Curriculum planning – using the Mapping the Two Frameworks document

The learning outcomes and activities are suggestions and depend on the setting, the delivery and resources available for your careers programme. (The

numbers in the Learning Area refer to the 17 learning outcomes from the CDI Framework for Careers, Employability and Enterprise Education 2020). Use the pre-populated PDF from the website for ideas and complete the Activities and Learning Outcomes columns for your programme.

| Learning Area | Learning Aims – Key Stage 3 | Activities | Learning outcomes |
| --- | --- | --- | --- |
| Grow throughout life  Grow throughout life by learning and reflecting on yourself, your background, and your strengths  1,2,3,8,10 | being aware of the sources of help and support available and responding positively to feedback  being aware that learning, skills and qualifications are important for career  being willing to challenge themselves and try new things  recording achievements  being aware of heritage, identity and values |  |  |
| Explore possibilities  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  7,10,16 | being aware of the range of possible jobs  identifying common sources of information about the labour market education system  being aware of the main learning pathways (e.g. university, college and apprenticeships)  being aware that many jobs require learning, skills and minimum qualifications  being aware of the range of different sectors and organisations where they can work  being aware of the range of ways that organisations undertake recruitment and selection |  |  |
| Manage career  Manage your career actively, make the most of opportunities and learn from setbacks  4,11,15,17 | being aware that career describes their journey through life, learning and work  looking forward to the future  imagining a range of possibilities for themselves in their career  being aware that different jobs and careers bring different challenges and rewards  managing the transition into secondary school and preparing for choosing their GCSEs  learning from setbacks and challenges |  |  |
| Create opportunities  Create opportunities by being proactive and building positive relationships with others  12,14 | developing friendships and relationships with others  being aware that it is important to take initiative in their learning and life  being aware that building a career will require them to be imaginative and flexible  developing the ability to communicate their needs and wants  being able to identify a role model and being aware of the value of leadership  being aware of the concept of entrepreneurialism and self-employment |  |  |
| Balance life and work  Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community  9,13 | being aware of the concept of work-life balance  being aware that physical and mental wellbeing are important  being aware of money and that individuals and families have to actively manage their finances  being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles  being aware of rights and responsibilities in the workplace and in society  recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces |  |  |
| See the big picture  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  5,6 | being aware of a range of different media, information sources and viewpoints  being aware that there are trends in local and national labour markets  being aware that trends in technology and science have implications for career  being aware of the relationship between career and the natural environment  being aware of the relationship between career, community and society  being aware of the relationship between career, politics and the economy |  |  |

| Learning Area | Learning Aims – Key Stage 4 | Activities | Learning outcomes |
| --- | --- | --- | --- |
| Grow throughout life  Grow throughout life by learning and reflecting on yourself, your background, and your strengths  1,2,3,8,10 | responding positively to help, support and feedback  positively engaging in learning and taking action to achieve good outcomes  recognising the value of challenging themselves and trying new things  reflecting on and recording achievements, experiences and learning  considering what learning pathway they should pursue next  reflecting on their heritage, identity and values |  |  |
| Explore possibilities  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  7,10,16 | considering what jobs and roles are interesting  researching the labour market and the education system  recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it  researching the learning and qualification requirements for jobs and careers that they are interested in  researching the range of workplaces and what it is like to work there  researching how recruitment and selection processes work and what they need to do to succeed in them |  |  |
| Manage career  Manage your career actively, make the most of opportunities and learn from setbacks  4,11,15,17 | recognising the different ways in which people talk about career and reflecting on its meaning to them  building their confidence and optimism about their future  making plans and developing a pathway into their future  considering the risks and rewards associated with different pathways and careers  taking steps to achieve in their GCSEs and make a decision about their post-16 pathway  thinking about how they deal with and learn from challenges and setbacks |  |  |
| Create opportunities  Create opportunities by being proactive and building positive relationships with others  12,14 | developing friendships and relationships and reflecting on their relationship to their career  starting to take responsibility for making things happen in their career  being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them  being willing to speak up for themselves and others  being able to discuss roles models and reflect on leadership  researching entrepreneurialism and self-employment |  |  |
| Balance life and work  Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community  9,13 | reflecting on the different ways in which people balance their work and life  reflecting on their physical and mental wellbeing and considering how they can improve these  recognising the role that money and finances will play, in the decisions that they make and, in their life and career  recognising the role that they play in their family and community and considering how that might shape their career  considering how they want to move through different life stages and manage different life roles  developing knowledge of rights and responsibilities in the workplace and in society  identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces |  |  |
| See the big picture  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  5,6 | evaluating different media, information sources and viewpoints  exploring local and national labour market trends  exploring trends in technology and science  exploring the relationship between career and the environment  exploring the relationship between career, community and society  exploring the relationship between career, politics and the economy |  |  |

| Learning Area | Learning Aims – Post-16 | Activities | Learning outcomes |
| --- | --- | --- | --- |
| Grow throughout life  Grow throughout life by learning and reflecting on yourself, your background, and your strengths  1,2,3,8,10 | actively seeking out help, support and feedback  taking responsibility for their learning and aiming high  seeking out challenges and opportunities for development  reflecting on and recording achievements, experiences and learning and communicating them to others  planning their next steps in learning and work  discussing and reflecting on the impact of heritage, identity and values |  |  |
| Explore possibilities  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  7,10,16 | developing a clear direction of travel in their career and actively pursuing this  actively seeking out information on the labour market and education system to support their career  having a clear understanding of the learning pathways and qualifications that they will need to pursue their career  actively researching and reflecting on workplaces, workplace culture and expectations  analysing and preparing for recruitment and selection processes |  |  |
| Manage career  Manage your career actively, make the most of opportunities and learn from setbacks  4,11,15,17 | being able to describe the concept of career and say what it means to them  building their confidence and optimism about their future and acting on it  actively planning, prioritising and setting targets for their future  considering the risks and rewards of different pathways and career and deciding between them  managing the transition into the post-16 learning context and preparing for post-18 transitions  being proactive about being resilient and learning from setbacks |  |  |
| Create opportunities  Create opportunities by being proactive and building positive relationships with others  12,14 | building and maintaining relationships and networks within and beyond the school  being proactive about their life, learning and career  being creative and agile as they develop their career pathway  representing themselves and others  acting as a leader, role model or example to others  considering entrepreneurialism and self-employment as a career pathway |  |  |
| Balance life and work  Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community  9,13 | planning for the kind of balance of work and life that they want  taking action to improve their physical and mental wellbeing  beginning to manage their own money and plan their finances (e.g. thinking about student loans)  actively shaping their involvement in their family and community as part of their career planning  planning for different life stages and considering the different life roles that they want to play  being aware of their role in ensuring rights and responsibilities in the workplace and in society  taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them |  |  |
| See the big picture  Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces  5,6 | evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career  exploring and responding to local and national labour market trends  exploring and responding to trends in technology and science  exploring and responding to the relationship between career and the environment  exploring and responding to the relationship between career, community and society  exploring and responding to the relationship between career, politics and the economy |  |  |