

### Year 7 CAREERS Curriculum Map

**The careers curriculum is delivered through Personal Development lessons, Futures Friday (form time), assemblies, careers days, work experience and assemblies etc**

	<b>Essential knowledge</b> <b>(what students should <i>know and understand</i> by the end of the unit/topic)</b>	<b>Essential skills</b> <b>(what students should <i>be able to do</i> by the end of the unit/topic)</b>	<b>Key Vocabulary</b>
<b>By the end of Year 7 students ...</b>	<ul style="list-style-type: none"> <li>● Know what we mean by ‘careers’ (PD Careers Unit)</li> <li>● Know about our careers provision from Year 7-11 (PD Careers Unit)</li> <li>● Know the law states that young people need remain in education or education with training until they are 18. (PD Careers Unit)</li> <li>● Know that they will need to achieve a Grade 4 or above in English or maths at 16 or resit until they are 18. (PD Careers Unit)</li> <li>● Understand their own strengths, hobbies and interests.</li> <li>● Know how to write a bibliography for their sources of research (PD Careers Unit)</li> <li>● Know what employability skills are and understand how these are connected to their everyday life and future aspirations. (PD Careers Unit)</li> <li>● Know the top 3 employability skills required by Cumbrian employers. (PD Careers Unit)</li> <li>● Know about different types of careers (FF1)</li> </ul>	<ul style="list-style-type: none"> <li>● Can research their chosen career including: what it entails day to day, the entry requirements, the subjects to be studied, qualifications and training required, relevant employability skills, why this job might suit them. (PD Careers Unit)</li> <li>● Can talk to older students/members of staff about their career paths (FF1) (Staff Careers Treasure Hunt)</li> <li>● Can match their strengths, hobbies and interests to a range of different careers (PD Careers Unit)</li> <li>● Can conduct a careers personality quiz (FF6)</li> <li>● Can discuss positive qualities and employer would value (FF1)</li> <li>● Can explore different websites to find out relevant careers information (PD/FF5/FF6)</li> </ul>	<ul style="list-style-type: none"> <li>● Career</li> <li>● Apprentice</li> <li>● College</li> <li>● Employability skills</li> <li>● Soft skills</li> <li>● Aspirations</li> <li>● Pathways</li> <li>● Unfamiliar occupations e.g. entrepreneur and optometrist</li> <li>● Positive qualities</li> <li>● Gender stereotyping</li> <li>● National Apprenticeship Week</li> <li>● National Careers Week</li> <li>● Personal quality</li> </ul>

	<ul style="list-style-type: none"><li>● Understand gender stereotyping and their own prejudices/preconceived ideas (FF2-4)</li><li>● Understand that your gender should not stop you from pursuing a particular job/career (FF2-4)</li><li>● Understand the language we use can sway/colour career aspirations (FF2-4)</li><li>● Know what an apprenticeship is and key facts (FF5)</li><li>● Know where to find out more about apprenticeships (FF5)</li><li>● Know that careers and the curriculum are intrinsically linked (NCW 2022 assembly)</li><li>● Know what a personal quality is and can examine their own with examples. (FF7)</li><li>● Have heard from 5 different employers/employees/apprentices in assembly (Careers assemblies)</li></ul>		
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### Year 8 CAREERS Curriculum Map

