

YEAR 7 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>Unit 1.5: Planning for the Future</u> <u>2-3 sessions</u> -Pupils consider the importance of planning for their futures, and the importance of Careers ed -They understand how the schools' careers, IAG programme can help them -are aware of schools' careers 'drop in 'service</p> <p>-Discuss different types of job they know. Are these Careers or Jobs? Define Career.</p> <p><u>Careers Poster:</u> Leaflet or poster explaining what is meant by Careers education</p>	Exploring carers and career development
TERM 2	<p><u>Unit 1.3: Transitions (Rollercoaster)</u> <u>1 -2 sessions</u> -Reflection of transitions that they have already made -Think about future transitions -Understand that transitions are frequent and normal in life -learn to describe feelings during these transitions</p> <p><u>Unit 1.4: Future Transitions</u> <u>1-2 sessions</u> -Students consider how they can apply what they have already learnt to future transitions</p>	Identifying choices and opportunities Managing changes and transitions Managing changes and transitions

	<p><u>Careers in the community</u> <u>1 session</u> -To consider the careers people have access to in their local and wider communities.</p>	
<p>TERM 3</p>	<p><u>Unit 2a.2: Qualities</u> (2-3 sessions) -What is meant by qualities - Identifying those that they and others have -Feel positive about themselves</p> <p><u>Unit2a.3: Goals and Plans</u> -Considering the importance of having goals -Identify personal goals -Learn that targets are steps towards goals</p> <p><u>Unit2a.3 : Goals targets and action plans</u> -practise preparing action plans / presentations -construct an action plan for a real purpose</p>	<p>Self –awareness</p> <p>Self – determination</p> <p>Planning and deciding</p> <p>Self –improvement as a learner</p> <p>Planning and deciding</p> <p>Handling applications and selection</p> <p>Self –improvement as a learner</p>
<p>TERM 4</p>	<p><u>Unit 1.2: Dream Jobs</u> <u>3 sessions</u> -Students refer to their ‘fantasy career’ -Think about what is involved in developing ‘realistic ‘ career ideas. -Investigate how ‘dream’ jobs have changed over the years</p> <p><u>Collecting evidence</u> <u>1 session</u> -students start to consider what they have achieved since sept</p>	<p>Exploring careers and career development</p> <p>Investigating jobs and LMI</p>

<p>TERM 5</p>	<p><u>Collecting evidence continued</u> -students start to consider what they have achieved since sept</p> <p><u>My favourite lessons so far this year</u> See powerpoint Students start to consider which lessons they like / dislike and why. Start to think about preferred learning styles / activities. Link to choosing options in year 9.</p>	
<p>TERM 6</p>	<p><u>Unit 2a.4: Reflections:</u> (3 sessions) In preparation for writing of personal statements at end of Yr 7. These MUST be filed in exercise books as evidence as part of individual learning plan. -Students consider the importance of reflection in planning their next steps and preparing their action plans</p>	<p>Self –Awareness</p> <p>Self –improvement as a learner</p> <p>Planning and deciding</p>