

# Career Development Framework: *Learning areas by Key Stage*

	Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Post-16
Grow throughout life	<ul style="list-style-type: none"> <li>• being aware of people who can help them</li> <li>• being aware how they feel when they have learnt something new</li> <li>• being willing to try something new</li> <li>• recalling what they have experienced and achieved</li> <li>• feeling positive about who they are</li> </ul>	<ul style="list-style-type: none"> <li>• being confident to request help</li> <li>• recognising their successes in learning</li> <li>• being willing to challenge themselves</li> <li>• exploring what they have experienced and achieved</li> <li>• feeling positive about people whose identities and backgrounds are different to theirs</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain how they acted on help</li> <li>• recognising what they want to learn next and when they are successful</li> <li>• being willing to take on challenges that help them to grow</li> <li>• recording and commenting on what they have experienced and achieved</li> <li>• relating to people whose identities and backgrounds are different to theirs</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the sources of help and support available and responding positively to feedback</li> <li>• being aware that learning, skills and qualifications are important for career</li> <li>• being willing to challenge themselves and try new things</li> <li>• recording achievements</li> <li>• being aware of heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• responding positively to help, support and feedback</li> <li>• positively engaging in learning and taking action to achieve good outcomes</li> <li>• recognising the value of challenging themselves and trying new things</li> <li>• reflecting on and recording achievements, experiences and learning</li> <li>• considering what learning pathway they should pursue next</li> <li>• reflecting on their heritage, identity and values</li> </ul>	<ul style="list-style-type: none"> <li>• actively seeking out help, support and feedback</li> <li>• taking responsibility for their learning and aiming high</li> <li>• seeking out challenges and opportunities for development</li> <li>• reflecting on and recording achievements, experiences and learning and communicating them to others</li> <li>• planning their next steps in learning and work</li> <li>• discussing and reflecting on the impact of heritage, identity and values</li> </ul>
Explore possibilities	<ul style="list-style-type: none"> <li>• describing tasks that they have carried out</li> <li>• discovering the jobs that help the school to run</li> <li>• recognising jobs that involve harvesting, making, providing a service or finding out</li> <li>• being able to identify jobs that they think are similar</li> <li>• identifying what the clothes and equipment that people use in their jobs are for</li> <li>• being able to identify the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that jobs are made up of tasks</li> <li>• exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>• being able to give examples of jobs in different sectors</li> <li>• being able to explain their views about similarities and differences between jobs</li> <li>• investigating similarities and differences between men's and women's work clothes</li> <li>• being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain what tasks they would like and like least about particular jobs</li> <li>• finding out about the qualities and skills needed to do a caring job</li> <li>• being able to design a scheme for classifying a set of jobs</li> <li>• being able to explain what interests them about particular jobs</li> <li>• exploring the connection between uniforms and status</li> <li>• recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the range of possible jobs</li> <li>• identifying common sources of information about the labour market and the education system</li> <li>• being aware of the main learning pathways (e.g. university, college and apprenticeships)</li> <li>• being aware that many jobs require learning, skills and minimum qualifications</li> <li>• being aware of the range of different sectors and organisations where they can work</li> <li>• being aware of the range of ways that organisations undertake recruitment and selection</li> </ul>	<ul style="list-style-type: none"> <li>• considering what jobs and roles are interesting</li> <li>• researching the labour market and the education system</li> <li>• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>• researching the range of workplaces and what it is like to work there</li> <li>• researching how recruitment and selection processes work and what they need to do to succeed in them</li> </ul>	<ul style="list-style-type: none"> <li>• developing a clear direction of travel in their career and actively pursuing this</li> <li>• actively seeking out information on the labour market and education system to support their career</li> <li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• analysing and preparing for recruitment and selection processes</li> </ul>
