**Archers Brook School**

**Careers**

**Year 8 Curriculum Plan**

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| **Vision** | Our careers programme aims to be stable and sustainable as we align with the Gatsby Benchmarks in order to provide our pupils with the best possible chance of success in their post 16 life. Our programme will provide pupils with the knowledge, skills and understanding they need to be employable, confident, and well-informed young adults ready to pursue a career that is right for them. All pupils will leave with an understanding of the post 16 destinations available to them and which opportunities best suit their aspirations. We aim to provide pupils with the understanding that they can adapt and develop to achieve their long-term goals. Pupils will have gained experiences of workplaces and work scenarios including; CV writing, interviewing and completing applications improving their confidence for such experiences post 16. |
| **Intent** | * Raise aspirations as pupils seek and research a broad range of lifelong opportunities available to them. * Provide opportunities to reflect upon and develop skills essential for the workplace. * Deepen knowledge of post 16 and career options as pupils are supported onto a career pathway developed and designed by them. * Provide an array of interactions with FE establishments and employers. |

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| Year 8 | | | | | |
| Learning Aims | Activity | Delivered | Term | Desired Outcome | Gatsby Benchmark |
| **Explore possibilities**  Explore a range of possibilities suited to you as an individual. Match your aspirations to a number of careers. Research and compare your careers of interest to deepen your knowledge of the possibilities available to you. | **Developing aspirations**  Classroom discussions will encourage pupils to understand that as we grow and develop so do our aspirations. Pupils will retake the aspirations questionnaire to update their career guidance. Pupils will research some of their careers of interest to develop understanding. Pupils will use various resources to compare career and labour market information for jobs of interest. | Within allotted careers lesson by careers lead. | Autumn 1 | Students will understand that what they want from a career can change as they grow and develop. Pupils will develop an understanding of what their careers of interest entitle as they research and compare. Pupils will begin to understand some of the LMI linked to their careers of interest and the necessary pathways/ qualifications. | 1, 2, 3 |
| **Explore possibilities**  Explore further possibilities as you research career families related to your careers of interest. You will become aware of possible careers you may not of encountered/ considred. | **Career families**  Using Morrisby pupils will view career families. Pupils will use this to favourite further careers linked to their aspirations and interests. | Within allotted careers lesson by careers lead. | Autumn 1 | Pupils will acquire knowledge of what career families are and use this information to deepen their knowledge and broaden their horizons. Pupils will become more aware of the possibilities available to them. | 1,2,3 |
| **See the big picture**  See the big picture and raise your awareness of the working world. Pay attention to various factors ,within numerous sectors, that contribute to indviduals career choices. | **LMI and my careers**  As a group pupils will recap upon what LMI is and identify information considered to be LMI. Quizzes alongside an independent research task will encourage pupils to begin to identify and compare LMI across various sectors. Pupils will consider factors within LMI they may not have in the past such as to the reasons certain sectors grow within certain regions. | Within allotted careers lesson by careers lead. | Autumn 2 | Pupils’ knowledge and understanding of LMI will deepen. Pupils will identify areas of LMI they have not in the past whilst using comparatives to consider how LMI, the job market and individuals career choices all have a direct impact upon each other. | 1,2,3 |
| **See the big picture**  See the big picture and raise your awareness of the relationship between career, communities and societies. | **Working with LMI figures**  Pupils will work with facts and figures as they calculate employment rates within various sectors. Pupils will have the opportunity to consider rates of employment within a community whilst interpreting changes to LMI when there are adaptations in that society. | Within allotted careers lesson by careers lead. | Autumn 2 | Pupils will deepen their understanding of how LMI can change within a society depending upon changes within that community. Pupils will consider sectors that are valuable to communities and how many employees it takes to ensure these sectors run successfully. This will support pupils to make links between careers and communities. | 1,2,3 |
| Services for Young People**Create opportunities**  Create opportunities and use initiative to produce a range of products that can be sold at events. | **School enterprise**  There will be a whole school approach as pupils across the school use teamwork to plan, create, market and finance a product to be sold at various events. Various lessons will be used across the school to create the final products. Outside agencies will be sought in order to discuss the importance of marketing products and profit vs expenditure. | By the enterprise team | Autumn 2 | Pupils will develop friendships and relationships with others as they share ideas. Pupils will begin to understand the importance of; being imaginative, using initiative and being flexible not only for learning but also for life. Awareness will be raised around the concept of entrepreneurialism and self-employment. | 3,4 |
