



# Shiremoor Primary School

## Careers Curriculum Overview



# Year 1: Medical and Well Being

Autumn	Spring	Summer
<p><b>Lesson 1:</b> <b>JOB: Carer</b></p> <p>Key Vocabulary: doctor, nurse, firefighter, police officer, job, care, help Input (10 minutes):</p> <ul style="list-style-type: none"> <li>Introduce the concept of job opportunities that involve caring for others.</li> <li>Explain that there are many different jobs where people help and care for others in different ways.</li> </ul> <p>Discuss a few examples of such jobs:</p> <p>Doctors: They help people when they are sick or hurt by giving them medicine and treatments.</p> <p>Nurses: They assist doctors and take care of patients in hospitals.</p> <p>Firefighters: They rescue people from fires and help keep us safe.</p> <p>Police officers: They help keep our community safe and catch people who do bad things.</p> <p>Show pictures related to each job and explain their specific responsibilities and how they contribute to society.</p>	<p><b>Lesson 2:</b> <b>JOB: Nurse</b></p> <p>1. <b>Role Play Activity:</b></p> <p>Divide the students into small groups and assign each group a different profession, including a group as nurses.</p> <p>Provide each group with picture cards of their assigned profession.</p> <p>Instruct the students to discuss and act out what they think someone in their assigned profession would do and what skills they would need.</p> <p><b>Nurse Skills Matching Game:</b></p> <p>Prepare a set of cards with different nurse-related skills or tasks written on them, such as "taking care of patients," "giving medicine," "listening to patients," "helping doctors," etc.</p> <p>Distribute the cards among the students, ensuring that each student gets at least one card.</p> <p>Instruct the students to walk around the room and find their matching pair by matching the skill/task on their card with someone else's card.</p> <p>Once the students have found their pairs, ask them to sit down in pairs.</p> <p><b>Picture Collage Activity:</b></p> <p>Provide each student with a piece of paper and some drawing materials.</p> <p>Instruct the students to draw or cut out pictures from magazines that represent the skills and roles of a nurse.</p> <p>They can draw or paste images of nurses helping patients, using medical equipment, communicating with others, etc.</p>	<p><b>JOB: Dentist</b></p> <p>Have you ever been to a dentist? What do dentists do? Why is it important to take care of our teeth?</p> <p><b>Role Play:</b></p> <p>Set up a mini dentist's office corner in the classroom.</p> <p>Invite a couple of students to play the roles of dentist and patient.</p> <p>Demonstrate a basic check-up scenario to explain the dentist's role.</p> <p>Showcase the tools dentists use.</p> <p>Explain each tool's purpose in a simple and engaging manner.</p> <p><b>Storytelling:</b></p> <p>Read a story or show a video about a visit to the dentist.</p> <p>Discuss the characters in the story and their roles.</p>

## Year 2: Agriculture, Animals and Food

Autumn	Spring	Summer
<p><b>Job: Farmer</b></p> <p>Look at some examples of crops grown by arable farmers. What kinds of crops can grow in Britain? Why can't British farmers grow 3 types of farming: arable (produce crops), pastoral (raise animals for meat, wool or dairy), mixed farming grows crops and keeps animals.</p> <p>Farmers have to be fit and work long days from about 5 a.m.</p> <p>Lesson 2: Look at farming jobs over the seasons. Relate months of year to seasons. Watching video on 'The School Run.' Children to do a pictorial version of farming through the seasons and add some of the machinery to be used.</p> <p>Useful links: <a href="http://www.Countrysideclassroom.org">www.Countrysideclassroom.org</a></p>	<p><b>Job: Shop Worker</b></p> <p>Do we usually go to the farm to buy our food? We go to the supermarket. Look at pictures of some supermarkets and explain that food comes to supermarkets from all over the world. Visit Sainsbury's and look at the different types of food and food packaging. Also think about the different jobs e.g.</p> <p>cashier, manager, baker, people who package food, people who grow or produce the food.:</p>	<p><b>Job: Chef</b></p> <p>Introduce the concept of being a chef and explain that chefs are professionals who cook food in restaurants, hotels, or other places.</p> <p>Present a list of skills and knowledge that chefs need, such as cooking skills, creativity, organisation, and good taste buds.</p> <p>Discuss the advantages of being a chef, such as getting to cook delicious food, being creative, and working with a team.</p> <p>Activity Could be in line with cookery curriculum : Divide the class into small groups and provide each group with pictures of kitchen tools and ingredients.</p> <p>Ask students to imagine they are chefs and discuss how they would use these tools and ingredients to create a dish.</p> <p>Each group presents their dish idea to the class, explaining their choices.</p>

