

9

Campus Tour  
of Bath  
University



Bath College  
Careers Fair



Apprenticeships  
& T-Levels: What  
do they mean?

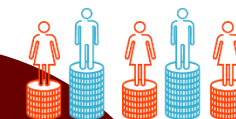


Health and Safety in  
the Workplace



Employability  
Skills using  
Career Pilot

Careerpilot



What is the  
gender pay  
gap?

7

What Does  
it Mean to  
show  
Ambition?



What is Labour  
Market  
Information?



Introduction  
to Career  
Pilot

Careerpilot

What Choices  
do I have?



Equal  
Opportunities  
in the  
Workplace



How does  
Money Make  
me Feel?  
What are my  
wants &  
needs?



8

Enterprise  
Week



What are my  
qualities and  
skills?



DREAM  
JOB

What is my  
dream job?



Jobs within  
Different  
Environments



How can I  
achieve my  
aspirations and  
show ambition?



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What is a  
Growth  
Mindset?



What Skills and Qualities  
do I already have for the  
Future?



Who  
Inspires me  
the Most?










What does  
STEM  
mean?

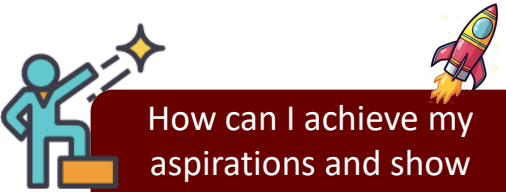
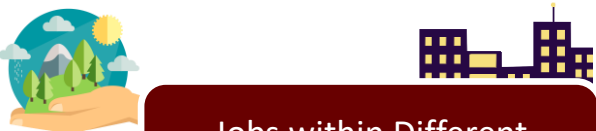

My life Journey  
Where will I be  
at 21 and 45











Links between  
Jobs and  
Money



Scheme of Learning	<div><div>What is a Growth Mindset?</div></div>	<div><div>What Skills and Qualities do I already have for the Future?</div></div>	<div><div>Who Inspires me the Most?</div></div>
Knowledge	<ul style="list-style-type: none"><li>Understand the concept of a growth mindset and explain how it can help when learning new skills or facing challenges in different careers.</li><li>Identify personal strengths and areas for growth and set a career-related goal using growth mindset language (e.g., "I can't do this yet...").</li><li>Explore how people in different jobs overcome setbacks and describe how perseverance and learning from mistakes can lead to success in a chosen career.</li></ul>	<ul style="list-style-type: none"><li>Identify and describe personal skills and qualities, such as teamwork, creativity, or problem-solving, and explain how these can be useful in future jobs.</li><li>Reflect on achievements and experiences, both in and out of school, to recognise strengths that could help in different careers.</li><li>Begin to make connections between their current interests or hobbies and the skills they're developing that may be important for future aspirations.</li></ul>	<ul style="list-style-type: none"><li>Pupils can talk about someone who inspires them and explain what makes that person a positive role model.</li><li>Pupils can describe the skills or qualities their chosen person has and reflect on how they might use those qualities in their own lives.</li></ul>
Sequencing Statements/ Cross Curricular Learning			
Enrichment Opportunities			

Scheme of Learning	<div><div>What does STEM mean?</div></div>	<div><div>My life Journey Where will I be at 21 and 45?</div></div>	<div><div>Links between Jobs and Money</div></div>
Knowledge	<ul style="list-style-type: none"><li>• To explore the subjects that fall within the STEM category.</li><li>• To understand how these subjects are applied to real life careers and jobs.</li><li>• To begin to identify what types of skills and qualities would be beneficial for these jobs.</li></ul>	<ul style="list-style-type: none"><li>• Pupils begin to recognise and consider life beyond their time at school.</li><li>• Reflect on what they might want to achieve (aspirations) in their life both in terms of career as well as life choices.</li><li>• To start to understand the journey they might take to reach these aspirations.</li></ul>	<ul style="list-style-type: none"><li>• To recognise the purpose of a career in relation to earning money.</li><li>• To identify the role of wages and salaries in determining career choices.</li><li>• To understand why some jobs might offer more money than others.</li></ul>
Sequencing Statements/ Cross Curricular Learning			
Enrichment Opportunities			

