

Long Term Planning

Subject: Futures (CEIAG/Careers Education)

Key Stage 2			
Learning Objectives Pupils should learn to...	Gatsby reference	Possible teaching activities	Learning outcomes Pupils will be...
Developing yourself through careers, employability and enterprise education			
(1) Describe what you are like, what you are good at and what you enjoy doing	3	You know what you like and enjoy doing You can describe what you are good at <ul style="list-style-type: none"> • Pupils describe themselves to their e-pen pals • Pupils keep learning diaries • Pupils do card sorts to identify personal attributes that are 'Like me', 'Not much like me' 	Self-aware
(2) Explain how to get what you want	3	You can speak positively about yourself and what you have done so far to make things happen <ul style="list-style-type: none"> • Pupils draw or write the things they would use or wear in a job they would like to do and talk to someone about it • Pupils imagine that they have three wishes • Pupils talk positively about what they would like to do 	Self-determined
(3) Identify what you like about learning from careers, employability and enterprise activities and experiences	3	You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences <ul style="list-style-type: none"> • In circle time, pupils talk about what is different about learning from a visitor rather than a teacher • The class give an assembly on what they gained from visiting a local university/college/secondary school 	Self-improving as a learner
Learning about careers and the world of work			

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Taken from the **CDI Careers Education Framework KS2, KS3, KS4 & Post 16.**

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Consider links to PHSE Scheme and Preparation for Adulthood.

(4) Give examples of what it means to have a career	2	<p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> • 'Who am I?' quiz. Teacher reveals ten clues, one at a time, about the career of someone known to pupils who have to guess who the person is. The teacher uses this as an opportunity to discuss different career patterns and structures • Pupils describe the career of someone they admire either in the style of a story or in the style of a journey. Afterwards, they compare the different treatments 	Exploring careers and career development
(5) Give examples of what people like and dislike about the work they do	2	<p>From interviewing family and visiting speakers you can identify different kinds of work that people do.</p> <ul style="list-style-type: none"> • Pupils interview visitors about what they like most and what they like least about their jobs • Pupils distinguish between 'paid work' and 'gift work', then ask a few selected people how they feel about both kinds of work that they do 	Investigating work and working life
(6) Describe a local business, how it is run and the products and/or services it provides	5	<p>You are aware of the different local businesses and the products and services offered</p> <ul style="list-style-type: none"> • Do a project on shops and businesses in the high street • As part of a healthy eating project, a local chef and restaurant owner comes into school to do a talk and demonstration, then judge a competition where pupils plan their own menus 	Understanding business and industry
(7) Describe the main types of employment in your area: past, present and emerging	5	<p>As part of your local history project you can state what have been the changes in employment in your village/town</p> <ul style="list-style-type: none"> • Pupils use 'then' and 'now' photos of local workplaces to discuss the changing world of work where they live • Pupils attempt a simple classification of present-day occupations that they can find within 200 metres of the school 	Investigating jobs and labour market information (LMI)

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(8) Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	3	<p>You can say how people should be treated and know who to talk to if something is wrong</p> <ul style="list-style-type: none"> • Pupils write their own accounts of news stories about discrimination and exploitation at work • Pupils find out about the work and values of a charity that tackles social deprivation • Pupils run a campaign to promote awareness of the UN Convention on the Rights of the Child 	Valuing equality, diversity and inclusion
(9) Be aware of how to keep yourself safe and well when you are learning and playing	4	<p>You can follow safety rules to keep yourself and others safe when working at school.</p> <ul style="list-style-type: none"> • Pupils find out the local by-laws on working hours and restricted occupations relating to children and young people • Pupils run a 'safety in the classroom' campaign 	Learning about safe working practices and environments
Developing your career management and employability skills			
(10) Be aware of where to get impartial information and support when you need it and how to make good use of it	2	<p>You can identify when you may need help or assistance and who can provide it whilst at school</p> <ul style="list-style-type: none"> • Older students tell younger students in a class blog about life in secondary school/16+ • Pupils take part in a 'people who help us' class project 	Making the most of careers information, advice and guidance (CEIAG)
(11) Identify key qualities and skills that employers are looking for	4,5,6	<p>You can identify the skills and qualities needed for this job using personal experiences</p> <ul style="list-style-type: none"> • Pupils play a careers discussion game using work problem cards, e.g. 'What would happen if a bus driver turned up late for work?' • Pupils write a job description for a babysitter and hold mock interviews 	Preparing for employability
(12) Show that you can use your initiative and be enterprising	4,5,6	<p>You can show how to work in a team and bring your talents to complete a challenge</p> <ul style="list-style-type: none"> • Pupils run a charity fund-raising event, e.g. a pet show or a plant stall • Pupils take part in a design, production and marketing game, e.g. making and selling varieties of crackers for different occasions 	Showing initiative and enterprise
(13) Show that you can make considered decisions about saving, spending and giving	3	<p>You can show how to make an informed decision based on looking at a range of saving products</p> <ul style="list-style-type: none"> • Pupils keep a pocket book with details of all their income and outgoings • Pupils compare terms and conditions on a range of Pupils's savings products 	Developing personal financial capability