# Year 3: Creative Arts, Fashion and Media

Autumn	Spring	Summer
<p><b>Lesson 1: Artist</b></p> <p>Introduce the concept of being an artist and explain what artists do. Discuss different types of artists (e.g., painters, sculptors, illustrators) and their work.</p> <p>Explain that artists can work in various settings, such as museums, galleries, studios, or even outdoors.</p> <p>Introduce the term "pathways" and explain that there are different ways to become an artist. Some artists go to art school or university to learn more about art. Others may start by practicing on their own and develop their skills over time.</p> <p>Share examples of famous artists and their pathways to becoming artists (SEE ART CURRICULUM) Explain that some artists began their artistic journey at a young age, while others discovered their passion for art later in life.</p> <p>Complete job profile on chosen artist. Discuss skills.</p>	<p><b>Lesson 2: Designer</b></p> <p>Starter (Introduction): Show images or examples of different types of designs, such as fashion, product, graphic, interior, or architectural designs. Engage students in a class discussion by asking questions such as: <b>What do you notice about these designs?</b> <b>What type of designs do you like the most? Why?</b> <b>Where do you think you can find these designs?</b></p> <p>Input (Information Gathering): Introduce the concept of a designer and explain that a designer is someone who uses their creativity and skills to create or improve products, spaces, or visual elements. Present examples of different types of designers:</p> <ul style="list-style-type: none"> <li>• Fashion designers create clothing and accessories.</li> <li>• Graphic designers create visuals for advertisements, logos, or websites.</li> <li>• Product designers design everyday objects or gadgets.</li> <li>• Interior designers create functional and aesthetically pleasing spaces.</li> <li>• Architectural designers plan and design buildings.</li> </ul> <p>Discuss their specific roles and responsibilities and the areas in which they work. <b><u>Provide information on the different pathways to becoming a designer, such as:</u></b> Studying art and design in school. Pursuing further education in design-related subjects. Gaining practical experience through internships or apprenticeships.</p>	<p><b>Lesson 3: Journalist</b></p> <p>Explain that the media industry includes newspapers, magazines, television, radio, and the internet. Introduce and explain some common jobs in the media, such as:</p> <p>Journalist: someone who writes articles for newspapers or magazines.</p> <p>Presenter: someone who hosts a TV or radio show.</p> <p>Photographer: someone who takes pictures for newspapers, magazines, or websites.</p> <p>Activity (20 minutes) Divide the students into small groups and provide each group with a set of job cards. The job cards should include different roles within the media industry, including the ones mentioned in the Input section. In their groups, students should take turns to pick a card and discuss the role with their group members. They should discuss the responsibilities of that role and try to come up with a brief description. They can also share if they have seen someone performing that job in real life or on TV.</p> <p><b>Compete job profile</b></p>

# Year 4: STEM Based around Civil Engineering

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<p><b>Job: Tradesperson</b>  <a href="https://www.goconstruct.org/">https://www.goconstruct.org/</a></p> <p><b>Lesson 1:</b></p> <p>Introduce the concept of a tradesperson as someone who has a specific skill or expertise in a particular trade, such as plumbing, carpentry, or electrician.</p> <ul style="list-style-type: none"> <li>• Show visuals or real-life examples of different tradespeople and discuss their roles and responsibilities. Explain that these jobs are crucial for maintaining and building infrastructure, homes, and other structures.</li> <li>• Discuss the importance of tradespeople in society and how their skills contribute to the everyday functioning of communities.</li> <li>• Introduce the idea that becoming a tradesperson requires specific training or apprenticeships to develop the necessary skills.</li> </ul> <p>Divide the class into small groups and provide each group with a set of trade cards. The trade cards should include the name of the trade, a brief description, and an illustration related to the trade.</p> <p>Each group should take turns to read out the details of a trade card they have been given, explaining the trade to their peers. After each presentation, encourage the other groups to ask questions about the trade, such as the skills required, potential pathways to become a tradesperson, or the importance of that trade in society.</p> <p><b>Complete job profile</b></p>	<p><b>Job: Civil Engineer Part 1</b>  <a href="http://www.rbt.org.uk/grants/what-the-trust-funds/civil-engineering/">http://www.rbt.org.uk/grants/what-the-trust-funds/civil-engineering/</a></p> <p><b>Lesson 2:</b></p> <p><b>Key vocabulary:</b>            Civil engineer - a person who designs and constructs buildings, bridges, roads, etc.            Structures - objects or buildings that are carefully planned and built            Pathway - the route or steps one needs to take to reach a goal            Academic requirements - the qualifications and education needed</p> <p>Look on Go Construct Careers Civil Engineering and look at information on Rebecca Paramor which tells you about her job and qualifications.</p> <p>Look at other information about the role of a civil engineer. What is an apprenticeship? Watch YouTube: Civil Engineering: Crash Course Engineering #2 (IT is a long one!) Think about the different types of engineering and the first examples of civil engineering. Make a mind map of all the things to consider if you were making your own island and any historical examples from the video that helped us modernise our civil engineering.</p> <p><a href="http://www.infohub.practicalaction.org-renewable-energy">www.infohub.practicalaction.org-renewable energy</a></p> <p><b>Complete job profile.</b></p>	<p><b>Job: Civil Engineer Part 2</b>  <a href="https://www.chroniclelive.co.uk/news/north-east-news/see-inside-hidden-tunnels-control-13988462">https://www.chroniclelive.co.uk/news/north-east-news/see-inside-hidden-tunnels-control-13988462</a></p> <p><b>Key vocabulary:</b>            Civil engineer - a person who designs and constructs buildings, bridges, roads, etc.            Structures - objects or buildings that are carefully planned and built            Pathway - the route or steps one needs to take to reach a goal            Academic requirements - the qualifications and education needed</p> <p>On Rochester site Look at 'Civil engineering' and note the different kinds of civil engineers. Why are they all important? Which ones might be more important to Newcastle than others and why?</p> <p>Look at a Chronicle Live article about the Tyne Tunnel 'behind the scenes' and read the article about the Tyne Tunnel which won an award for civil engineering. Draw or write about other famous Newcastle Landmarks and facilities that would have involved the work of a civil engineer e.g. Angel of the North, Millennium Bridge, St. James Park, O2 Arena, Metro Centre.</p> <p><b>Complete job profile.</b></p>

