pilot. D T discuss where studying DT can take you. Careers in STEM futures 3. Taster sessions held by College staff and introduction to GCSE lessons. Year 7: What career choices are open to you lesson. Looking at jobs in the arts run by the Black Swan Arts centre outreach and using local artists and arts employers.</p>
<p>15. Planning and deciding</p>	<p>Know how to make plans and decisions carefully. Year 5: Futures 4 – My Life journey, planning and aspirations</p>	<p>Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need Pupils engage in target-setting and review activities with their tutors and subject teachers. Year 8: Bath uni visit. Year 7: End of year 7 review of successes and introduction to thinking about year 8 and subject choices for GCSEs.</p>
<p>16. Handling applications and selection</p>	<p>Know how to make a good impression on other people Children write a personal manifesto as a candidate in a mock election.</p>	<p>Know how to prepare and present yourself well when going through a selection process Pupils apply for leadership roles in the school, e.g. Year 7: School Council representatives, peer mentors. Year 8: Writing a CV lesson.</p>
<p>17. Managing changes and transitions</p>	<p>Identify ways of making successful transitions such as the move from KS2 to KS3. Year 5: Children use 'Google maps – street view' to trace their journey from home to their new school/ from First school to Oakfield.</p>	<p>Show that you can be positive, flexible and well-prepared at transition points in your life Year 7: Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school. Year 8: Pupils make a booklet and wall display with illustrations to show transition of each year.</p>