Careers programme for the teaching and learning of Careers 22/23

	Career Exploration	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS – Nursery and Reception	What's my job?	Early Years children are introduced to 35 different from the world of work who are invited into school to share their job/career with the children. Every visitor is asked to bring in an item/artefact that either symbolises the work that they do or is a piece of equipment necessary for them to have, to complete their role. The item/artefact is then placed in a 'Careers Corner' in the classroom to allow the children to explore in their child-initiated learning time.					
Year 1	Packing my Rucksack – Future me	Listening and presenting.	Problem-solving and creativity.	Aiming high and staying positive.	Teamwork and leadership.	The children are set a challenge which helps to build on all of the eight essential skills.	What's my job?' assembly where employers from the world of work are invited in to talk to the children.
Year 2							
Year 3	My Roadmap to 2030 and Beyond	Health and Social Care Sector **'Pre-Event' – Introductory** • Why is it important to find out about different jobs? • Why is it important to look at skills that you currently have, and which skills are needed to be developed? • Why are we looking at technology in 2030?	Health and Social Care Sector **'Pre-Event 2'** • What technologies do you think people rely on within this sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be available anymore – why?	Health and Social Care Sector **Live Event** The live event can take place within a school setting with employees from the Health and Social Care Sector being invited in to talk to the children about their jobs.	Health and Social Care Sector **'Post-Event'** • Will the main skills that are currently necessary for the Health and Social Care Sector remain the same in 2030? • Do you think that Virtual Reality pets will have an impact within this Sector? • Will some jobs not exist by 2030?	**Stereotyping Event** Looking at how stereotyping can be challenged. This event, which invites people who challenge these stereotypes, helps children to understand why it is important to have equal rights.	

Year 4		Environmental Sector **'Pre-Event' – Introductory** • Why is it important to find out about different jobs? • Why is it important to look at skills that you currently have, and which skills are needed to be developed? • Why are we looking at technology in 2030?	Environmental Sector **'Pre-Event 2'** • What technologies do you think people rely on within this sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be available anymore – why?	Environmental Sector **Live Event** The live event can take place within a school setting with employees from the Environmental Sector being invited in to talk to the children about their jobs.	Environmental Sector **'Post-Event'** • Will the main skills that are currently necessary for the Environmental Sector remain the same in 2030? • Do you think that global warming will have an impact within this sector? • Will any jobs not exist by 2030? • Could technology replace any jobs in the future?	
Year 5		Construction **'Pre-Event' – Introductory** • Why is it important to find out about different jobs? • Why is it important to look at skills that you currently have, and which skills are needed to be developed? • Why are we looking at 2030 specifically?	Construction **'Pre-Event 2'** • What skills are necessary for the Retail and Visitor Economy Sector? • What technologies do you think people rely on within this sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be	Construction **Live Event** The live event can take place within a school setting with employees from the Construction Sector being invited in to talk to the children about their jobs.	Construction **'Post-Event 1'** • What do you know about the Construction Sector? • What are the most important skills for the Construction Sector? • Did you find anything out that surprised you? • Do you need to go to University for a career in the Construction Sector?	Construction **'Post-Event 2'** • Will the main skills that are currently necessary for the Construction Sector remain the same in 2030? • Do you think that driverless cars will have an impact within this Sector? • Will some jobs not exist by 2030?

		Manufacturing sector **'Pre-Event'**	Manufacturing sector **Live Event**	Manufacturing sector **'Post-Event'**	Public sector **'Pre-Event 2'**	Public sector **Live Event**	Public sector **'Post-Event 1'**
			available anymore – why?				
Year 6		• What is Manufacturing? • What is Engineering? • What skills are necessary for this Sector? • What technologies do you think people rely on within this Sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be available anymore – why?	The live event can take place within a school setting with employees from the Manufacturing Sector being invited in to talk to the children about their jobs.	• What do you know about the Manufacturing and Engineering sector? • What are the most important skills for the Manufacturing and Engineering Sector? • Did you find anything out that surprised you? • Do you need to go to University for a career in this Sector?	• What skills are necessary for this sector? • What technologies do you think people rely on within this sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be available anymore – why?	The live event can take place within a school setting with employees from the Public Sector being invited in to talk to the children about their jobs.	• What do you know about the Public Sector? • What are the most important skills for the Public Sector? • Did you find anything out that surprised you? • Do you need to go to University for a career in this sector? • Were any of the employers reliant on technology in their career?