



# Careers Curriculum Progression

## 1. Grow throughout life (Growth Mindset)

<b>Objective</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<i>Have a go (1)</i>	Be willing to try something new	Be willing to challenge themselves	Be willing to take on challenges to help them grow	Be able to recognise when they have completed a challenge that has helped them grow
<i>Keep improving and don't give up (2)</i>	Recall what they have experienced and achieved	Explore what they have experienced and achieved	Record and comment on what they have achieved	Record what they have achieved, and say how they can do better next time
<i>Concentrate (3)</i>	Be able to focus on an activity without getting distracted easily	Focus on an activity for a sustained period (the length time will depend on the individual child)	Focus on an activity for a sustained period (the length time will depend on the individual child)	Focus on an activity for a sustained period (the length time will depend on the individual child)
<i>Be cooperative (4)</i>	Develop the ability to participate in social play	Be aware of how to appropriately communicate with peers and adults	Work well in a team as both a leader and team player	Work well in a team, and understand the relationships between team members
<i>Be curious (5)</i>	Ask questions	Ask questions about what they are learning	Ask questions about what they are learning, and think about how they could answer those questions	Ask questions about what they are learning, and actively try to find the answer to these
<i>Use your imagination (6)</i>	Participate in imaginative play	Participate in creative activities	Create imaginative pieces of work	Create imaginative pieces of work and share imaginative ideas with peers
<i>Enjoy learning (7)</i>	Be aware of how they feel when they learn something new	Recognise their success in learning	Think about what they want to learn next	Think about what they want to learn next and recognise when they have done this

<i>Being confident (8)</i>	Feeling positive about who they are	Recognise and celebrate their successes	Recognise and celebrate what they are good at, including academic subjects and out-of-school activities	Recognise and celebrate what they are good at, including academic subjects and out-of-school activities
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2. Explore possibilities and manage career

<b>Objective</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<i>Everyday jobs (9)</i>	Describe tasks that they have carried out	Be aware that jobs are made up of tasks	Be able to explain what tasks make up certain jobs	Be able to explain what tasks they would like, and least like, about particular jobs
<i>Comparing jobs (10)</i>	Identify jobs that they think are similar	Compare similarities and differences between jobs	Explain what interests them about different jobs	Explain what interests them about different jobs, and explain why
<i>Learning about jobs (11)</i>	Be able to explain what a visitor has told them about their job	Think about questions they would like to ask a visitor about their job	Explain what they have learnt from listening to someone speak about their job	Explain what they have learnt from listening to someone who owns their own business
<i>Making the most of careers information, advice and guidance (CEIAG) (12)</i>	Ask questions about jobs	Know where to go for help (know that books/internet etc are a valuable resource for information)	Be aware of where to get impartial information and support when you need it	Be aware of where to get impartial information and support when you need it and use different sources of information when researching careers
<i>Linking school subjects to careers (13)</i>	Identify what subjects and topics they are learning about	Explain what they are learning about within school lessons	Recognise that interests in certain subjects areas is the best place to start when thinking about a career	Recognise that interests in certain subjects areas can lead to different qualifications, and different careers
<i>Setting career goals (14)</i>	Enjoy work-based role play	Describe a goal or target they are working towards <i>Or</i> Have an idea about the job you would like to do and describe what is involved	Weigh up the pros and cons of choices they are thinking about making <i>Or</i> Have an idea about the job you would like to do,	Be aware that having back-up plans can help overcome disappointment if their original plan does not work out <i>Or</i>

			describe what is involved and why it would suit you.	Have an idea about the job you would like to do, and think about how you are planning on getting there
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3. Creating opportunities and seeing the bigger picture

