

Careers Programme Year 8 - Focus Careers Information

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, in which they can explore their interests and future career options, start building a personalised career plan and develop skills and competencies for future employment</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>To be able to explore possibilities – being aware of a range of possible jobs Manage career –imagining a range of possibilities for themselves in their career Start recording and logging their skills</p> <p>Explore possibilities – To create awareness of the range of possible jobs within STEM and that different jobs and careers bring different challenges and rewards</p> <p>Explore possibilities – Learn about different careers that relate to different subjects 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

Further Education Assembly talk with an approved provider of Apprenticeships and Technical Education

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

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

Manage Career - being aware that different jobs and careers bring different rewards and challenges

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

Explore Possibilities - Greater awareness of the main learning pathways, including Technical, Vocational, Academic and Apprenticeships

To develop students' knowledge understanding and skills in a variety of different topics related to careers and the world of work and further study.

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

CPSHE sessions:

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

Financial Security- Skills: Citizenship, Living in the Wider World, Safety Online, Life skills

Resilience- Skills: Self-esteem, Health and Wellbeing, Positive relationships

British Values – Skills: Citizenship, Living in the Wider World

Current Affairs – Skills: Living in the Wider World, Voicing opinions, Debate

To gain a better Understanding of money, budgeting and responsibility.
Key questions: Why do we budget? What can happen if we are not responsible with our money

Knowing how to protect themselves financially on various platforms. **Key questions:** How can we take responsibility for our finances? How can we keep ourselves safe from fraud?

Understanding that there are ups and downs in life, how to remain resilient and motivated.
Key questions: What are the ups and downs in life? What ups and downs might we experience now? How can we stay focused?

To gain a greater understanding of The rule of law. The need for rules to make a happy, safe and secure environment to live and work.
Key questions: Why do we have British Values? Where do we see British Values in School and the community? Why are British Values important?

To be able to Focus on a select amount of current affairs, considering and voicing opinions in a respectful way. **Key questions:** How can we form our own opinions and share these in a sensible way? Why is it important to consider various opinions and ways of thinking before making opinions?

The Media- Skills: Safety online, Living in the Wider World

Critical Thinking – Skills: Safety online, Living in the Wider World

Year Reflection – Skills: Goal setting, Health and Wellbeing, Self-esteem, Planning

Happy to be me – Skills: Health and Wellbeing, Self-esteem, Planning

To learn about the different forms of the media, advantages and disadvantages of this. **Key questions:** What are the different types of media? What are the advantages and disadvantages of the media?

To gain a greater understanding of knowing how to think critically, what to trust and not to trust. Making own opinions.

Key questions: Why can we not trust everything that we read? How do we know what to trust?

To be able to Reflect 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?

To gain a sense of understanding that everyone is different, to accept these differences in a positive way.

Key questions: What differences do we all have? Why should we celebrate differences?