



‘Pupils are motivated learners, and they show respect for one another...Pupils understand the school values of ambition, confidence, empathy, independence, resilience and respect. From the early years to Year 6, children and pupils listen respectfully to the views of others.... This all helps to build pupils’ character and raise their **aspirations**’

(OFSTED, October 2023)

<p>Our School Vision</p>	<p>At Oakhill, all children should achieve their potential regardless of factors such as background, ethnicity, religion or SEND. We take a nurturing approach to children in our care and the pupils’ social, emotional and mental health is of the upmost importance. Children at Oakhill are offered a wide range of internal and external opportunities and experiences. We pride ourselves on our determination to ensure that pupils receive the best start to their life journey at Oakhill. Children at Oakhill will have the opportunity to explore the arts and STEM subjects through our program. Our aim is to engage and inspire our pupils to become the best possible version of themselves. We will do this through giving them the tools to become creative, aspirational and pioneering learners, who can create fulfilling futures for themselves.</p>
<p>Our Careers-Related Learning and championing aspirations vision</p>	<p>Our aim is to have Careers Related Learning embedded in our school curriculum, EYFS to Year 6. We want children to have aspirational career choices and we understand that a huge part of this is through breaking down biases and stereotypes. Pupils will be exposed to a range of diverse jobs and careers in differing sectors. When exploring different jobs throughout their time at Oakhill, pupils will gain a greater understanding of which jobs they may want to achieve in the fields they enjoy learning the most. Each unit in each foundation subject will highlight a different job/career for pupils during the first lesson of their unit. The specific job/career will then be explicitly highlighted and discussed throughout that unit, to enable pupils to see a link between what they are learning about and a job they could achieve in that specific sector. Each of the jobs in each year group are progressive to suit the age and exposure of content to pupils. For example, a zoo keeper is exposed to the children in a Year 1 science unit based on animals</p>

	<p>including humans, compared to a Marine Biologist in a Year 6 science unit based on animals including humans. In addition to this, by forging bonds with local employers, industries and educational institutes, we want children to have the ability to make informed choices about future careers, yet already be aware of some of the choices they may be able to make based on their current likes and interests.</p> <p>Aspirations are discussed through meaningful conversations, from EYFS up to Year 6. Pupils in KS1 and Lower KS2 take part in 2 workshops throughout the year, to ensure they understand what aspirations are and how aspiring to become something, achieve something and becoming an improved version of themselves is important. The workshops are based on six different areas which promote ambitions, but also focus on pupil’s wellbeing, teaching them vital skills to become more effective individuals. Pupils in Upper KS2 will take part in 2 workshops with their own teacher and an additional workshop (Year 5 with Mrs Obada – Careers and Aspirations Lead).</p>
<p>Action Plan</p>	<p>My action plan highlights small steps to achieving a fully-integrated careers and ambitions program into our school curriculum and areas of our wider-school life.</p> <p>(See Careers and Aspirations Action plan 2025/26 – Found on separate document)</p>
<p>Early Years</p>	<p>Career related learning and aspirations are provided through: role play opportunities, construction areas, writing areas, creativity stations, visits, trips and visitors. Learning is consistently driven by pupil experiences and encounters. Aspirations are highlighted throughout a pupil’s time in EYFS by discussing different jobs (with a particular focus on people that help us – Such as the Emergency Services) and encounters with external agencies and employers/employees in an early year’s child-friendly context (such as mini-beast encounters and visits from real-world employees such as the police, firefighters and medical professionals).</p>

<p>Key Stage One</p>	<p>Careers - Careers related learning is provided through: visitors visiting the school/individual year groups, visits and trips, subject-specific resources linked to individual curriculum areas (e.g. artefacts in history and maps – e.g. OS map use in geography), life-skills week, assemblies, consistent links to inspirational people (e.g. in D&T and art) and a progressive exploration of jobs and careers exposed through the foundation subjects, where each job is related to each unit of study (for example, Year 1 history may be as simple as a ‘History Teacher’ in History or ‘Weather Presenter’ in Geography in Year 2, when learning about hot and cold climates). The careers related learning in this Key Stage will be predominantly driven through subjects, by the class teachers.</p> <p>Aspirations - Aside from inspiring children to be ambitious through the use of the careers related learning in the foundation subjects throughout the curriculum, aspirations in KS1 are explicitly taught through a wellbeing program that predominantly encourages and teaches children the basic skills needed to achieve an ambitious mindset. It also promotes the introduction to developing goals and aspiring for the future. The program has been developed entirely by the Careers and Aspirations Lead – Beth Else. The tailored program is called ‘Make me Marvellous’ and the basis of the project in KS1 is to enable all pupils to develop their understanding of ambitions, including what it means to be ambitious and how to set goals for the future. Furthermore, the skills for ambitions are taught through a sequence of projects that run progressively throughout the school, to encourage and support pupils in desiring to achieve and being ambitious in relation to their futures.</p>
<p>Lower Key Stage Two</p>	<p>Careers - Careers related learning is provided through: visitors visiting the school/individual year groups, visits and trips, subject-specific resources linked to individual curriculum areas (e.g. artefacts in history and map – e.g. OS map use in geography), life-skills week, assemblies, consistent links to inspirational people (e.g. in D&T and art) and a progressive exploration of jobs and careers exposed through the foundation subjects, where each job is related to each unit of study (for example, Year 3 D&T explores the job of a ‘Chef’ whilst learning about cooking and nutrition and Year 4 will learn about an inventor of the first</p>