# Year 5: Apprenticeships Mechanical Engineering —TDR

Consider multiple skills involved in employment:

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<p><b>Job: Mechanical Engineer (Apprentice)</b></p> <p>Examine the routes of apprenticeships. How do you get on the pathway? What is the route? What are the benefits?</p> <p>Show slides linked with T experience at the TDR site.</p> <ol style="list-style-type: none"> <li>1. Introduce the concept of an apprentice mechanical engineer by explaining that it is an individual who learns and develops their skills in mechanical engineering through on-the-job training.</li> <li>2. Provide examples of tasks an apprentice mechanical engineer might undertake, such as assisting in designing, testing, and maintaining mechanical systems.</li> </ol> <p>Present a list of key skills and knowledge required to be successful in this role, including problem-solving, technical understanding, attention to detail, and teamwork.</p>	<p><b>Job Application</b></p> <p><b>Employability Skills:</b></p> <p>Consider steps involved in getting a job. Look at some job adverts. Consider which job you would like to apply for and what skills and knowledge you may need. Pretend that you have these skills and background experience. Look at what needs to be included in a letter of application. What must be avoided in a letter of application.</p> <p style="color: red;">Write an application for TDR</p>	<p><b>Job: Engineer</b></p> <p>DT challenge—complete the T shape measure and cut challenge.</p> <p>Chn use skills of measuring and problem solving to carry out a challenge that is a week one assessment in the TDR apprenticeship.</p>

## Year 6: Business, sales and tourism

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<p><b>Job: Business manager</b></p> <p><b>Definition and Role of Business Manager:</b></p> <ul style="list-style-type: none"> <li>Define the role of a business manager as someone responsible for overseeing the operations of a business.</li> <li>Discuss the key responsibilities of a business manager, such as decision-making, planning, organising, and leading.</li> </ul> <p><b>Skills and Knowledge Required:</b></p> <ul style="list-style-type: none"> <li>Introduce the essential skills needed to be a successful business manager, including communication, leadership, problem-solving, and financial literacy.</li> <li>Highlight the knowledge areas required, such as understanding market trends, finance, strategic planning, and team management.</li> </ul>	<p><b>Job:</b></p> <p><b>Lesson 1: Travel and tourism:</b></p> <p><b>Definition and Role</b></p> <ul style="list-style-type: none"> <li>Introduce the concept of travel and tourism as an industry that involves the movement of people from one place to another for recreational, leisure, or business purposes.</li> <li>Discuss with students the different roles within the travel and tourism sector, such as travel agents, tour guides, hotel managers, etc.</li> </ul> <p><b>Skills and Knowledge Required:</b></p> <ul style="list-style-type: none"> <li>Explain the specific skills and knowledge required for different roles in the industry, such as communication skills, cultural awareness, customer service, etc.</li> <li>Provide examples of famous landmarks and destinations around the world to spark interest.</li> </ul>	<p><b>Lesson 3</b></p> <p><b>Employability skills:</b></p> <p>Team work, knowing own strengths and areas for development.</p> <ul style="list-style-type: none"> <li>Introduce the concept of employability skills, explaining that they are the skills, qualities, and attitudes that employers are looking for in potential employees.</li> <li>Provide examples of essential employability skills such as communication, teamwork, problem-solving, time management, and adaptability.</li> <li>Discuss why these skills are important in the workplace and how they can help individuals succeed in their careers.</li> <li>Use real-world examples and scenarios to make the concept more relatable to students.</li> </ul> <p><b>Employability skills:</b></p> <p><u>Creating an impression.</u>            Actions speak louder than words!            Teacher model very poor delivery on a boring subject. Then model how this could have been better delivered.            Look at non-verbal communication:            Facial expression            Tone of voice            Body language            Appearance            Handshake.            Practise doing mini-interviews for a job. Create a list of questions and take turns being the interviewer or the interviewee.</p>