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(14) Be able to compare information about the secondary education choices open to you	2	<p>You can identify who are the next providers of education in your area</p> <ul style="list-style-type: none"> • Pupils make a 'To do' list of things they want to find out and tick them off after they've done them • Pupils make a podcast of their impressions of secondary school after attending a 'taster day' 	Identifying choices and opportunities
(15) Know how to make plans and decisions carefully	3	<p>You can say what you will need to do differently when taking on a new challenge</p> <ul style="list-style-type: none"> • Pupils make a T-chart and list the pros and cons of a choice they are considering • Pupils have a discussion using two piles of cards: one pile with examples of decisions that they might be faced with and another pile with examples of different styles of making decisions. They turn up one card from each pile and discuss the consequences of making that particular decision in that way 	Planning and deciding
(16) Know how to make a good impression on other people	3	<p>You can say what you need to do to impress people in a given situation</p> <ul style="list-style-type: none"> • Pupils interview other pupils for positions on the School Council • Pupils write a personal manifesto for a mock election 	Handling applications and interviews
(17) Identify ways of making successful transitions such as the move from primary to secondary school	7	<p>You can set yourself realistic goals in making the next transition</p> <ul style="list-style-type: none"> • In circle time, pupils discuss their feelings as they prepare to leave their present school and move to a new one • Pupils use 'Google maps – street view' to trace their journey from home to their new school 	Managing changes and transitions

Key Stage 2 Learning Outcomes

1. Identifying personal strengths and weaknesses
2. Sharing your strengths with your peers and giving examples of how you have achieved things e.g. a music award, gymnastics certificate, maths challenge
3. Inviting a visitor in to talk about themselves and being able to ask questions about their career pathway
4. Using famous people identify the career path they have followed from age 16; identify their achievements, challenges

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5. List the types of work; seasonal, part-time, full time, self-employed, portfolio, being a parent
6. Look at businesses in a five mile radius and place as either a 'product' or a 'service'
7. Identifying and having an understanding of the changes to employment that have taken place in your local area
8. Understand the purpose and benefits for having rights and the responsibilities that come with them
9. Health and safety around the school, risk and hazard assessments in practical situations
10. Friendship groups and buddies, personal safety and social media, networking
11. Communication, motivation, shows empathy, problem solving,
12. Creative, innovative, team working, enjoys a challenge
13. Pocket money or savings, My Money Week
14. Exploring the options, looking at school/academy websites, attending open/induction days
15. Use of the Make It Real Game, citizenship type scenarios
16. Personal statement, personal presentation tips
17. Set personal goals, read the next school's information from the open day/prospectus

Vocabulary/Terminology	Resources
<p>Apprenticeship – A vocational study programme. Tends to be four days in the work place and one day of training. Paid at apprenticeship wage. Competitive as need to pass an interview and highlight the skills you already obtain and can transfer to the role.</p> <p>Careers Advice is more in-depth explanation of information and how to access and use information.</p> <p>Careers Education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.</p>	<ul style="list-style-type: none"> • Alumni – Could ex-students come in and inspire students or inform them about what college would be like? • Amazing apprenticeships – www.amazingapprenticeships.com. • Barclays Lifeskills – money, work and life resources - https://www.barclayslifeskills.com/ • Careers Box - https://www.careersbox.co.uk/ - Lots of clips of different careers, much better than YouTube clips.