	<p>working lightbulb. The careers related learning in this Key Stage will be predominantly driven through subjects, by the class teachers.</p> <p>Aspirations - In lower KS2, aside from inspiring children to be ambitious through the use of the careers related learning in the foundation subjects throughout the curriculum, like KS1, aspirations in Lower KS2 are explicitly taught through a wellbeing program that predominantly encourages and teaches children the skills needed to achieve an ambitious mindset. It also promotes developing goals and aspirations for the future. The program has been developed entirely by the Careers and Aspirations Lead – Beth Else. The tailored program is called ‘Make me Marvellous’ and the basis of the project in KS2 is to enable all pupils to develop their understanding of ambitions, but with a further emphasis on what the children are ambitious about, which goals they may have already set for the future and to begin exploring what their interests are in further detail. Furthermore, the skills for ambitions are taught through a sequence of projects that run progressively throughout the school, to encourage and support pupils in desiring to achieve and being ambitious in relation to their futures. Lower KS2 takes one step further than the KS1 content, to enable pupils to develop a clearer understanding of being ambitious.</p>
<p>Upper Key Stage Two</p>	<p>Careers - Careers related learning is provided through: visitors visiting the school/individual year groups, visits and trips, subject-specific resources linked to individual curriculum areas (e.g. artefacts in history and map – e.g. OS map use in geography), life-skills and careers week, assemblies and consistent links to inspirational people (e.g. in D&T and art). UKS2 learning will also involve specific learning opportunities to attend a selection of talks/learning opportunities with people from the world of work. I also hope they are able to visit a further and a higher educational setting (during their time in Year 6), in preparation for high school and beyond.</p> <p>Aspirations – In Upper KS2, it is paramount of pupil’s to have gained a clear understanding of what careers related learning is and have ambitions for their futures. Aspirations in Upper KS2 are still explicitly taught through a wellbeing program that predominantly encourages and teaches children the skills needed to achieve an ambitious mindset, but Upper KS2 content is taught in a way which enhances what pupils</p>

	<p>have learned previously and considers the knowledge they should therefore already hold. The program has been developed entirely by the Careers and Aspirations Lead – Beth Else. The tailored program is called ‘Make me Marvellous’ and the basis of the project in Upper KS2 is to prepare pupils for the next steps in their education and future. For example, careers champions and aspirations ambassadors are chosen to represent careers and aspirations in Years 5 and 6. Pupils in these year groups have an additional workshop that delves deeper into aspirations and sets goals beyond primary school. Year 6 have a workshop with Mr Brennan (The Year 7 lead at Trentham High School). Pupils in Upper KS2 will leave primary school with a clearer idea of a range of jobs and careers they could pursue in the future, a clearer understanding of the world of work and an understanding of different paths they could take in the future (such as apprenticeships, sixth form, college etc.)</p>
<p>Whole School Approach</p> <p><u>Careers-related learning and aspirations overarching aims (the 4-strategic objectives chosen to drive our program):</u></p> <p>To integrate careers-related learning throughout the curriculum.</p> <p>To raise and broaden children’s aspirations.</p> <p>To enable pupils to have a range of</p>	<p>Careers related learning at Oakhill is taken by a whole-school approach. To launch the careers and aspirations, myself (as careers and aspirations lead) will kick-start through a whole-school assembly, discussing careers and aspirations and what this will look like throughout the year. Following this, there will be several careers-related and ambitions-related sessions for pupils throughout the year. In KS1 and lower KS2, these will be in the form of a teacher-led session based on aspiring to achieve and in Years 5 and 6, two sessions will be with their class teacher and the third will be through a workshop with myself (Year 5) and the Head of Year 7 at Trentham High School (Year 6), tailored around future aspirations, careers opportunities and future educational prospects.</p> <p>Inspirational People Assemblies (Head Teacher) – Each half term, an inspirational person related to the value of the half term is highlighted through an assembly by the head teacher.</p> <p>Careers and Aspirations Lead (Beth Obada) presenting assemblies each half term to promote careers and aspirations – All based on different staff in school and their journey to their careers in the present day.</p> <p>Aspirations Ambassadors and Careers Champions will form an integral part of the program, as they will champion aspiring to become the best version of yourself.</p>

