



**KS5 Careers
 Curriculum Content – Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 12 and 13	Key Focus – To empower young people to plan and manage their future.	Key Focus – Responding to the needs of the learners.	Key Focus – Provide comprehensive information and advice.	Key Focus – Raise aspirations.	Key Focus – Actively promote equality of opportunity and challenge stereotypes.	Key Focus – Help young people to progress.
<p>Skills Builder is embedded into the curriculum focusing on the 8 skills.</p> <p>Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork</p> <p>The students receive reward points when they use or display the use of these skills in their everyday life at school.</p> <p><i>In KS5 students begin to self-assess their development in these 8 skills.</i></p>	<p>To begin to investigate opportunities for learning and work independently.</p> <p>To make challenging but realistic plans for their future learning and work.</p> <p>To recognise barriers to their achievements or plans and begin to understand how these can be overcome.</p> <p>To become aware that plans can be changed for many reasons.</p>	<p>To begin to understand and recognise what motivates them, their strengths and their learning/work preferences.</p> <p>To construct an individual learning plan to record their progress, experiences and achievements.</p> <p>To be able to discuss and create learning goals for their futures.</p> <p><i>Year 12 students will have had an informal talk with the Careers Leader prior to starting KS5. This will allow discussion on their hopes and plans for the future and the setting of realistic goals.</i></p>	<p><i>Students meet with the YSS advisor for Independent Advice and Guidance (IAG.)</i></p> <p>To gain information and understanding in Youth Support Services, the local 14-19 prospectus.</p> <p><i>Every year the students in KS5 have opportunities to meet with different employers, voluntary/work experience opportunities and access to local colleges and universities.</i></p> <p>To begin to recognise the value of different forms of voluntary work and community activities.</p> <p>To begin to be aware of personal budgeting and money management.</p> <p>To begin to recognise different types of work e.g. self-employment.</p>	<p>What are their expectations of themselves?</p> <p>What/who influences our expectations?</p> <p>To identify ways of staying positive about who they are, what they can achieve and begin to think about how others see them.</p> <p>Think about and discuss employment they might consider in the future and that they would find rewarding.</p>	<p>Begin to discuss how to recognise stereotypical opportunities.</p>	<p>To begin to understand the relevance to their futures with the knowledge and skills they are developing at school.</p> <p>Begin to realise the importance of investing in their own learning to help their futures.</p> <p>To be aware of how to create a good impression.</p> <p>To become more aware about how their personal learning and thinking skills will help them in their futures.</p>