

Careers Programme Overview: Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Show that you can be positive, flexible and well prepared at transition points in your life.</p> <p>Know how to prepare and present yourself well when going through a selection process.</p>	<p>Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.</p> <p>Know how to identify and systematically explore the options open to you at a decision point.</p>	<p>The impact of advertising on financial choices.</p> <p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.</p>	<p>Describe yourself, your strengths and preferences.</p>	<p>Recognise when you are using qualities and skills that entrepreneurs demonstrate.</p> <p>Be aware of what labour market information (LMI) is and how it can be useful to you.</p>	<p>Be able to focus on the positive aspects of your wellbeing, progress and achievements.</p> <p>Explain how you are benefiting as a learner from careers, employability and enterprise activities and enterprises.</p>

Careers Programme Detailed: Year 7

Half Term	Learning Aim	Sessions	Learning Outcomes	Content	Method	Validation	Evaluation
Autumn 1	<p>Show that you can be positive, flexible, and well prepared at transition points in your life.</p> <p>Know how to prepare and present yourself well when going through a selection process.</p>	<p>Induction Day (HoY, FTs)</p> <p>Extended form time (FTs)</p> <p>Assembly (ED)</p> <p>Student Voice Representative selection process (CO, FTs)</p>	<p>To recall who the PSHCE Lead is.</p> <p>To describe the purpose of PSHCE.</p> <p>To explain the role of the PSHCE Lead in supporting transition.</p>	<p>Some of the topics that are covered, and the vision statement of PSHCE prepared and shared by PSHCE Lead.</p>	<p>Verbal delivery through video or with PowerPoint.</p>	<p>Do they know why we teach PSHCE? Asked in first curriculum time PSHCE lesson.</p>	<p>Agenda item on student voice</p>

<p>Autumn 2</p>	<p>Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.</p> <p>Know how to identify and systematically explore the options open to you at a decision point.</p>	<p>Assembly: Gossip and workplace/school consequences (ED)</p> <p>Remote learning task set through SMH</p>	<p>To recall what gossiping is</p> <p>To describe how to avoid gossiping</p> <p>To explain the negative consequences of gossiping</p> <p>To recall who to ask for help with Unifrog</p> <p>To log onto Unifrog</p> <p>To explain how Unifrog will help them with progression</p>	<p>'Why we gossip?' video from Soul Pancake</p> <p>Adapted Unifrog presentation</p>	<p>Verbal delivery with PowerPoint</p> <p>Video</p> <p>PowerPoint</p> <p>Website</p>	<p>Do they know what THINK stands for and why it is important?</p> <p>Have the pupils logged onto Unifrog?</p>	<p>Agenda item on student voice</p> <p>Whole-form questionnaire at end of year</p>
<p>Spring 1</p>	<p>The impact of advertising on financial choices</p> <p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.</p>	<p>PSHE curriculum time session</p> <p>Remote learning task set through SMH</p>	<p>To recall the purpose of media messages</p> <p>To describe how media messages might manipulate the public</p> <p>To consider media messages with a critical eye</p> <p>To recall what a skill is</p> <p>To describe the difference between hard and soft skills</p> <p>To identify and evidence personal competencies</p>	<p>Dove self-esteem project session 2- Media messages</p> <p>Adapted Unifrog presentation</p>	<p>Verbal delivery with Dove presentation</p> <p>Selection of adverts in PowerPoint</p> <p>Video in Dove presentation</p> <p>Class and group discussion</p> <p>PowerPoint</p> <p>Website</p>	<p>Can they explain how and why an advert might be presented in a certain way?</p> <p>Have the pupils logged a competency on Unifrog?</p>	<p>Evaluation form</p> <p>Whole-form questionnaire at the end of the year</p>
<p>Spring 2</p>	<p>Describe yourself, your strengths, and preferences.</p>	<p>Remote learning task set through SMH</p>	<p>To complete a personality quiz</p>	<p>Adapted Unifrog resource</p>	<p>Word document</p> <p>Website</p>	<p>Can they recall any of the recommended jobs?</p>	<p>Whole-form questionnaire at the end of the year</p>

			<p>To describe their personality</p> <p>To explain why certain jobs may suit their personality type</p>				
Summer 1	<p>Recognise when you are using qualities and skills that entrepreneurs demonstrate.</p> <p>Be aware of what labour market information (LMI) is and how it can be useful to you.</p>	<p>Assembly Summer Fair</p> <p>Remote learning task set through SMH</p>	<p>To recall the difference between enterprise and entrepreneurship</p> <p>To describe the qualities needed to be enterprising</p> <p>To demonstrate enterprise in preparation for the summer fair.</p> <p>To recall what LMI is</p> <p>To examine the regional prospects for a range of jobs</p> <p>To explain why LMI is useful</p>	<p>Speech by Jim Rohn</p> <p>Adapted Unifrog resource</p>	<p>Verbal delivery alongside supporting PowerPoint</p> <p>Website search</p>	<p>Can they state what enterprise and entrepreneurship means?</p> <p>Have they completed the Satchel One quiz ranking growth projection in the East Midlands for a range of jobs?</p>	<p>Agenda item on student voice</p> <p>Whole-form questionnaire at the end of the year</p>
Summer 2	<p>Be able to focus on the positive aspects of your wellbeing, progress, and achievements</p>	<p>Remote learning task set through SMH</p>	<p>To recall what an activity is</p> <p>To describe how to record an activity</p> <p>To explain why it is important to record activities</p>	<p>Adapted Unifrog resource</p>	<p>PowerPoint</p> <p>Website</p>	<p>Have the pupils recorded an activity?</p>	<p>Whole-form questionnaire at the end of the year</p>