| **Explore possibilities**  Explore the possibilities of apprenticeships. You will gain knowledge about a main learning pathway – apprenticeships. | **National Apprenticeship Week**  During national apprenticeship week students will learn all about the range of apprenticeships available. Classroom activities will exhibit the benefits of this pathway helping to broaden pupil’s horizons and inform them of alternative opportunities on offer. | Within allotted careers lesson by careers lead.  Curriculum teachers will also discuss apprenticeships within their subjects during this week. | Spring 1 | Students will gather an understanding of various apprenticeships available. Pupils will research several apprenticeships to aid their understanding and consideration of this pathway. Pupils will consider the benefits of pursuing an apprenticeship as a post 16 pathway. | 1,2,4 |
| **Grow throughout life**  Grow throughout life by ensuring you understand and are aware of each of the 8 essential skills. | **Essential skills**  Pupils will complete skills builder partnership activities related to the 8 essential skills. | Within allotted careers lesson by careers lead. | Spring 1 | Students will be able to name each of the 8 essential skills whilst giving a description of what each of them are. Pupils will understand these skills are important for careers as they are transferable. Pupils will also complete an audit upon each of these skills as they reflect upon how well they believe they can use each of them. | 1 |
| **Grow throughout life**  Grow throughout life as you begin to consider the difference between essential and technical skills. Grow your understanding of how these skills differentiate from each other and in which careers different essential and technical skills are more proficiently used. Consider your own skills as you identify those you believe to be a strength and those you may need to develop. | **Essential and technical skills**  Class discussion will allow pupils to understand and differentiate between essential and technical skills. Using Morrisby pupils will identify key skills within numerous careers. Pupils will use this information to decide, and discuss why, these skills are essential or technical. | Within allotted careers lesson by careers lead. | Spring 1 | Students will be able to differentiate between essential and technical skills. Pupils will be able to identify skills within certain job roles and consider the essential and technical skills required within these jobs. Pupils will be able to research the roles and consider what they believe to be the most important. Pupils will be able to consider their own skills against those they have identified. | 1,2,3 |
| **Explore possibilities**  Explore a range of possibilities as you have various encounters with employers and employees across the year. | **Employer encounters**  Pupils will have the opportunity to meet numerous employers across the academic year. Careers is embedded within our curriculum, and we understand that the experiences require a whole school approach. Teachers of all subjects will arrange meaningful employer encounters across the year related to their subject. Encounters will also be planned by the careers lead and the pledge explore programme. | Curriculum teachers/ careers lead/ various employers/ enterprise coordinator | Throughout the year | Students have an improved awareness of the variety of jobs and careers available, the skills and qualifications required and the realities of the associated job market. | 1,2,3,5 |
| **Explore possibilities**  Explore a range of possibilities as you have various experiences of the workplace. | **Experiences of workplaces**  Pupils will have the opportunity to visit numerous places of work across the academic year. Careers is embedded within our curriculum, and we understand that the experiences require a whole school approach. Teachers of all subjects will arrange meaningful workplace visits across the year related to their subject. Experiences will also be planned by the careers and the pledge explore programme. | Curriculum teachers/ careers lead/ various employers/ enterprise coordinator | Throughout the year | Students have an improved awareness of the variety of jobs and careers available, the skills and qualifications required and the realities of the associated job market.  Students will understand the different sectors of workplaces and connect school subjects with possible destinations/ careers. | 1,2,3,5,6 |
| **See the big picture**  See the big picture and raise your awareness of the relationship between a career and the subjects you study on a daily basis within your school community. | **Careers in our subjects**  Teachers across the whole school will deliver a range of lessons providing a definitive link between their subject and the world of work. | During national careers week across the whole school | Spring 2 | Students experience how each subject they study helps people gain entry to (and become work effective workers within) a wide range of occupations. | 1, 4 |
| **See the big picture**  See the big picture and raise your awareness of the the variety of careers within sectors. | **Careers in sectors**  Students can see the big picture and pay attention to how an interest within a sector can lead down many career paths. Pupils will delve into a specific sector considering the links between numerous careers within that sector. Pupils will consider careers within the sector and may have an employer encounter/ experience of the workplace. | Within allotted careers lesson by careers lead. | Spring 2 | Pupils will focus on a specific sector. During this focus they will have the opportunity to deep dive the sector and begin to realise jobs within different sectors are not only what we see on the surface. Pupils will have the opportunity to consider if careers within this sector are of interest to them, favouriting them in Morrisby if so. Where opportunities allow employer encounters and workplace experiences will be facilitated related to the relevant sector. | 1,2,4,5,6 |
