

YEAR 9 OVERVIEW 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 7-19
TERM 1	<p><u>Units 4.2 Jobs & Occupation</u> - 2sessions</p> <ul style="list-style-type: none"> -Students understand the difference between jobs and occupations -Students recognise that similar roles can be performed in different settings -Students begin to assess the changing nature of work. <p><u>Unit 4.3 Grouping Jobs</u> - 3 sessions</p> <ul style="list-style-type: none"> -Students investigate occupational groupings. Students link these occupational groupings back to the labour market in the local area. (use newsletter to help) -Students identify their main occupational interests -Students analyse the skill profile of a job that interests them 	<p>Exploring careers and careers development</p> <p>Investigating jobs and LMI</p> <p>Preparing for employability</p> <p>Making the most out of CIAG</p> <p>Self –improvement as a learner.</p>
	<p><u>Unit 5.2: Finding Good Careers Information</u> - 4 sessions</p> <ul style="list-style-type: none"> -Students understand where to look for careers information -Students know which sources to use, and apply research skills. -Student scan evaluate careers info and the way that it has been organised. 	<p>Investigating work and working life</p>

<p>TERM 2</p>	<p><u>Unit 5.2: continued</u></p> <p><u>Unit 6.4: What's Available at KS4 (In preparation for Options) - 2 sessions</u></p> <ul style="list-style-type: none"> -Students learn about KS4 choices -Students consider the value of the courses on offer -Students address the stereotypical views of subjects <p><u>Unit 6.3 : What's available at KS4</u></p> <ul style="list-style-type: none"> -identify what's available for them -describe the benefits of the subjects/courses on offer -recognise that there are various routes to the same goal -explain the importance of qualifications 	<p>Identifying choices and opportunities</p> <p>Valuing equality, diversity and inclusion</p> <p>Identifying choices and opportunities</p> <p>Planning and deciding</p> <p>Making the most out of CIAG</p> <p>Managing changes and transitions</p>
<p>TERM 3</p>	<p><u>What's my Line:</u></p> <p>Students prepare questions to ask employers in order to try and guess what career they are representing</p> <p><u>Option Process begins. Week of assemblies.</u></p> <p><u>Unit 2C.2: Strengths - 1sessions</u></p> <ul style="list-style-type: none"> -Students recognise their strengths -Students explain their preferred learning style -Students identify the subjects in which they have ability. <p><u>Unit 2C.3: Goals and Targets - 3 sessions</u></p> <ul style="list-style-type: none"> -Students accept responsibility for their actions and plans -Students set SMART targets -Students construct Action Plans <p><u>Unit 6.2:Making Decisions (In preparation for Options) - 2 sessions</u></p>	<p>Investigating jobs and LMI</p> <p>Identifying choices and opportunities</p> <p>Self -Awareness</p> <p>Self- Determination</p> <p>Planning and deciding</p> <p>Managing changes and transitions</p>

	<ul style="list-style-type: none"> - Students identify why some decisions are difficult to make - Students identify a decision making model and practise using it. - Students recognise who can help them with IAG_ (refer back to drop in service) <p><u>Unit 6.4: What to Choose</u> (In prep for Options) <u>1 sessions re: visit this powerpoint, to ensure students have made the right choices.</u></p> <ul style="list-style-type: none"> -Students identify which courses would best meet their needs -Students appreciate the benefit of keeping options open -Students appreciate the value of having back up plans 	<p>Handling applications and selection</p> <p>Identifying choices and opportunities</p> <p>Planning and deciding</p> <p>Making the most out of CIAG</p> <p>Managing changes and transitions</p>
<p>TERM 4</p>	<p><u>Year 9 Careers fair preparation / review</u></p> <p><u>40 Top jobs of the future.</u> Students understand which jobs are going to be most sought after in the future.</p> <p><u>Unit 5.3: Investigating Careers</u> : 3 sessions you need KUDOS ONLINE access for this.</p> <ul style="list-style-type: none"> -Students find suitable source of Careers information - Students analyse and present info for a purpose 	<p>Self –improvement as a learner</p> <p>Understanding business and industry</p> <p>Investigating jobs andLMI</p> <p>Making the most out of CIAG</p>
<p>TERM 5</p>	<p><u>Unit 5.3: Investigating Careers / options post 16 :continued - 5 sessions.</u></p> <p><u>You need KUDOS access, www.ucasprogress.org and library access for some of these sessions..</u></p> <ul style="list-style-type: none"> - Students find suitable source of Careers information - Students analyse and present info for a purpose - Students re-cap what options are available to them post 16. - Students identify possible courses that interest them 	<p>Making the most out of CIAG</p> <p>Exploring careers and careers development</p> <p>Managing changes and transitions</p>

TERM 6	<u>Unit 7.2 Party Place Setting - 4 sessions</u> -Students understand the interdependence of groups in the workplace -Students describe procedures for bargaining -Students evaluate their contribution to the work of a team -Students demonstrate negotiation skills	Investigating work and working life
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