

Careers Curriculum Map

		The six learning areas for lifelong career development.					
		Growth throughout life	Explore possibilities	Manage careers	Create opportunities	Balance life and work	See the big picture
KS3	Year 7 Module 1&2	<p>being aware of the sources of help and support available and responding positively to feedback M1</p> <p>being aware that learning, skills and qualifications are important for career M1</p> <p>being willing to challenge themselves and try new things M1</p> <p>recording achievements M1</p> <p>being aware of heritage, identity and values M1</p>	<p>being aware of the range of possible jobs M2</p> <p>being aware that many jobs require learning, skills and minimum qualifications M2</p> <p>being aware of the range of different sectors and organisations where they can work M2</p> <p>being aware of the range of ways that organisations undertake recruitment and selection M2</p>	<p>imagining a range of possibilities for themselves in their career M2</p>		<p>being aware of different life stages and life roles M1</p>	<p>being aware of a range of different media, information sources and viewpoints M2</p>
	Year 8 Module 3&4		<p>identifying common sources of information about the labour market education system M4</p> <p>being aware of the main learning pathways (e.g. university, college and apprenticeships) M4</p> <p>being aware of the range of different sectors and organisations where they can work M4</p>	<p>imagining a range of possibilities for themselves in their career M3&4</p> <p>being aware that different jobs and careers bring different challenges and rewards M3&4</p>	<p>developing friendships and relationships with others M3</p> <p>being aware that it is important to take initiative in their learning and life M4</p> <p>being aware that building a career will require them to be imaginative and flexible M4</p>	<p>being aware of the concept of work-life balance M3</p> <p>being aware that physical and mental wellbeing are important M3</p> <p>being aware of money and that individuals and families have to actively manage their finances M3</p> <p>being aware of the ways that they can be involved in their family and community M4</p> <p>being aware of rights and responsibilities in the workplace and in society M3</p>	<p>being aware that there are trends in local and national labour markets M4</p> <p>being aware of the relationship between career, community and society M4</p>
	Year 9 Module 5&6	<p>recording achievements M6</p>	<p>being aware of the range of ways that organisations undertake recruitment and selection M6</p>	<p>being aware that career describes their journey through life, learning and work M5</p> <p>looking forward to the future M6</p> <p>managing the transition into secondary school and preparing for choosing their GCSEs M6</p> <p>learning from setbacks and challenges M6</p>	<p>developing the ability to communicate their needs and wants M5</p> <p>being able to identify a role model and being aware of the value of leadership M5</p> <p>being aware of the concept of entrepreneurialism and self-employment M6</p>	<p>recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces M5</p>	<p>being aware that trends in technology and science have implications for career M6</p> <p>being aware of the relationship between career and the natural environment M6</p> <p>being aware of the relationship between career, politics and the economy M6</p>
KS4	Year 10 Princes Trust Career Planning	<p>responding positively to help, support and feedback</p> <p>positively engaging in learning and taking action to achieve good outcomes</p> <p>reflecting on and recording achievements, experiences and learning</p>	<p>considering what jobs and roles are interesting</p> <p>researching the learning and qualification requirements for jobs and careers that they are interested in</p> <p>researching the range of workplaces and what it is like to work there</p> <p>researching how recruitment and selection processes work and what they need to do to succeed in them</p>	<p>building their confidence and optimism about their future</p> <p>making plans and developing a pathway into their future</p> <p>considering the risks and rewards associated with different pathways and careers</p> <p>thinking about how they deal with and learn from challenges and setbacks</p>	<p>starting to take responsibility for making things happen in their career</p> <p>being willing to speak up for themselves and others</p>		

	Year 11 Prices Trust - Personal Development	responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes recognising the value of challenging themselves and trying new things considering what learning pathway they should pursue next reflecting on their heritage, identity and values	recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	building their confidence and optimism about their future	starting to take responsibility for making things happen in their career being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	reflecting on the different ways in which people balance their work and life reflecting on their physical and mental wellbeing and considering how they can improve these considering how they want to move through different life stages and manage different life roles	
	KS4 to KS5 Bridging Unit		researching the labour market and the education system	recognising the different ways in which people talk about career and reflecting on its meaning to them taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	developing friendships and relationships and reflecting on their relationship to their career being willing to speak up for themselves and others being able to discuss roles models and reflect on leadership researching entrepreneurialism and self-employment	recognising the role that money and finances will play, in the decisions that they make and, in their life and career recognising the role that they play in their family and community and considering how that might shape their career developing knowledge of rights and responsibilities in the workplace and in society identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	evaluating different media, information sources and viewpoints exploring local and national labour market trends exploring trends in technology and science exploring the relationship between career and the environment exploring the relationship between career, community and society exploring the relationship between career, politics and the economy
KS5	Post 16	actively seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values	developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career having a clear understanding of the learning pathways and qualifications that they will need to pursue their career actively researching and reflecting on workplaces, workplace culture and expectations analysing and preparing for recruitment and selection processes	being able to describe the concept of career and say what it means to them building their confidence and optimism about their future and acting on it actively planning, prioritising and setting targets for their future considering the risks and rewards of different pathways and career and deciding between them managing the transition into the post-16 learning context and preparing for post-18 transitions being proactive about being resilient and learning from setbacks	building and maintaining relationships and networks within and beyond the school being proactive about their life, learning and career being creative and agile as they develop their career pathway representing themselves and others acting as a leader, role model or example to others considering entrepreneurialism and self-employment as a career pathway	planning for the kind of balance of work and life that they want taking action to improve their physical and mental wellbeing beginning to manage their own money and plan their finances (e.g. thinking about student loans) actively shaping their involvement in their family and community as part of their career planning planning for different life stages and considering the different life roles that they want to play being aware of their role in ensuring rights and responsibilities in the workplace and in society taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career exploring and responding to local and national labour market trends exploring and responding to trends in technology and science exploring and responding to the relationship between career and the environment exploring and responding to the relationship between career, community and society exploring and responding to the relationship between career, politics and the economy
Enrichment		Life Beyond (SEND Careers Fair) Worcestershire Skills Show Impartial Careers Advice from level 6 qualified careers advisor Worcestershire Apprenticeship Advisor Woprcestershire careers HUB Access to Job Explorer Database (JED) Employer visits to college Visits to specialist support ie Armed forces careers office, Paramedic stations etc. Meaningful encounters with the world of work					