Scheme of Learning	<div><p>How can I achieve my aspirations and show ambition?</p></div>	<div><p>Jobs within Different Environments</p></div>	<div><p>What is my dream job?</p></div>
Knowledge	<ul style="list-style-type: none"><li>• To explore a range of career options and begin to identify jobs that match personal interests and strengths.</li><li>• To understand what ambition means and how setting goals can help achieve future success.</li><li>• To recognise that people take different pathways to reach their career goals, including education, training, and personal development.</li></ul>	<ul style="list-style-type: none"><li>• To identify a variety of jobs carried out in different working environments and describe what they involve.</li><li>• To understand how different environments affect the way people work and the skills or equipment they might need.</li></ul>	<ul style="list-style-type: none"><li>• To describe their dream job and explain why it appeals to them, based on their interests, values, or skills.</li><li>• To identify the steps or qualities that might help someone work towards their dream job.</li></ul>
Sequencing Statements/ Cross Curricular Learning	Year 5 – Where will I be at 21 and 45?	Geography – Use of Geographical language to describe environments (e.g Weather, Climate, Locations, landscapes)	Year 5 – What Skills and Qualities do I have for the future? Year 5 – Where will I be at 21 and 45? Year 5 – Who Inspires me the Most?
Enrichment Opportunities			

Scheme of Learning	   <div>What are my qualities and skills?</div>	 <div>Enterprise Week</div> 	
Knowledge	<ul style="list-style-type: none"><li>• To revisit and reflect Year 5 work on skills and qualities pupils have developed since their last lesson.</li><li>• To give examples of how people develop skills and qualities over time through learning, practice, and experience.</li><li>• To recognise how transferable skills (e.g. teamwork, problem-solving, communication) are useful across a range of jobs and life situations.</li></ul>	<ul style="list-style-type: none"><li>• To explain the key steps involved in planning, creating, and running a small business or project.</li><li>• To understand the importance of teamwork, budgeting, and decision-making in achieving a shared goal.</li><li>• To understand the process of bid writing and how to create their own with school improvement in mind.</li><li>• To reflect on what went well, what could be improved, and what they learned about themselves during Enterprise Week.</li></ul>	
Sequencing Statements/ Cross Curricular Learning	Year 5 – What Skills and Qualities do I have for the future?	Year 5 – What Skills and Qualities do I have for the future? Year 5 – Links between jobs and money	
Enrichment Opportunities		Sessions curated/delivered by Enterprise advisor – Pippa Birch on the process of bid writing.	

Scheme of Learning	 <div>What Does it Mean to show Ambition?</div>	 <div>What is Labour Market Information?</div>	<div>What Choices do I have?</div> 
Knowledge	<ul style="list-style-type: none"> <li>To recognise the transition to KS3 and looking ahead to the next phase of the pupils' educational journey.</li> <li>To understand what ambition means and how it can motivate people to set goals and work towards them.</li> <li>To explore how ambition can influence career choices and pathways in different ways.</li> <li>To reflect on their own aspirations and begin setting personal academic or career-related goals.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what Labour Market Information (LMI) is and why it is useful when thinking about future careers.</li> <li>To identify current job trends, including growing industries and emerging roles in the local and national economy.</li> <li>To begin using Labour Market Information to explore career options that match their interests, skills, and future aspirations.</li> <li>To explore Career pilot as a resource to research and log interests as to potential careers and pathways into those careers.</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range of career options by listening to guest speakers and identifying the different skills, qualifications, and pathways needed for each.</li> <li>To understand the differences between A levels, apprenticeships, T Levels, and other routes into further education and employment.</li> <li>To reflect on which routes might suit their interests and strengths, and how choices made in school can help prepare for them.</li> </ul>
Sequencing Statements/ Cross Curricular Learning	<p>Year 5 – What Skills and Qualities do I have for the future?</p> <p>Year 5 – Where will I be at 21 and 45?</p> <p>Year 5 – Who Inspires me the Most?</p> <p>Year 6 – What is my Dream Job?</p>		<p>Year 5 – Who Inspires me the Most?</p> <p>Year 6 – What is my Dream Job?</p>
Enrichment Opportunities		<p>Assembly on LMI</p> <p>Tutor Careers Videos</p> <p>Guest speakers to offer opportunities of local LMI (eg NFU, NHS, Black Swan)</p>	<p>Guest speakers to offer opportunities of local LMI (eg NFU, NHS, Black Swan)</p>

