Errington – Proposed Scheme of Work

EYFS - When I grow up, I want to be...

 I thought it would be fun to see what they say at this age, then look again when they are in year 6. I will introduce different job roles then ask the children to complete a simple worksheet. The children will draw a picture of a job that they would like to do when they grow up.

Year 1 - Stereotypes

Stereotypes activity, I have some job icons for heavily stereotyped roles such as nursing or footballer. I as the children to pick two and draw pictures, adding a short description underneath, they are told to include gender skin colour etc... then we discuss how stereotypes like race, gender, religion should not ever hold them back from achieving what they want to achieve.

Year 2 - Aspects of working life

In this session, I will introduce different aspects of working life to the pupils. Such as, wearing uniforms, using tools or machinery, odd hrs, health and safety, using computers, driving etc. The children will work in groups and will be given a particular aspect to focus on, they will have a list of jobs that include some of these things and some questions to answer. Which they can respond to together by making a poster that can be displayed.

Year 3 - Job stars

Children are to pick a book character that they like – Do they have a job, if not, think of another - what is their job? The children then complete a creative writing peace about that job role with the character at the centre. The children can the interview each other on the jobs we have written about.

Year 4 – Why subjects matter

 Group children into their favourite subjects – introduce spirographs with the subject in the middle then loads of jobs that you could do from studying that subject. Get the children to pick one job each and complete a worksheet exploring that career. Have children share what they have learned. (Some of the jobs are surprising).

Year 5 - Tees Valley Careers

Children learn about the most in demand and growing career sectors in the Tees Valley area (Labour Market Infromation from Tees Valley Careers hub) includes a look at industries like, health and care, construction, chemical processing, logistics etc. Then as an activity in small groups I have designed a game of Tees Valley Careers Snakes and Ladders. Where each tile they land on they must answer questions.

Year 6 - 3-session programme.

Session 1 – Skills, qualities, how to develop then and identify your own. Liks to subject learning, hobbies and extra-curricular activities.

Session 2 – A Day in the life of a career, this is an imaginative exorcise, where children are asked to live a day in the life of a randomly allocated profession.

Session 3 – The future world of work – We talk about how the future of work is expected to be, industries on the rise and what kind of skills will be in demand when they leave school. We also look at how they can prepare now for their future by doing things like extra-curricular activities, volunteering, sports, joining clubs and upping their skills.

Gatsby benchmarks covered:

1. A stable careers programme – by embedding it through the school for every year to benefit from it, to be repeated each year.
2. Learning from career and labour market information – the children will be presented with the most up to date Labor Market information and learn from it.
3. Addressing the needs of each pupil – Part of these session is to reflect on how all these things affect the individual. A big emphasis is put on the subjects that they prefer, the skills that they have and making a record of their strengths and identifying areas that they could improve upon.
4. Linking curriculum learning to careers – A theme of school subjects runs through these sessions and qualifications are presented as the keys to unlock doors to future careers. Also, a lot of the activities bring in the curriculum, such as Art and poster making, English and creative writing.
5. Encounters with employers and employees – As an employee myself I and class teachers cover this benchmark slightly. But The careers week will mostly cover this one.
6. Experiences of workplaces – Children will consider different workplaces through their activities.
7. Encounters with further and higher education – Coming from the sixth forms I also represent this.
8. Personal guidance – In the final session, children create a semi realistic action plan for themselves, which is informed by all of the learning that we have done previously.