

Careers Programme Year 7 – Explore your Personality and Interests

The following activities will aim to incorporate the six career development learning areas of the CDI Career Development Framework, along with the meeting the requirements of the eight Gatsby benchmarks.

An outline of the CDI framework skills by key stage can be found here:

https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf

Activity – Gatsby Benchmarks input	Learning Aims
<p>Unifrog careers platform – All students are given access to this platform, with the aim of providing them with ways to explore their own personality and interests so that they have a direction and can start to consider the kinds of careers that will appeal to them. Year 7 start with completing the personality and interests quizzes.</p> <p>KS3 STEM Club - We do practicals on acids & alkalis, flame tests and paper chromatography which all link to Chemistry. We also do 2 sessions on microscopy (one with pre-made slides and one on making their own slides with onion cells) - Biology. We also do physics related practicals, for example, linking to convection and one on electric circuits. This way, we have variety across all three sciences.</p> <p>Subject Departmental careers in the curriculum learning Subject departments incorporate careers related learning into the curriculum in a variety of ways, including: Trips, speakers, lesson plans and extra-curricular activities</p>	<p>Explore possibilities – being aware of the range of possible jobs</p> <p>Manage career –imagining a range of possibilities for themselves in their career</p> <p>Grow throughout life - being aware that learning, skills and qualifications are important for career</p> <p>Create opportunities – developing the ability to communicate their needs and wants</p> <p>Explore possibilities – Learn about the different careers in Science and STEM Being aware that many jobs require learning skills and minimum qualifications</p> <p>Grow throughout life – being willing to challenge themselves and try new things</p> <p>See the big picture – being aware that trends in technology and science have implications for career</p> <p>Explore possibilities – Learn about different careers that relate to different subjects</p> <p>Manage career – imagining a range of possibilities for themselves in their career</p>

Employer assembly talk – These are career insight talks from a range of employers from different job sectors

Annual Careers fair (in school) – All students have the opportunity to meet a range of different Universities, Apprenticeship providers and Employers. Parents and Carers are also invited

Form time careers related activity. Examples of activities include: National Apprenticeship week activity, Unifrog launch video, University & Apprenticeship fair preparation task, Career of the Week videos

CPSHE sessions:

Student Skills- Skills: Living in the Wider World
Health & Wellbeing, skills for life.

Study Skills – Skills: Living in the Wider World, Skills for life, Study skills and volunteering.

Grow throughout life – being aware that learning, skills and qualifications are important for career

Explore possibilities – being aware of the range of different sectors and organisations where they can work

Grow throughout life – being aware that learning, skills and qualifications are important for career

Explore possibilities – being aware of the main learning pathways (e.g. university, college and apprenticeships)

Manage career – looking forward to the future

Create opportunities – being aware that it is important to take initiative in their learning life.

The learning aims for form time careers related activities, will change depending on the activity. The aim is for students to develop their knowledge, understanding and skills in some of the cdi careers development learning areas.

See the big Picture

How to manage time, organisation and develop independence, being aware that physical and mental wellbeing are important.

Key questions: How can we be independent?

See the big picture – being aware of the relationship between career, community and society

Learning how to independently study, develop skills and practices. Being aware of the relationship between career, community and

Positive Mental Health- Skills: Health & Wellbeing.

Life around the world. – Skills: Empathy, Citizenship, Living in the wider world.

Justice – Skills: Living in the Wider World, Presenting, and Skills for life.

Discrimination & Prejudice – Skills: Citizenship
Living in the wider world, Debating, Speaking and listening

society. **Key questions:** Why is independent study important?

Balance life and work – being aware that physical and mental wellbeing are important
How to maintain positive mental health **Key questions:** How can we take care of ourselves mentally?

See the big picture – being aware of the relationship between career and the natural environment
Understanding how others live, the right to education and equality. **Key questions:** Why is our environment important?
What are the short and long term effects of not taking care of our world?
How can we look after our world?

Balance life and work – being aware of rights and responsibilities in the workplace and society
To be able to gain an understanding of Basic human rights. **Key questions:** Where can we see justice?
How can we ensure justice happens?

Balance life and work – recognising the injustices caused by prejudice, stereotypes and discrimination in learning and work places
Understanding what discrimination and prejudice is, how and why it needs to be stopped. **Key questions:** Why does discrimination and prejudice happen?
How can we stop it from happening?

Living in the Wider World – Skills: Living in the Wider World, Skills for life

Personal reflection – Reflecting on the academic year in a constructive year whilst setting personal and academic goals for the following year. **Skills:** Responsibility, Goal setting, Intrinsic. Motivation

Create opportunities – developing the ability to communicate their needs and wants

Grow throughout life – being aware of heritage, identity and values

See the big picture – being aware of the relationship between career and the natural environment

Why is it important to use our voice in a positive way which can impact change

Taking care of the environment we live in both in the local community and wider. **Key**

questions: Why is our environment important?

What are the short and long term effects of not taking care of our world?

How can we look after our world?

Reflecting on the academic year in a constructive year whilst setting personal and academic goals for the following year. **Key**

questions: What are our achievements this year?

How should we set goals to ensure they are achievable? How can we improve on the year gone?