Scheme of Learning	<div>Equal Opportunities in the Workplace</div> 	<div>How does Money Make me Feel? What are my wants &amp; needs?</div> 	
Knowledge	<ul style="list-style-type: none"><li>• To understand what is meant by equal opportunities and how laws and policies aim to protect people from discrimination at work.</li><li>• To explore how people can face barriers in the workplace due to gender, race, disability, or other factors — and how these barriers can be challenged.</li><li>• To recognise the value of diversity in the workplace and why inclusive environments benefit everyone.</li></ul>	<ul style="list-style-type: none"><li>• To understand the difference between wants and needs and how this can affect spending and career choices.</li><li>• To explore how people feel about money and how different jobs and incomes can impact emotions and lifestyle.</li></ul>	
Sequencing Statements/ Cross Curricular Learning	<div>Year 5 PSHE – Identity &amp; Belonging</div> <div>Year 6 PSHE – Inclusion &amp; Belonging</div>	<div>Year 5 – Links between jobs and money</div>	
Enrichment Opportunities	<div>Guest Speaker – MCS:Jobs in Construction – Danielle Haskings</div>		

Scheme of Learning	<div><div>What is the gender pay gap?</div></div>	<div><div>Employability Skills using Career Pilot</div><div>Careerpilot</div></div>	<div><div>Health and Safety in the Workplace</div><div></div></div>
Knowledge	<ul style="list-style-type: none"><li>To understand what gender inequality means and how it can affect people’s experiences in different jobs and industries.</li><li>To explore how gender stereotypes can influence career choices and expectations.</li><li>To identify examples of gender inequality in the workplace, such as the gender pay gap or underrepresentation in certain roles.</li><li>To reflect on how everyone can challenge stereotypes and support equal opportunities in their own career journeys.</li></ul>	<ul style="list-style-type: none"><li>Identify key employability skills and explain why they are important across a range of jobs and careers.</li><li>Reflect on personal strengths and areas for development using feedback and real-life scenarios and begin to set goals to improve specific employability skills.</li><li>Demonstrate effective teamwork and communication through structured group tasks, showing how these skills apply in workplace settings.</li><li>Build on Year 7 work by using Careerpilot to explore pathways and develop a personal skills profile, linking this to future career aspirations and required employability skills.</li></ul>	<ul style="list-style-type: none"><li>Understand the importance of health and safety laws and explain how they protect employees and employers in different types of workplaces.</li><li>Identify common workplace hazards and describe how risks can be reduced through safe working practices and personal responsibility.</li><li>Reflect on the role of individuals and employers in creating a safe working environment, including the importance of reporting concerns and following procedures.</li></ul>
Sequencing Statements/ Cross Curricular Learning	<p>Year 6 - How can I achieve my aspirations and show ambition?</p> <p>Year 7 – What Choices do I have?</p> <p>Year 6 PSHE – Inclusion &amp; Belonging</p>	<p>Year 5 – What Skills and Qualities do I have for the future?</p> <p>Year 8 Geography – Volcanologist Job Description</p>	<p>Year 8 Geography – Volcanologist Job Description</p>
Enrichment Opportunities	<p>Guest speaker – Lisa Saunders Equality in the Workplace</p>	<p>Guest speakers</p> <p>Tutor Careers Videos</p> <p>Springville – Virtual Work Experience (Year 7)</p> <p>Take Your Child to Work Day – Work Experience (Year 8)</p>	<p>Springville – Virtual Work Experience (Year 7)</p> <p>Take Your Child to Work Day– Work Experience (Year 8)</p>



Scheme of Learning	<div data-bbox="458 97 779 254">Apprenticeships &amp; T-Levels: What do they mean?</div> <div data-bbox="810 91 932 262"></div>	<div data-bbox="1090 131 1304 217"></div> <div data-bbox="1274 105 1633 254">Campus Tour of Bath University</div>	
Knowledge	<ul style="list-style-type: none"> <li>Identify and describe the key features of T Levels, apprenticeships, and A Levels, including how they are structured and what types of careers they can lead to.</li> <li>Compare different post-16 pathways by considering factors such as learning style, qualification type, assessment methods, and work experience opportunities.</li> <li>Reflect on personal interests, strengths, and goals to begin thinking about which pathways might suit them in the future.</li> <li>Use Career pilot or similar tools to explore real examples of post-16 options and link them to potential career journeys and subject choices at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what higher education is and explore the different courses, pathways, and qualifications available at university level.</li> <li>Experience university life first-hand by engaging with the campus environment, facilities, and student perspectives to challenge stereotypes and raise aspirations.</li> <li>Reflect on how their current choices and interests (e.g. subjects, attitudes, and skills) can influence future opportunities, including progression to university.</li> </ul>	
Sequencing Statements/ Cross Curricular Learning	Year 7 – What Choices do I have?	Year 7 – What Choices do I have? Year 8 - What Does it Mean to show Ambition?	
Enrichment Opportunities	Guest Speakers – Mendip Studio School, Bath College Taster Sessions	Visit to Bath University	