Manage career	<ul style="list-style-type: none"> <li>• being aware that they and other people like to enjoy the work they do</li> <li>• enjoying work-based role-plays</li> <li>• imagining different possibilities about who they could possibly become</li> <li>• being willing to keep going and not give up</li> <li>• exploring whether characters in stories made decisions in a good way</li> </ul>	<ul style="list-style-type: none"> <li>• recognising that they and other people like to choose the work they do</li> <li>• looking forward to what they are going to learn next</li> <li>• describing a goal or target they are working towards</li> <li>• being proactive about trying different approaches to solving challenges</li> <li>• recognising that decisions can have unexpected consequences</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that choice and opportunity make careers possible</li> <li>• recognising their achievement when they have learnt something new even if they found it difficult initially</li> <li>• making a step-by-step plan to enable them to achieve something they would like to be able to do</li> <li>• being aware that having back-up plans can help overcome the disappointment or bring a different reward if their main plan does not work out</li> <li>• being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>	<ul style="list-style-type: none"> <li>• being aware that career describes their journey through life, learning and work</li> <li>• looking forward to the future</li> <li>• imagining a range of possibilities for themselves in their career</li> <li>• being aware that different jobs and careers bring different challenges and rewards</li> <li>• managing the transition into secondary school and preparing for choosing their GCSEs</li> <li>• learning from setbacks and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• recognising the different ways in which people talk about career and reflecting on its meaning to them</li> <li>• building their confidence and optimism about their future</li> <li>• making plans and developing a pathway into their future</li> <li>• considering the risks and rewards associated with different pathways and careers</li> <li>• taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>• thinking about how they deal with and learn from challenges and setbacks</li> </ul>	<ul style="list-style-type: none"> <li>• being able to describe the concept of career and say what it means to them</li> <li>• building their confidence and optimism about their future and acting on it</li> <li>• actively planning, prioritising and setting targets for their future</li> <li>• considering the risks and rewards of different pathways and career and deciding between them</li> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• being proactive about being resilient and learning from setbacks</li> </ul>
Create opportunities	<ul style="list-style-type: none"> <li>• inventing imaginary jobs</li> <li>• being aware that other people can help them meet their needs</li> <li>• recognising when they have achieved something for themselves</li> <li>• developing the ability to participate in social play involving imagined workplaces</li> <li>• being able to carry out a delegated task</li> <li>• being able to explain what a visitor told them about their job</li> </ul>	<ul style="list-style-type: none"> <li>• identifying new jobs that are just coming into being</li> <li>• being able to describe what their needs are</li> <li>• choosing what they want to achieve and the way they go about it</li> <li>• being aware of how to communicate with co-workers and customers in work settings</li> <li>• being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>• thinking about questions they would like to ask a visitor about their job</li> </ul>	<ul style="list-style-type: none"> <li>• identifying possible new jobs that might be needed in the future</li> <li>• responding to trusted adults who can help them identify their needs</li> <li>• reflecting on what they achieved and what they would do differently or better next time</li> <li>• exploring how people relate to each other in work settings</li> <li>• being able to take on different work-related roles in group play or teamwork, including as leader when required</li> <li>• explaining what they found out from a visitor about setting up their own businesses</li> </ul>	<ul style="list-style-type: none"> <li>• developing friendships and relationships with others</li> <li>• being aware that it is important to take initiative in their learning and life</li> <li>• being aware that building a career will require them to be imaginative and flexible</li> <li>• developing the ability to communicate their needs and wants</li> <li>• being able to identify a role model and being aware of the value of leadership</li> <li>• being aware of the concept of entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>• developing friendships and relationships and reflecting on their relationship to their career</li> <li>• starting to take responsibility for making things happen in their career</li> <li>• being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</li> <li>• being willing to speak up for themselves and others</li> <li>• being able to discuss roles models and reflect on leadership</li> <li>• researching entrepreneurialism and self-employment</li> </ul>	<ul style="list-style-type: none"> <li>• building and maintaining relationships and networks within and beyond the school</li> <li>• being proactive about their life, learning and career</li> <li>• being creative and agile as they develop their career pathway</li> <li>• representing themselves and others</li> <li>• acting as a leader, role model or example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> </ul>
