



Careers Long Term Plan

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.

In planning and guiding what children learn, practitioners will reflect on the 3 characteristics of effective learning: playing & exploring, active learning, creating and thinking critically.

Careers in Early Years is taught through; Communication and Language, Personal, social and emotional development, Understanding the world, Expressive Arts and Design, Literacy and Maths.

Early Years	2024/25	2025/26	2026/27
Autumn	 Grow throughout life Be able to hold a conversation with adults and display good listening skills Enjoy listening to stories about people and their working lives  Explore possibilities Talk about the different jobs in school	 Grow throughout life Describe what you enjoy doing. Describe something that you would like to be able to do and how you might achieve it  Explore possibilities Recognise that people have different talents, abilities and attitudes'	 Grow throughout life Talk about whether there are men's jobs and women's jobs  Explore possibilities Be aware that there are many different types of workplace, e.g. hospital, farm, office

	Can take part in a conversation with peers and adults, e.g. can talk about a piece of work that you are pleased with		
Spring	 Manage career Identify someone who has given you ideas about what it means to have a job' Use your imagination to explore your career aspirations and dreams  Create opportunities Realise that you belong to various groups and communities	 Manage career Be aware that you find some things easier than others and you have skills you would like to develop  Create opportunities Be able to describe how you are changing	 Manage career Decide between different options in order to solve a problem either real or in play  Create opportunities Understand what a team is. Contribute to an enterprise activity, e.g. produce an item that older year groups may sell, or role play a business role such as shopkeeper
Summer	 Balance life and work Talk about your roles and chores that you perform at home and school.  See the big picture	 Balance life and work Learn about why people wear uniforms and protective clothing. Role play a scenario, e.g. a shop using real coins  See the big picture	 Balance life and work Recognise when you have been good or kind towards others  See the big picture Be aware of the three 'R's: reduce, reuse, and recycle

	Identify and talk about two different types of work	Find out about jobs that grandparents or older people in the community used to do	
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Key Stage 1	2024/25	2025/26	2026/27
Autumn	 Grow throughout life Feeling positive about who they are <i>History</i> - Me and my family. Toys. Special Occasions <i>RE</i> - What is precious to me? Special places. <i>Geography</i> - My local area <i>Art</i> - Self portraits <i>PE</i> - Explore equipment and perform a range of physical activities <i>Music</i> - Explore musical instruments  Explore possibilities Describing tasks that they have carried out <i>History</i> - Comment on/describe pictures/stories related to themselves. <i>RE</i> - Links with Bible stories <i>Geography</i> - Describe a community visit <i>Art</i> - Describe colours and textures used in art work	 Grow throughout life Being willing to try something new <i>History</i> - Talk about events in their own experience  Explore possibilities Discovering the jobs that help the school to run <i>History</i> - Show an interest in different occupations and ways of life	 Grow throughout life Being aware of how they feel when they have learnt something new <i>History</i> - Enjoy joining in with customs and routines  Explore possibilities Recognising jobs that involve harvesting, making, providing a service or finding out <i>History</i> - Show an interest in different occupations and ways of life

	• <i>PE</i> - Follow instructions during physical activities and explain what they did • <i>Music</i> - Respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch)		
Spring	 Manage career Being aware that they and other people like to enjoy the work they do • <i>History</i> - Show an interest in different occupations and ways of life • <i>RE</i> - Being part of a community • <i>Geography</i> - Jobs in the local community • <i>Art</i> - Present art work and give feedback • <i>PE</i> - Benefits of balanced diet and exercise • <i>Music</i> - show enjoyment and expression through musical activities  Create opportunities Being able to carry out a delegated task • <i>History</i> - Enjoy joining in with customs and routines • <i>RE</i> - Links with Bible stories • <i>Geography</i> - Follow instructions in the local area e.g litter picking • <i>Art</i> - Follow instructions during art activity • <i>PE</i> - Listen to and follow instructions during physical exercise • <i>Music</i> - Listen to and follow instructions during musical activities	 Manage career Imagining different possibilities about who they could possibly become • <i>History</i> - Show an interest in different occupations and ways of life  Create opportunities Being able to explain what a visitor told them about their job • <i>History</i> - Show an interest in different occupations and ways of life	 Manage career Being willing to keep going and not give up • <i>History</i> - Work together within consistently applied codes of behaviour  Create opportunities Developing the ability to participate in social play involving imagined workplaces • <i>History</i> - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea

Summer	 Balance life and work Being aware of how to use money • <i>History</i> - Enjoy joining in with customs and routines • <i>RE</i> - Play and explore • <i>Geography</i> - Money in the local community • <i>Art</i> - Money art activities • <i>PE</i> - Shared attention with groups of people • <i>Music</i> - Money songs	 Balance life and work Recognising when someone is given work to do which is unfair on them	 Balance life and work Being aware of health and safety rules at school • <i>History</i> - Work together within consistently applied codes of behaviour
	 See the big picture Recognising when work is depicted in a story • <i>History</i> - Is curious about people and shows interest in stories • <i>RE</i> - Bible stories • <i>Geography</i> - Fiction and non-fiction texts • <i>Art</i> - Pictures and illustrations in fiction and non-fiction texts • <i>PE</i> - Re-enact a story • <i>Music</i> - Associate genres of music with characters and stories	 See the big picture Exploring the jobs that people do to help them	 See the big picture Recognising scientific and technological aids that people use in their work

Key Stage 2	2024/25	2025/26	2026/27
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Autumn	 Grow throughout life Feeling positive about people whose identities and backgrounds are different to theirs • <i>History</i> - Looks closely at similarities, differences and change • <i>RE</i> - Different cultures and beliefs • <i>Geography</i> - Recognise some similarities and differences between life in this country and life in other countries. • <i>Art</i> - Paintings from different cultures • <i>PE</i> - Working as a team • <i>Music</i> - Music from different cultures  Explore possibilities Being aware that jobs are made up of tasks • <i>History</i> - Sequence of events on a timeline • <i>RE</i> - Use imagination to create through art, music, dance, play, role-play and stories to represent ideas • <i>Geography</i> - Who can help us in the community • <i>Art</i> - Follow art process • <i>PE</i> - Follow instructions and set tasks • <i>Music</i> - Follow musical rhythm	 Grow throughout life Being willing to challenge themselves  Explore possibilities Exploring what people do whose jobs involve caring for children and keeping them safe	 Grow throughout life Recognising their successes in learning  Explore possibilities Being able to give examples of jobs in different sectors
Spring	 Manage career Recognising that they and other people like to choose the work they do	 Manage career Describing a goal or target they are working towards	 Manage career Being proactive about trying different approaches to solving challenges

- *History* - Show an interest in different occupations and ways of life
- *RE* - Develop an awareness of the needs, views and feelings of others, beginning to show sensitivity to other's needs and form positive relationships
- *Geography* - Jobs in the local community
- *Art* - Present and explain art work completed
- *PE* - Explain positives and negatives of a task
- *Music* - Mood through music



Being able to make a positive contribution in group play or teamwork based on a business activity

- *History* - Describes some of the things that make them unique
- *RE* - Work together within consistently applied codes of behaviour
- *Geography* - Working as a team to create a greener environment
- *Art* - Group art activity
- *PE* - Make a positive contribution in a teamwork PE activity
- *Music* - Take part in musical activities as part of a small group



Thinking about questions they would like to ask a visitor about their job



Being aware of how to communicate with co-workers and customers in work settings

Summer	 Balance life and work Being aware of how money can be earned • <i>History</i> - Shows interest in different occupations and ways of life • <i>RE</i> - Work together within consistently applied codes of behaviour • <i>Geography</i> - Jobs in the local community • <i>Art</i> - Visit art gallery • <i>PE</i> - Jobs in sport • <i>Music</i> - Jobs in music  See the big picture Being aware of how work is portrayed differently in different stories • <i>History</i> - Non-fiction texts • <i>RE</i> - Bible stories • <i>Geography</i> - Fiction and non-fiction texts • <i>Art</i> - Illustrations in fiction and non-fiction texts • <i>PE</i> - Re-enact fiction and non-fiction texts • <i>Music</i> - Music through fiction and non-fiction texts	 Balance life and work Being aware that they and others can play a part in helping to ensure that people are treated well at work  See the big picture Exploring the jobs that people do to help each other	 Balance life and work Recognising how they can help keep themselves safe at school  See the big picture Being aware of how scientific and technological aids help people do their work
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Key Stage 3	2024/25	2025/26	2026/27
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Autumn	 Grow throughout life Being aware of heritage, identity and values  Explore possibilities Being aware of the range of possible jobs and the main learning pathways (e.g. university, college and apprenticeships)	 Grow throughout life Being aware that learning, skills and qualifications are important for career  Explore possibilities Being aware that many jobs require learning, skills and minimum qualifications	 Grow throughout life Being willing to take on challenges that help them to grow. Recognising what they want to learn next and when they are successful  Explore possibilities Identifying common sources of information about the labour market education system
Spring	 Manage career Imagining a range of possibilities for themselves in their career  Create opportunities Being aware that building a career will require them to be imaginative and flexible	 Manage career Being aware that different jobs and careers bring different challenges and rewards  Create opportunities Being able to identify a role model and being aware of the value of leadership	 Manage career Learning from setbacks and challenges  Create opportunities Being aware of the concept of entrepreneurialism and self-employment

