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 lifeGrow throughout life by learning and reflecting on yourself, your background, and your strengths1,2,3,8,10 | being aware of the sources of help and support available and responding positively to feedbackbeing aware that learning, skills and qualifications are important for careerbeing willing to challenge themselves and try new thingsrecording achievementsbeing aware of heritage, identity and values |  |  |
|  Explore possibilitiesExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces7,10,16 | being aware of the range of possible jobsidentifying common sources of information about the labour market education systembeing aware of the main learning pathways (e.g. university, college and apprenticeships)being aware that many jobs require learning, skills and minimum qualificationsbeing aware of the range of different sectors and organisations where they can workbeing aware of the range of ways that organisations undertake recruitment and selection |  |  |
|  Manage careerManage your career actively, make the most of opportunities and learn from setbacks4,11,15,17 | being aware that career describes their journey through life, learning and worklooking forward to the futureimagining a range of possibilities for themselves in their careerbeing aware that different jobs and careers bring different challenges and rewardsmanaging the transition into secondary school and preparing for choosing their GCSEslearning from setbacks and challenges |  |  |
|  Create opportunitiesCreate opportunities by being proactive and building positive relationships with others12,14 | developing friendships and relationships with othersbeing aware that it is important to take initiative in their learning and lifebeing aware that building a career will require them to be imaginative and flexibledeveloping the ability to communicate their needs and wantsbeing able to identify a role model and being aware of the value of leadershipbeing aware of the concept of entrepreneurialism and self-employment |  |  |
|  Balance life and workBalance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community9,13 | being aware of the concept of work-life balancebeing aware that physical and mental wellbeing are importantbeing aware of money and that individuals and families have to actively manage their financesbeing aware of the ways that they can be involved in their family and community being aware of different life stages and life rolesbeing aware of rights and responsibilities in the workplace and in societyrecognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces |  |  |
|  See the big pictureExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces5,6 | being aware of a range of different media, information sources and viewpointsbeing aware that there are trends in local and national labour marketsbeing aware that trends in technology and science have implications for careerbeing aware of the relationship between career and the natural environmentbeing aware of the relationship between career, community and societybeing aware of the relationship between career, politics and the economy |  |  |

| Learning Area | Learning Aims – Key Stage 4 | Activities | Learning outcomes |
| --- | --- | --- | --- |
| Grow throughout lifeGrow throughout life by learning and reflecting on yourself, your background, and your strengths1,2,3,8,10 | responding positively to help, support and feedbackpositively engaging in learning and taking action to achieve good outcomesrecognising the value of challenging themselves and trying new thingsreflecting on and recording achievements, experiences and learningconsidering what learning pathway they should pursue next reflecting on their heritage, identity and values |  |  |
|  Explore possibilitiesExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces7,10,16 | considering what jobs and roles are interestingresearching the labour market and the education systemrecognising the main learning pathways and considering which one they want to follow and how they will access and succeed in itresearching the learning and qualification requirements for jobs and careers that they are interested inresearching the range of workplaces and what it is like to work thereresearching how recruitment and selection processes work and what they need to do to succeed in them |  |  |
|  Manage careerManage your career actively, make the most of opportunities and learn from setbacks4,11,15,17 | recognising the different ways in which people talk about career and reflecting on its meaning to thembuilding their confidence and optimism about their futuremaking plans and developing a pathway into their futureconsidering the risks and rewards associated with different pathways and careerstaking steps to achieve in their GCSEs and make a decision about their post-16 pathwaythinking about how they deal with and learn from challenges and setbacks |  |  |
|  Create opportunitiesCreate opportunities by being proactive and building positive relationships with others12,14 | developing friendships and relationships and reflecting on their relationship to their careerstarting to take responsibility for making things happen in their careerbeing able to reflect on and change their career ideas and the strategies that they are pursuing to achieve thembeing willing to speak up for themselves and othersbeing able to discuss roles models and reflect on leadershipresearching entrepreneurialism and self-employment |  |  |
|  Balance life and workBalance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community9,13 | reflecting on the different ways in which people balance their work and lifereflecting on their physical and mental wellbeing and considering how they can improve theserecognising the role that money and finances will play, in the decisions that they make and, in their life and careerrecognising the role that they play in their family and community and considering how that might shape their careerconsidering how they want to move through different life stages and manage different life rolesdeveloping knowledge of rights and responsibilities in the workplace and in societyidentifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces |  |  |
|  See the big pictureExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces5,6 | evaluating different media, information sources and viewpointsexploring local and national labour market trendsexploring trends in technology and scienceexploring the relationship between career and the environmentexploring the relationship between career, community and societyexploring the relationship between career, politics and the economy |  |  |

| Learning Area | Learning Aims – Post-16 | Activities | Learning outcomes |
| --- | --- | --- | --- |
| Grow throughout lifeGrow throughout life by learning and reflecting on yourself, your background, and your strengths1,2,3,8,10 | actively seeking out help, support and feedbacktaking responsibility for their learning and aiming highseeking out challenges and opportunities for developmentreflecting on and recording achievements, experiences and learning and communicating them to othersplanning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values |  |  |
|  Explore possibilitiesExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces7,10,16 | developing a clear direction of travel in their career and actively pursuing thisactively seeking out information on the labour market and education system to support their careerhaving a clear understanding of the learning pathways and qualifications that they will need to pursue their careeractively researching and reflecting on workplaces, workplace culture and expectationsanalysing and preparing for recruitment and selection processes |  |  |
|  Manage careerManage your career actively, make the most of opportunities and learn from setbacks4,11,15,17 | being able to describe the concept of career and say what it means to thembuilding their confidence and optimism about their future and acting on itactively planning, prioritising and setting targets for their futureconsidering the risks and rewards of different pathways and career and deciding between themmanaging the transition into the post-16 learning context and preparing for post-18 transitionsbeing proactive about being resilient and learning from setbacks |  |  |
|  Create opportunitiesCreate opportunities by being proactive and building positive relationships with others12,14 | building and maintaining relationships and networks within and beyond the schoolbeing proactive about their life, learning and careerbeing creative and agile as they develop their career pathwayrepresenting themselves and othersacting as a leader, role model or example to othersconsidering entrepreneurialism and self-employment as a career pathway |  |  |
|  Balance life and workBalance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community9,13 | planning for the kind of balance of work and life that they wanttaking action to improve their physical and mental wellbeingbeginning 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 playbeing aware of their role in ensuring rights and responsibilities in the workplace and in societytaking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them |  |  |
|  See the big pictureExplore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces5,6 | evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their careerexploring and responding to local and national labour market trendsexploring and responding to trends in technology and scienceexploring and responding to the relationship between career and the environmentexploring and responding to the relationship between career, community and societyexploring and responding to the relationship between career, politics and the economy |  |  |