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<p>Careers Guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.</p> <p>Careers Information is the provision of information and resources about courses, occupations and career paths.</p> <p>Careers Strategy – how we plan to provide students with a holistic and worthwhile careers programme which take into account the Gatsby Benchmarks.</p> <p>CEIAG – Careers Education, Information, Advice and Guidance.</p> <p>Changes</p> <p>Choices</p> <p>Employability</p> <p>Enterprise</p> <p>Equality, Diversity and Inclusion</p> <p>Experience - practical contact with and observation of facts or events.</p> <p>Further Education College – A place of study from 16 (sometimes from 14). A range of vocation and academic courses to prepare you for work, life or higher education.</p> <p>Futures – we use this across West Oaks to recognise our Careers Education, Information, Advice and Guidance programme and lessons.</p> <p>Health and Safety</p> <p>Higher Education – Level 4+ study programmes primarily delivered in FE Colleges or Universities.</p> <p>Interview</p> <p>Knowledge - facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.</p> <p>LMI – Local Market Information. This is specific to geographical areas and highlights the careers in demand/growth areas and the skills required. Teachers should make themselves familiar with the Leeds LMI information to be able to promote these within class.</p> <p>Next steps</p> <p>Self-Awareness</p> <p>Skills – the ability to do something well</p> <p>STEM –Acronym for Science, Technology, Engineering and Mathematics. STEM should be promoted widely across the school as a particular career growth market.</p> <p>Supported Internship – A working interview that tends to lead to an apprenticeship, interview or job on completion. These tend to be supported by a Job Coach to enable students to develop the skills and experience required to be successful.</p> <p>Transferrable skills – Skills we can learn and use at school and home that we can transfer to the world of work.</p> <p>Transition</p> <p>Work Experience – Experience of the work place, tends to be voluntary for a short period of time.</p> <p>Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.</p>	<ul style="list-style-type: none"> • Careers Yorkshire and Humber – www.careersyandh.co.uk. • Community 10000 – Jobcentre Plus can come and volunteer to do mock interviews etc. Please speak to Careers Leader. • Find an apprenticeship - www.findapprenticeship.service.gov.uk. • Futures electronic teaching materials on Staff Write. Mostly tailored to higher levels of study but could be stripped back and made appropriate. Good starting point for planning. • Futures physical teaching materials in Falcon base (bungalow). A few schemes from Prospects SEND materials. Interactive resources and games. • Futures section in the library – including books and information from local colleges and services. • Leeds Pathway - www.leeds.gov.uk/leedspathways/home. • Local Labour Market Information - http://www.the-lep.com/LEP/media/New/Leeds-City-Region-Labour-Market-Report-2017-2018.pdf. • Mentoring – Could our 16+ students come and speak to our younger students. • National Careers Service Website – self-assessment, job profiles, digital workshops www.nationalcareersservice.direct.gov.uk. • National Citizenship Service - www.ncsyas.co.uk. • Primary Futures – lots of resources and access to organisations who may enable visits or group talks https://educationandemployersprogrammes.force.com/s/ • Teaching resources – www.icould.com/teachersresources. • Twinkl have a range of educational resources for careers education suitable to meet many of our student's needs. • Virtual Learning Programme called Start Profile – https://www.startprofile.com/ Careers programme that would be appropriate for Swift, Nightingale, Kestrel, Falcon, Robin and Lapwing. Student code: 50474. Staff code: 16173WS. • Virtual Learning programme. S2academy.com – DW1SC1 student access code. DW1WC12345 teacher access code. An online platform for CEIAG information. Bit like Mathletics/Lexia. Certificates printable. Low level English used. • Want to find out which careers are in demand in Leeds City Region - https://www.leeds.gov.uk/leedspathways/jobsandcareers/keyjobsectors • Young Enterprise - https://www.young-enterprise.org.uk/ Useful resources. Good project based around what can you make from £5. • Your Daughter's Future - https://www.gov.uk/government/news/your-daughters-future. <p>Please see the Careers Leader for any guidance or support with planning careers and preparation for adulthood related activities.</p>
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