| Careers Curriculum Map | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Year 7**<br>INSPIRE | Who Am I?<br><br>Students develop self-awareness skills by reflecting on their likes, cultural heritage, connections and interests. They will also explore how some characteristics are protected by law. | What is a career?<br><br>Students explore how a career can be defined as a career journey. They identify activities that form part of their career journey and look towards career ideas for the future. | Exploring possible dream jobs<br><br>Students analyse the skills and themes relating to their dream job and explore other careers with shared characteristics. | Careers and the future<br><br>Students explore some examples of how employment today is different to employment in the past and they consider the skills that are predicted to be essential for the future workforce. |
| **Year 8**<br>ASPIRE | What are my interests?<br><br>Students create a collage of their interests. They also explore what they're proud of and connect their interests and achievements with different careers. | Challenges and rewards of work<br><br>Students reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment. | What does success mean to me<br><br>Students explore the concept of being successful in their career journey, considering different ways of defining success in life and work. | Creating the life I want<br><br>Students explore what they might want their life to look like in the future. |
| **Year 9**<br>EXPLORE | What are my skills?<br><br>Students explore the importance of skills for the workplace and reflect on how transferable skills help us to prepare for the jobs of the future. | Decision making: choosing what to study at KS4<br><br>Students explore the different learning pathways that could lead to them reaching their career goals. | Taking control of your career journey<br><br>Students explore needs and want and how this relates to career planning. They identify how students could take the initiative in various scenarios, explore barriers people may face in their career journey, and how to overcome them. | What is the labour market and why is it important<br><br>Students explore what the labour market is and how to identify and use different types of labour market information. They also explore what can influence the labour market and use Unifrog tools to explore how labour market information can help them make more informed choices. |
| **Year 10**<br>PLAN | Employability Skills (15 minutes in class) and Recording your skills<br><br>Students explore the skills that are valued by a range of employers and reflect on the best ways to record these skills. | "How to use the CV writing tool" video, "How to ace you CV" video, CV writing tool<br><br>Students explore what makes a good CV and use UNIFROG to start recording the elements of their CV. | Post 16: choices, choices<br><br>Students compare the pathways available to them after school, including education, employment, and apprenticeships. | Decision making: choosing your post 16 option<br><br>Students focus on how to make informed decisions around their post-16 pathways. |
| **Year 11**<br>DECIDE | Your plan for your next step<br><br>Students use UNIFROG to record their post 16 plans: which 6th form/provider; which subjects and what qualifications. Students also work on a plan B. | Employability Skills (15 minutes in class) and Recording your skills<br><br>Students explore the skills that are valued by a range of employers and reflect on the best ways to record these skills. They use UNIFROG to record their skills. | "How to use the CV writing tool" video, "How to ace you CV" video, CV writing tool<br><br>Students explore what makes a good CV and use UNIFROG to start recording the elements of their CV. | |