| **Manage career**  Begin to manage your career as you look forward to the future and link your priorities to a range of possibilities. | **Priorities and my career**  Classroom discussions will encourage pupils to understand that as we grow and develop so do our priorities. Pupils will retake the priorities questionnaire to update their career guidance.  Upon completion of the questionnaire students use the results to consider careers that suit their personal priorities. | Within allotted careers lesson by careers lead. | Summer 1 | Pupils will begin to manage their career by looking forward to the future and imagining a range of possibilities for themselves in a career. Students will understand priorities change and are different for everyone. Pupils will be able to consider how their priorities may directly affect their career choices.  Pupils will be self-aware of their own priorities whilst also being considerate of the fact these can change. | 1,2,3 |
| **Grow throughout life**  Grow throughout life by reflecting upon and becoming aware of your identity and values. Understand your own values and priorities. | **Individualised priorities**  Students will consider what is important to individuals and how values can impact career pursuits. Pupils will understand that all individuals have an identity of their own and each want something different from their career. | Within allotted careers lesson by careers lead. | Summer 1 | Pupils will become aware of the fact that all individuals have their own identity and values that sit alongside each other. Pupils will begin to consider how identity and values can impact upon career choices. Pupils will prioritise their own priorities whilst considering how these may impact some career choices. | 1,2,3 |
| **Manage career**  Begin to manage your career as you research and consider a range of different employments. You will explore; part time, flexi-working, self-employed, freelance etc considering how these are suited to individuals’ priorities. | **Various forms of employment**  A class discussion will; provide a definition of the word work, list forms of employment and get pupils sharing ideas as to why people work. Pupils will answer questions about numerous forms of employment. Pupils will consider why people opt for various forms of employment. Finally, pupils will use resources to complete independent study into various forms of employment. | Within allotted careers lesson by careers lead. | Summer 1 | Students will be able to outline what work is and explain the various reasons why people work. Students will be able to describe the different ways people are employed whilst defining different work styles and workplaces. Students will use the knowledge they have obtained to consider what employments, work styles and workplaces may suit their current priorities. | 1,2,3 |
| **See the big picture**  See the big picture as you become aware of the relationship between career, community and society. You’ll explore stereotypes of groups and discuss how we should challenge these negative attitudes. | **Challenge prejudice and stereotypes**  Students will be introduced to the concepts of prejudice and stereotypes. An activity will allow pupils to identify the issues, of prejudice and stereotyping, can have within the workplace. Class discussions will lead students to discover the importance of challenging these within workplace, communities and society as a whole. | Within allotted careers lesson by careers lead. | Summer 2 | Students will be able to discuss the terms prejudice and stereotype. Students will begin to recognise their own and others stereotypical attitudes and prejudices. Students will become aware of the negative consequences of prejudice and stereotypes therefore supporting their chances to challenge negative labels. | 1,3 |
| **Explore possibilities**  Explore possibilites as we identify common sources of information about the labour market. You will view individauls talk about their career before collating LMI about that career. | **Comparing Labour Market Information**  Students will access sources of information about LMI. They will select careers of interest to them, they will have the opportunity to watch an individual from within that career discuss what it is like. Pupils will then independently collect LMI about the careers they have viewed. | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to discuss LMI around numerous careers within various organisations. Pupils will be able to identify and independently make use of numerous sources of information about LMI. | 1,2,3 |
| **Explore possibilities**  Explore possibilites as you are made aware of the main learning pathways. | **My opportunities after school**  A class discussion and PowerPoint facilitates pupils understanding of various post 16 routes. Pupils will consider which routes may be the most suited to various individuals’ situations. Pupils will prepare for and participate within a post 16 Q&A with a range of post 16 providers. | Within allotted careers lesson by careers lead. | Summer 2 | Pupils will be able to name several post 16 options whilst stating what these options consist of.  Pupils will prepare questions that will be put forward to post 16 providers at a live Q&A. Pupils will also hear questions, answered by the panel, that have been put forward by several other schools. Pupils will note down new points they learn during the Q&A. | 1,2,7 |
| **Grow throughout life**  Grow throughout life by reflecting upon the work and activities you have completed over the past year. Recap upon how you have developed skills, consider times you have challenged yourself, tried new things and record your achievements. | **Recapping and reflecting upon Gatsby benchmarks and essential skills**  Pupils will have the opportunity to look back through everything we have covered over the previous year. Pupils will record their reflections, progressions, achievements and ideas moving forward. | Within allotted careers lesson by careers lead. | Summer 2 | Students will identify their areas of progression and gather an understanding of the work they have completed in line with the Gatsby Benchmarks. They will identify how this work and activities support them to be best equipped for a career.  Pupils will identify progression they have made against the 8 essential skills. | 1,3 |