Summer	 Balance life and work	 Balance life and work	 Balance life and work
	Being aware of money and that individuals and families have to actively manage their finances  See the big picture Being aware of a range of different media, information sources and viewpoints	Being aware of rights and responsibilities in the workplace and in society  See the big picture Being aware that there are trends in local and national labour markets	Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces  See the big picture Being aware that trends in technology and science have implications for career

Key Stage 4	2024/25	2025/2026	2026/2027
Autumn	 Grow throughout life Being aware of their own heritage, identity and values Pre entry - AQA / Programmes / Unit Award Scheme / unit details Entry Level - AQA / Programmes / Unit Award Scheme / unit details  Explore possibilities Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	 Grow throughout life Considering what learning pathway they should pursue next  Explore possibilities Researching the learning and qualification requirements for jobs and careers that they are interested in	 Grow throughout life Recognising the value of challenging themselves and trying new things  Explore possibilities Researching the labour market and the education system

	Pre entry AOA / Programmes / Unit Award Scheme / unit details Entry Level - AOA / Programmes / Unit Award Scheme / unit details		
Spring	 Manage career Making plans and developing a pathway into their future Entry Level - AOA / Programmes / Unit Award Scheme / unit details  Create opportunities Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	 Manage career Considering the risks and rewards associated with different pathways and careers  Create opportunities Being able to discuss roles models and reflect on leadership	 Manage career Thinking about how they deal with and learn from challenges and setbacks  Create opportunities Researching entrepreneurialism and self employment
Summer	 Balance life and work Recognising the role that money and finances will play, in the decisions that they make and, in their life and career Pre entry AOA / Programmes / Unit Award Scheme / unit details	 Balance life and work Considering how they want to move through different life stages and manage different life roles  See the big picture	 Balance life and work Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces

	Entry Level AOA / Programmes / Unit Award Scheme / unit details  See the big picture Evaluating different media, information sources and viewpoints	Exploring local and national labour market trends	 See the big picture Exploring trends in technology and science
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Post 16	2024/25	2025/2026	2026/2027
Autumn	 Grow throughout life Discussing and reflecting on the impact of heritage, identity and values Lifeskills Challenge / Relationships: My identity - WTE1 Lifeskills Challenge / Experiencing different cultures - WTE1 Lifeskills Challenge / Experiencing different cultures - Entry 1  Explore possibilities Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career Lifeskills Challenge / Exploring jobs - WTE1	 Grow throughout life Reflecting on and recording achievements, experiences and learning and communicating them to others. Planning their next steps in learning and work  Explore possibilities Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	 Grow throughout life Seeking out challenges and opportunities for development  Explore possibilities Actively seeking out information on the labour market and education system to support their career

Spring	 Manage career Actively planning, prioritising and setting targets for their future Lifeskills Challenge / Creating a One Page Profile - WTE1 Lifeskills Challenge / Interview preparation - Entry 1  Create opportunities Being creative and agile as they develop their career pathway	 Manage career Considering the risks and rewards of different pathways and career and deciding between them  Create opportunities Acting as a leader, role model or example to others	 Manage career Managing the transition into the post-16 learning context and preparing for post-18 transitions  Create opportunities Considering entrepreneurialism and self-employment as a career pathway
Summer	 Balance life and work Beginning to manage their own money and plan their finances  See the big picture Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	 Balance life and work Planning for different life stages and considering the different life roles that they want to play  See the big picture Exploring and responding to local and national labour market trends	 Balance life and work Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them  See the big picture Exploring and responding to trends in technology and science

