

# Primary Phase Curriculum Map

## Subject Area: Careers

### Intent:

At William Hulme's, we aim to broaden pupils' horizons, challenge stereotypes and help them develop the skills and sense of self that will enable them to reach their full potential through our careers offer. We aim for children to be ambitious for their own futures and have an understanding of the different pathways and routes available for them to reach their career goals.

### Our Curriculum:

At William Hulme's, children are taught through the 6 learning areas (CDI Careers Framework, 2021) to develop lifelong career development. Each year group will spend one full day each half term learning about each area. Each year, a careers marketplace is held – enabling parents/carers and people from the local community to be involved in sharing their own careers.

### Vertical concepts:

Vertical Concept	Definition	Term
Grow throughout life	Grow throughout life by learning and reflecting on yourself, your background and your strengths.	Autumn 1
Explore possibilities	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Autumn 2
Manage career	Manage your career actively, make the most of opportunities and learn from setbacks.	Spring 1
Create opportunities	Create opportunities by being proactive and building relationships with others.	Spring 2
Balance life and work	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	Summer 1
See the big picture	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Summer 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
EYFS	<p>Identify jobs that people around school do</p> <p>Enjoy listening to stories about people and their working lives (3)</p>	<p>Talk about the different jobs in school (7)</p> <p>Be aware that there are many different types of workplace, e.g. hospital, farm, office</p> <p>Can take part in a conversation with peers and adults, e.g. can talk about a piece of work that you are pleased with (16)</p>	<p>Use your imagination to explore your career aspirations and dreams</p> <p>Be aware that you find some things easier than others and you have skills you would like to develop</p>	<p>Realise that you belong to various groups and communities (Cit 2f, PSHE L4)</p> <p>Be able to describe how you are changing</p> <p>Understand what a team is</p> <p>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</p>	<p>Talk about your roles and chores that you perform at home and school</p> <p>Meet a visitor – say what you enjoyed about meeting the visitor</p> <p>Recognise when you have been good or kind towards others</p>	<p>Find out about jobs that grandparents or older people in the community used to do</p> <p>Be aware of the three 'R's: reduce, reuse, and recycle</p>
Year 1	<p>Show interest in learning about occupations and ways of life that you have not previously come across.</p> <p>Speak to others about your needs, wants, interests and opinions.</p> <p>Understand what a stereotype is</p>	<p>Identify jobs that friends, family and community members do</p> <p>Be able to describe different workplaces according to the type of work that goes on in them, e.g. growing things, making things, providing services</p> <p>Can understand good manners</p>	<p>Express what it means to have a career using the examples of positive role models. (Case study)</p> <p>Enjoy opportunities to role play different jobs</p> <p>Identify roles within the classroom/school e.g. litter picking and be able to identify skills</p>	<p><u>Year 1 and 2 collectively</u></p> <p>Meet and talk to members of the community such as aid organisations and people who work in the area</p> <p>Take an active part in an enterprise activity. E.G school fair</p>	<p>Understanding what hobbies are and the importance that they play in people's leisure time. Be aware that different people enjoy different things</p> <p>Understand the link between work and money and how it is spent (13)</p> <p>Basic understanding</p>	<p>Food that is grown in the UK and beyond.</p> <p>Explore jobs that no longer exist</p> <p>Learn about how people have different needs and the responsibilities of caring for them (PSHE L2)</p>

	<p>Demonstrate an awareness that some sources of information and advice are untrustworthy.</p>		<p>needed to perform them</p>		<p>Recognise the concept of right and wrong within society (stealing, breaking trust etc)</p>	
<p>Year 2</p>	<p>Demonstrate an awareness that some sources of information and advice are untrustworthy. Start to develop the skills to be able to identify reliable sources</p> <p>Show interest in learning about occupations and ways of life that you have not previously come across</p> <p>Describe yourself and your abilities in positive terms</p> <p>Recognise when someone makes comments that stereotype a group of people</p>	<p>Recognise that there are different ways of learning and achieving your goals</p> <p>Can demonstrate good manners and behaviour and know the difference between right and wrong- how that looks in a workplace</p> <p>Review jobs and workplaces</p>	<p>Express what it means to have a career using the examples of positive role models</p> <p>Enjoy opportunities to role play different jobs</p> <p>Talk about why you have used certain resources to solve a problem</p>	<p>Meet and talk to members of the community such as aid organisations and people who work in the area</p> <p>Describe what you learned from meeting a visitor who came to school</p> <p>Be aware that people often have more than one job/career in their lifetime</p> <p>Take an active part in an enterprise activity. E.G school fair</p> <p>Agree and follow the rules for your group and classroom and understand how rules help you and promote inclusivity</p>	<p>How hobbies link to jobs</p> <p>Understand the link between work and money and how it is spent</p> <p>Understand that some jobs pay more than others</p> <p>Recognise the concept of right and wrong within society</p>	<p>Describe different jobs, e.g. the jobs involved in getting food onto your plate. Identify some of the parts of a job that sound exciting.</p> <p>Explore jobs that have changed considerably because of advances in technology</p> <p>Learn about how people and others have different needs and the responsibilities of caring for them</p>