<b>Objective</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<i>Jobs of the future (15)</i>	Invent imaginary jobs	Identify new jobs that are just coming into being	Identify possible new jobs that may be needed in the future	Identify possible new jobs that may be needed in the future, and explain how your skills could help in these jobs
<i>Exploring relationships (16)</i>	Develop the ability to participate in social play involving imagined workplaces	Be aware of how to appropriately communicate with peers and adults	Be aware of how employees communicate with co-workers and customers	Explore how people relate to each other in work settings
<i>Handling applications and interviews (17)</i>	Can take part in conversations with both peers and adults and shows good listening skills	Can demonstrate good manners and good behaviour – knows right from wrong	Know how to make a good impression on other people	Take part in real life application and interview processes
<i>Managing transitions (18)</i>	Be able to leave their carer confidently	Transition from Reception into Key Stage 1 and then into Key Stage 2 successfully	Identify important transitions in life and think about the best way to handle these	Identify ways of making successful transitions, such as the move from primary to secondary school
<i>Making positive contributions (19)</i>	Be able to carry out a delegated task	Make a positive contribution in group play or teamwork	Be able to take on different roles in group play or teamwork, including as a leader when required	Work well in a team, and understand the relationships between team members
<i>Helping others (20)</i>	Be aware when they have done something to help others	Be aware of what volunteers do, and how they can volunteer	Be aware of what charities do, and understand that they do it to help others, not to benefit themselves	Recognise what charities do, and how they could be a charity worker
<i>Show initiative and enterprise (21)</i>	Identify what they need for certain tasks	Identify what they need for certain tasks, and work out how to get them	Show that you can use your initiative and be enterprising	Show that you can use your initiative and be enterprising

4. Balance life and work

<b>Objective</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<i>Jobs at home (22)</i>	Be aware of the different kinds of work that needs doing in the home	Recognise the contribution they make to work at home	Identify which members of the family are responsible for what jobs at home	Explain the idea of the division of labour with reference to the work being done at home
<i>Balancing rest and work (23)</i>	Be able to distinguish between rest and work	Be aware that overworking is harmful to people's health	Be aware that an imbalance of work and rest can affect wellbeing	Be aware that an imbalance of work and rest can affect wellbeing, and evaluate their own work / life balance
<i>Understanding money (24)</i>	Understand how to use money	Understand how money can be earned	Understand decision making based around money (such as saving, spending and budgeting)	Understand how adults use money (for example use of bank accounts and how household budgets are managed)

	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Vocabulary	Job, Workplace, Concentrate, Hobby, Money	Job, Workplace, Task, Interest, Hobby, Teamwork, Charity, Volunteer, Earn	Career, Co-operate, Task, Interest, Hobby, Skill, Communicate, Application, Interview, Contribution, Charity, Volunteer, Initiative, Save, Spend, Budget	Career, Co-operate, Qualification, Application, Interview, Transition, Charity, Volunteer, Enterprise, Initiative, Save, Spend, Budget, Bank Account
Aspirational	The curriculum aims to support pupils to learn about the world of work through first -hand experience and engagement with employers. Pupils will expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths. These opportunities will encourage pupils to broaden their horizons, understand what they could achieve and raise aspirations for the future. By engaging with a wide range of professionals, pupils will have a clear understanding of the link between achieving well at school and entering into an interesting job and career that is not bound by social mobility and gender stereotypes.			
Global Citizenship	Through the careers curriculum, pupils will explore what it means to be part of society. They will learn life skills which will help them to be independent, and take control of their own learning and behaviour. The curriculum will encourage pupils to develop an awareness of the wider world and a sense of their			

	own role as a world citizen; respecting and valuing diversity. Pupils will be encouraged to take responsibility for their actions, while also teaching them to help others when they can.
Health and Wellbeing	The curriculum will allow pupils to think about their work / life balance in order to promote positive mental health. Pupils are encouraged to think about the relationships they build, and the curriculum will help them to decide if these relationships are positive or negative to their health and wellbeing. They are encouraged to help others where they can, and think about the impact of volunteering and charity work, allowing them to feel a sense of pride in helping others.