Balance life and work	<ul style="list-style-type: none"> <li>• being aware of the different kinds of work that need doing in the home</li> <li>• recognising when they have done something to help others</li> <li>• being aware that people do paid work for financial and other rewards</li> <li>• being able to distinguish between work and rest</li> <li>• being aware of health and safety rules at school</li> <li>• exploring going to work and coming home again</li> <li>• recognising when someone is being given work to do which is unfair on them</li> <li>• being aware of how to use money</li> </ul>	<ul style="list-style-type: none"> <li>• recognising the contribution they make to the work that is done in the home</li> <li>• being aware of what volunteers do and how they can be a volunteer</li> <li>• exploring the rewards they would like to get from paid work</li> <li>• being aware that overwork is harmful to people's health</li> <li>• recognising how they can help keep themselves safe at school</li> <li>• exploring what happens in the first few days when people start work</li> <li>• being aware that they and others can play a part in helping to ensure that people are treated well at work</li> <li>• being aware of how money can be earned</li> </ul>	<ul style="list-style-type: none"> <li>• being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>• being aware of what charities do and how they can be a charity worker</li> <li>• recognising that people seek different rewards when considering paid work that they'd like to do</li> <li>• being aware that imbalances between people's life and work affects their wellbeing</li> <li>• recognising what they can do to help keep themselves and others safe at school</li> <li>• being aware that people's work needs change during their lives</li> <li>• recognising unfair barriers to opportunity and being willing to challenge them</li> <li>• being able to make decisions about saving, spending and budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of the concept of work-life balance</li> <li>• being aware that physical and mental wellbeing are important</li> <li>• being aware of money and that individuals and families have to actively manage their finances</li> <li>• being aware of the ways that they can be involved in their family and community</li> <li>• being aware of different life stages and life roles</li> <li>• being aware of rights and responsibilities in the workplace and in society</li> <li>• recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>• reflecting on the different ways in which people balance their work and life</li> <li>• reflecting on their physical and mental wellbeing and considering how they can improve these</li> <li>• recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>• recognising the role that they play in their family and community and considering how that might shape their career</li> <li>• considering how they want to move through different life stages and manage different life roles</li> <li>• developing knowledge of rights and responsibilities in the workplace and in society</li> <li>• identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>• planning for the kind of balance of work and life that they want</li> <li>• taking action to improve their physical and mental wellbeing</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> <li>• actively shaping their involvement in their family and community as part of their career planning</li> <li>• planning for different life stages and considering the different life roles that they want to play</li> <li>• being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> </ul>
See the big picture	<ul style="list-style-type: none"> <li>• recognising when work is depicted in a story</li> <li>• recognising the difference between stories about work and factual information about work</li> <li>• being aware that working life was different in the past</li> <li>• recognising scientific and technological aids that people use in their work</li> <li>• exploring jobs that people do outdoors</li> <li>• exploring the jobs that people do to help them</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of how work is portrayed differently in different stories</li> <li>• recognising that the way that work is shown is not always accurate/reliable</li> <li>• exploring how working life is changing for people now</li> <li>• being aware of how scientific and technological aids help people do their work</li> <li>• exploring work practices in the school environment that promote sustainability</li> <li>• exploring the jobs that people do to help each other</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of what the author is encouraging them to think about when work is a theme in a story</li> <li>• being able to consider if the information they have found is accurate/reliable</li> <li>• being aware of trends that hint at how working life may change for them by the time they embark on their careers</li> <li>• exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li> <li>• exploring jobs and ways of working that help to protect the environment</li> <li>• exploring what they and others can do to prevent people having to do harmful work</li> </ul>	<ul style="list-style-type: none"> <li>• being aware of a range of different media, information sources and viewpoints</li> <li>• being aware that there are trends in local and national labour markets</li> <li>• being aware that trends in technology and science have implications for career</li> <li>• being aware of the relationship between career and the natural environment</li> <li>• being aware of the relationship between career, community and society</li> <li>• being aware of the relationship between career, politics and the economy</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints</li> <li>• exploring local and national labour market trends</li> <li>• exploring trends in technology and science</li> <li>• exploring the relationship between career and the environment</li> <li>• exploring the relationship between career, community and society</li> <li>• exploring the relationship between career, politics and the economy</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</li> <li>• exploring and responding to local and national labour market trends</li> <li>• exploring and responding to trends in technology and science</li> <li>• exploring and responding to the relationship between career and the environment</li> <li>• exploring and responding to the relationship between career, community and society</li> <li>• exploring and responding to the relationship between career, politics and the economy</li> </ul>