Year 3						
	Describe what you are like, what you are good at and what you enjoy doing. Explain how you might achieve something that is important to you.	Be aware of the main sectors of employment in your area: past, present and emerging	Recognising their achievement when they have learnt something new even if they found it difficult initially	Understand that the ability to take part in effective teamworking influences the working environment	Being aware of what charities do and how they can be a charity worker recognising that people seek different rewards when considering paid work that they'd like to do	Learn about ways of carrying out shared responsibilities, e.g. becoming an eco-warrior in your school
Year 4	Develop insights into how your own skills and qualities may support your success in the working world	Be aware that in some jobs such as accountancy you can work in a variety of workplaces	Being aware that choice and opportunity make careers possible.  Being able to weigh up the pros and cons of a choice they are thinking of making.	Understand the different roles in a team included that of leader and that the leader doesn't need to make all the decisions for the team	Recognising what they can do to help keep themselves and others safe at school  Being able to make decisions about saving, spending and budgeting	Explore the role of TV, Internet, the press, and other media in portraying career.
	Be aware of how to use sources of information and advice to find out what you want to know about careers, studying and working.	Be aware that many jobs require skills, qualifications and aptitudes that can only be gained via an apprenticeship, degree or college course.	Making a step-by-step plan to enable them to achieve something they would like to be able to do.	Be able to compare information about choices open to you and voice your preferences.  Show that you can use your initiative and be enterprising.	Being aware that imbalances between people's life and work affects their wellbeing  Being aware that people's work needs change during their lives.	Identify jobs that are more in demand or have been created because of advances in technology
Year 6	Recognise the harm caused by stereotyping and discrimination and the importance of treating people equally and fairly.	Know what is involved in making a good impression on other people and show that you can change your approach to suit the situation.	Being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out.	Be able to face challenges positively by gathering information, seeking help and acting.	Being able to explain the idea of division of labour with reference to the work that is done in the home.	Describe a local business, how it is run and the products and/ or services it provides.

					Recognising unfair barriers to opportunity and being willing to challenge them.	
KS3	<p><b><u>SECONDARY PHASE – CEIAG:</u></b>          KS3 careers provision provides extensive support to meet the students’ needs across the academic year, building on their learning from the Primary Phase. Sessions are tailored to ensure all students receive the correct guidance in which they are entitled too. Guidance from the Careers lead, form teachers, and external businesses plays a vital role in ensuring that WHGS students leave with vital information in support of their Post 16 destination.</p>					
	<p><b><u>Autumn</u></b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Form time and PSHE:</u></b> Careers videos, (Exploring different job roles and areas of work this could lead too)</li> <li>▪ <b><u>Gateways trip Y7:</u></b> (Manchester University STEM) - Promotes further education and the types of STEM fields.</li> <li>▪ <b><u>KS3 – Manchester College</u></b> Workshop/assembly (insight into vocational and apprenticeship routes/POST 16 Destinations)</li> <li>▪ <b><u>Y9 Options:</u></b> Discussions and assembly</li> </ul>	<p><b><u>Spring</u></b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Form time and PSHE:</u></b> Careers videos, (Exploring different job roles and areas of work this could lead too)</li> <li>▪ <b><u>Gateways trip Y8</u></b> (Manchester University STEM) - Promotes further education and the types of STEM fields.</li> <li>▪ <b><u>Local labour market fair KS3</u></b> Meeting local employers about their business.</li> <li>▪ <b><u>KS3 Student Questionnaires:</u></b> PSHE Careers student questionnaires KS3 (Around students’ career interest – Guest speakers TBC)</li> <li>▪ <b><u>Y9 options:</u></b> Guest speakers (providing students with career paths discussions (linked in with their GCSE option choices) (Meet and greet sessions)</li> </ul>	<p><b><u>Summer</u></b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Form time and PSHE:</u></b> Careers videos, (Exploring different job roles and areas of work this could lead too)</li> <li>▪ <b><u>Gateways trip Y9</u></b> (Manchester University STEM) - Promotes further education and the types of STEM fields.</li> <li>▪ <b><u>KS3 (Y7-9) Speed dating drop down day</u></b> Local businesses and branded businesses providing students with an insight into the company and job roles on offer</li> <li>▪ <b><u>Unifrog Workshop – Y7/8/9</u></b> Delving into Unifrog/account set up and insight into what is available post 16 and through higher Education.</li> </ul>			