

YEAR 8 OVERVIEW FOR CAREERS

<T:\Staff Resources\Careers Shared Files\KS3 Careers powerpoints>

The number of sessions for each unit are just a guide....

	CAREERS (LESSON 1)	Links to CDI framework for careers , employability and enterprise ed. 7-19
TERM 1	<p><u>Careers version of Taboo</u> <u>(3 sessions)</u></p> <p><u>Speed dating:</u> <u>(1 session – do last week of term in prep for Unit 2b.2)</u> -Encourages students to think about things that they have done well. -Encourages students to talk positively about themselves</p> <p><u>NHS competition (continue into term 2)</u> <u>Will take about 10 sessions</u></p>	<p style="text-align: center;">Self awareness</p> <p style="text-align: center;">Self -awareness Self determination</p>
	<p><u>Unit 2b.2: Skills</u> <u>(will take 3 sessions)</u> -Students think about what a skill is. -Students identify skills they have</p>	<p style="text-align: center;">Self –determination</p>

<p>TERM 2</p>	<p>- Students identify how activities they are involved in help develop skills</p> <p><u>Unit 2b.3 : Goals and Plans</u> <u>(will take 1-2 sessions)</u></p> <p>-Students identify a skill they wish to develop and draw up an action plan -Students accept responsibility for their actions and plans</p>	<p>Planning and deciding</p>
<p>TERM 3</p>	<p><u>Unit 3.2: Work</u> <u>(will take 1 – 2 sessions)</u></p> <p>-Students explore a range of terms used to describe work -students understand that there are different views regarding the meaning of work in people’s lives.</p> <p><u>Unit 3.3: Work and communities:</u> <u>(Will take 1 session leads into next unit)</u></p> <p>-Students understand that people’s jobs are one of the bonds that connect them to their communities.</p>	<p>Investigating work and working life</p> <p>Exploring careers and career development</p>
<p>TERM 4</p>	<p><u>Unit 3.3: Career Street</u> <u>(Will take 4 sessions to discuss fully)</u></p> <p>-Students understand the consequences of the interdependence of people’s jobs in communities.</p>	<p>Exploring careers and career development</p>
	<p><u>Unit 3.5: Work and Lifestyle</u> <u>(Will take 1-2 sessions)</u></p> <p>-Students consider the lifestyle they would like to have, and what would be needed to achieve</p>	<p>Exploring careers and career development</p>

<p>TERM 5</p>	<p>this.</p> <ul style="list-style-type: none"> -Students recognise that people want differing things from work. -Students recognise that people’s lifestyles are affected by the work that they do. <p>https://www.plotr.co.uk/ Use Plotr – an online resource for students to consider careers that suit them (have a go at the game) then learn more about these careers (through the ‘careers ’ section on the toolbar) session will need an IT room (will take a couple of sessions)</p>	<p>Investigating work and working life</p> <p>Investigating work and working life</p> <p>Making the most of CIAG</p>
<p>TERM 6</p>	<p><u>Different types of job available?</u></p> <ul style="list-style-type: none"> -Using job adverts from papers etc – build up a tutor group bank of jobs available. Discuss any they are unsure of. -Group into sub groups eg creative and display on tutor noticeboard. - Think about the pathway that a person may have taken in order to reach that final destination. -Using KUDOS (under student / resources / careers / KUDOS) think about the skills that students have recognised they have and input these into KUDOS– to discover types of jobs that might suit them. Did Kudos match those jobs that Plotr recommend? 	<p>Exploring careers and career development</p> <p>Investigating work and working life</p>