



Corporation Road Careers, Finance and Enterprise Programme

When talking career-related learning at the primary level, it is about opening up the world of opportunities that are out there, rather than asking children to refine what it is they want to do in the future. It's about showing children the opportunities are endless, exposing them to a wide range of experiences, and encouraging them to understand that they can be anything they want, regardless of their gender, ethnicity or where they live.

It's also about dismantling the gendered and racialised stereotypes about careers that children as young as six can begin to develop.

Career-related learning has been proven to motivate and fire the imagination of primary children, especially when it comes to their learning, as they are beginning to learn more about their own abilities and talents and see the links between their learning and their future."

Long Term Plan

- The following LTP is based on multiple research articles that find that teaching around careers in primary settings has a positive impact on a child's future.
- The following is based on the document: Framework for careers, employability and enterprise education and by looking at the Gatsby Benchmarking used in secondary and the CDI Framework.
- Each class will have one ½ or full day per half term to work on their given question, task or project. Enterprise projects will need more time.
- Floor books need to be used to record evidence of what has been covered.
- Teachers will plan for each session, clearly identifying the outcome that they want from the session.
- Each lesson will have a question that the children will need to answer by the end of the session. Teachers are encouraged to look at places to visit or visitors who can come in to add to the learning experience.

Our aim from this is to ensure that all children are given to opportunity to understand why work is important through teacher input, visitors from the world of work, enterprise and an end of year self-assurance task that links heavily with our communication and language strategy.

EYFS

All of our careers, finance and enterprise curriculum is built on strong foundations in Early Years, where pupils begin to use job roles and the idea of buying and selling in continuous provision. Children are also taught specific careers lessons based on, "What is a job?"

[Taken from the Lingfield 'Nursery Trust Ready' documentation: 'Know that there are different jobs and occupations and talk about some common ones'](#)

[\(Understanding The World\).](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End Of Year Task
Y1	What jobs help us?	Visitor – People that help us.	Why do people work?	What is fun about working?	Visitor – Someone passionate about their job.	Children to describe some jobs (class video).
Y2	What are boy and girl jobs?	What jobs do people we know do?	What do regular shop items cost?	How do people stay safe at work?	Children to be say a type of job they would like to do and	Children to present an assembly on the

	Visitor – Job that goes against traditional stereotypes.				why.	types of jobs that interest them.
Y3	What jobs do I think I could do? What skills do I have?	What skills do you need for different jobs?	What do families need to pay for and how much do they cost?	What am I aiming for? What are my goals? Visitor – Business Owner	What is meant by 'Enterprise'?	Enterprise Project – Summer Fair
Y4	What jobs are in our locality?	What choices do families have regarding spending?	What are the salaries of different jobs?	Where can I go for career advice?	What do people like and dislike about their jobs? Visitor	Career Event – Children to organise and run a careers fair for parents.
Y5	What is meant by 'Enterprise'?	Enterprise Project – Christmas Fair	Where could I end up learning? Trip to Darlington College and/or Queen Elizabeth Sixth Form	What are STEM jobs?	Should I save money? What options do I have?	Career Event - Children to present to parents about the types of job they would like.
Y6	What jobs are less popular and which ones are on the rise?	What is disposable income?	What is further education? Trip to Teesside University	What are apprenticeships? Trip to Darlington College	Employability – What are people looking for? Career Event - Careers Fair	Children to be interviewed for a job.

Secondary Benchmarks

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils,

parents, teachers, governors and employers.
Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.
https://www.teesvalleycareers.com/education/primary/ https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf

Key Stage 2 Learning Outcomes From CDI Framework

		Learning Outcome Statement	Evidence You Could Provide
Developing yourself through careers, employability and enterprise activities	1	Describe what you are like, what you are good at and what you enjoy doing.	You know what you like and enjoy doing. You can describe what you are good at.
	2	Explain how to get what you want.	You can speak positively about yourself and what you have done so far to make things happen.
	3	Identify what you are learning from careers, employability and enterprise activities and experiences.	You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences.
Learning about careers and the world of work	4	Give examples of what it means to have a career.	Using famous people e.g. authors, sports people look at how their careers developed.
	5	Give examples of what people like and dislike about the work they do.	From interviewing family and visiting speakers you can identify different kinds of work that people do.

work.	6	Describe a local business, how it is run and the products and/or services it provides.	You are aware of the different local businesses and the products and services offered.
	7	Describe the main types of employment in your area: past, present and emerging.	As part of your local history project you can state what have been the changes in employment in your village/town.
	8	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.	You can say how people should be treated and know who to talk to if something is wrong.
	9	Be aware of how to keep yourself safe and well when you are learning and playing.	You can follow safety rules to keep yourself and others safe when working at school.
Developing your career management and employability skills.	10	Be aware of where to get impartial information and support when you need it and how to make good use of it.	You can identify when you may need help or assistance and who can provide it whilst at school.
	11	Identify key qualities and skills that employers are looking for.	You can identify the skills and qualities needed for this job using personal experiences.
	12	Show that you can use your initiative and be enterprising.	You can show how to work in a team and bring your talents to complete a challenge.
	13	Show that you can make considered decisions about saving, spending and giving.	You can show how to make an informed decision based on looking at a range of saving products.
	14	Be able to compare information about the secondary education choices open to you.	You can identify who are the next providers of education in your area.
	15	Know how to make plans and decisions carefully.	You can say what you will need to do differently when taking on a new challenge.
	16	Know how to make a good impression on other people.	You can say what you need to do to impress people in a given situation.
	17	Identify ways of making successful transitions such as the move from primary to secondary school.	You can set yourself realistic goals in making the next transition.