	<p style="text-align: center;"><b>Essential knowledge</b> (what students should <i>know and understand</i> by the end of the unit/topic)</p>	<p style="text-align: center;"><b>Essential skills</b> (what students should <i>be able to do</i> by the end of the unit/topic)</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p>
<p><b>By the end of Year 8 students ...</b></p>	<ul style="list-style-type: none"> <li>● Understand the different roles and careers available in the NHS.</li> <li>● Know the positive qualities employers would value (FF1)</li> <li>● Know about different types of careers (FF1)</li> <li>● Understand gender stereotyping and their own prejudices/preconceived ideas (FF2-4)</li> <li>● Understand that your gender should not stop you from doing a particular job/career (FF2-4)</li> <li>● Know the language we use can sway/colour career aspirations (FF2-4)</li> <li>● Know what an apprenticeship is and key facts about them (FF5)</li> <li>● Know where to find out more about apprenticeships (FF5)</li> <li>● Know that careers and the curriculum are intrinsically linked (NCW 2022 assembly)</li> <li>● Know what a CV is and what it is used for</li> <li>● Know what a personal quality is</li> <li>● Have heard from 5 different employers/employees/apprentices/alumni in assembly (Careers assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>● Can talk to older students/members of staff about their career paths (FF1) (Staff Careers Treasure Hunt)</li> <li>● Can conduct a careers personality quiz (FF6)</li> <li>● Can explore different websites to find out relevant careers information (PD/FF5/FF6)</li> <li>● Can examine their own personal qualities with examples. (FF7)</li> </ul>	<ul style="list-style-type: none"> <li>● Qualifications</li> <li>● Skills</li> <li>● Experience</li> <li>● Roles</li> <li>● Responsibilities</li> <li>● Job description</li> <li>● NHS – National Health Service</li> <li>● Degree</li> <li>● Candidate</li> <li>● Cover letter</li> <li>● CV – Curriculum Vitae</li> <li>● Interview</li> <li>● Positive qualities</li> <li>● Gender stereotyping</li> <li>● National Apprenticeship Week</li> <li>● National Careers Week</li> <li>● Personal quality</li> </ul>

**Year 9 CAREERS Curriculum Map**

	<p align="center"><b>Essential knowledge</b> <b>(what students should <i>know and understand</i> by the end of the unit/topic)</b></p>	<p align="center"><b>Essential skills</b> <b>(what students should <i>be able to do</i> by the end of the unit/topic)</b></p>	<p align="center"><b>Key Vocabulary</b></p>
<p><b>By the end of Year 9 students ...</b></p>	<ul style="list-style-type: none"> <li>● Know the important careers/options dates in the coming year (FF3)</li> <li>● Understand the benefits of making informed choices (FF2/FF5)</li> <li>● Know who they will look to for help/support/guidance (FF3/FF5)</li> <li>● Understand that people who influence them might not have all the correct information or the best motives (FF2/FF3/FF5)</li> <li>● Recap who the careers leader and careers advisor is in school. (FF3)</li> <li>● Know who they would like to see in the Meet the Employers session of their Year 9 Careers Day (FF4)</li> <li>● Know more about what an apprenticeship is and key facts about them (FF6)</li> <li>● Know where to find out more about apprenticeships (FF6)</li> <li>● Know that careers and the curriculum are intrinsically linked (NCW 2022 assembly)</li> <li>● Revise employability skills (Y9CD)</li> <li>● Understand how university is an option post 18 and what this entails (Y9CD)</li> <li>● Know what the digital enterprise awareness award iDEA is (Y9CD)</li> </ul>	<ul style="list-style-type: none"> <li>● Can talk to older students about their career paths (FF1)</li> <li>● Can explore different websites to find out relevant careers information (FF5/FF6)</li> <li>● Have participated in all aspects of their Year 9 Careers Day (17/03/22) including meeting a number of external providers/employers/alumni (Y9CD)</li> <li>● Can explore different websites to find out relevant careers information (Y9CD/FF5/FF6/FF7)</li> <li>● Can conduct a careers personality quiz (FF7)</li> </ul>	<ul style="list-style-type: none"> <li>● Employability skills</li> <li>● Post 16 options</li> <li>● College</li> <li>● Apprentice/apprenticeship</li> <li>● University</li> <li>● iDEA award</li> <li>● T Levels</li> <li>● UTC</li> <li>● Decision making</li> <li>● Goal setting</li> <li>● Informed choices</li> <li>● Careers leader</li> <li>● Careers advisor</li> </ul>

	<ul style="list-style-type: none"><li>● Understand the different post 16 routes, including T Levels and the UTC (Y9CD and Y9 UTC Assembly)</li><li>● Consider their future dreams and ambitions, in relation to their studies and career choices (Y9CD)</li><li>● Know about the importance of goal setting (Y9CD)</li></ul>		
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