<p>meaningful experiences (with: Employers, employees, places of work, working related to different areas (e.g. STEM or creative etc.), entrepreneurs and local employers specific to Staffordshire).</p> <p>To engage parents and carers in our careers-related learning, to encourage them to support our pupils.</p>	<p>‘Make Me Marvellous’ internally developed program will also be used to promote six key areas: Clarity, finding your brave, Eat. Move. Sleep, Resilience, Kindness is a Superpower, Why Gratitude is the Best Attitude and Mission Transition (For Year 6 Pupils only). Pupils will actively take part in different workshops based on some of these areas throughout the year – To promote our involvement in the program, as well as to promote the importance of aspiring and aspiring to achieve. The program is progressive from Year 1 to Year 6.</p> <p>Staff meeting(s) to share, reflect and adapt our careers program and explain the ways in which we are becoming an active careers-learning school.</p> <p>Job roles across the school – Consistent job roles across school for pupils in KS1 and KS2 – All of which link and relate to real-world jobs and careers.</p> <p>Careers Fair – During the year, a Careers Fair will be open to all pupils in each year group. Many different businesses and professionals will attend the fair to promote different careers and champion aspirations.</p> <p>Careers and Aspirations Display – There is a career and aspirations display up in school, outside the Year 3 classrooms. This display features several career options which link to those learned throughout the school in our foundation subjects. The addition of Green Careers has been useful for our pupils to understand careers which link to sustainability and maintaining a green planet.</p> <p>Sports Events – Many events take place throughout the year, with many children in several year groups gaining the opportunity to compete against other children in our school, trust, county, city and nationally.</p> <p>Other whole-school events which link strongly – ‘Life Skills and Careers’ week, sports day, Fitness Friday, trips and visitors coming into our school to enable the pupils to have meaningful experiences. Pupils will work towards achieving careers and ambitions milestones throughout the year.</p>
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5 Strategic Objectives:

<u>Strategic Objective</u>	<u>Overall plan for the objective</u>	<u>Evaluating effectiveness</u>
<p>1. To integrate careers-related learning throughout the curriculum</p>	<p>NOT just as a standalone objective/area - By linking careers in the curriculum every teacher teaches careers and each unit of work in most foundation curriculum subjects have a clear link to careers – This is currently being achieved by linking a career to each unit at the beginning of the unit and referring to this throughout (e.g. Year 1 - Firefighter for the Great Fire of London in History, a chef for a cooking project in Design and Technology and a Zoo Keeper for a science unit based on animals including humans). Jobs and careers in KS1 will be less complex to KS2 (particularly UKS2 who will have e.g. Year 5 - Computer Graphic Designer in D&T for their digital world unit and a Weather Analyst in their Extreme Weather unit in Geography). In D&T, art and in some other areas (such as science), inspirational people form a part of each unit to inspire pupils and to learn more about the career path they took and how they became who and what they are today. The careers are progressive throughout the year groups and throughout the school.</p> <p>Careers continue to be imbedded throughout the curriculum (predominately through the foundation subjects) and meaningful conversations, as well as during transition and on life skills and careers week. Year 5 and 6 will have x1 further session surrounding careers and more encounters with employers etc. than any other year groups, due to them transitioning to KS3/high school.</p>	<p>Curriculum plans</p> <p>Pupil voice</p> <p>Teacher conversations</p>

<p>2. To raise and broaden children’s aspirations</p>	<p>To assist and encourage children to have a growth mindset and to have the knowledge of aspirations, aspirations to be championed through an internal program created by myself (Beth Obada – The Careers and Aspirations lead) called ‘Make Me Marvellous’. Children will take part in x2 workshops per year. One will be based on wellbeing and highlighting pupil’s qualities and skills needed to achieve specific goals and careers etc. in the future. The second workshop will be based entirely on aspirations, such as setting goals and gaining a greater understanding of aspirations and how being ambitious will support their future. Pupils will achieve milestone badges at the end of each year, which relate to content they will have covered throughout the year. Each of the milestones and workshops are progressive and cover content to support and encourage pupils to be ambitious individuals and to strive to reach set goals etc.</p> <p>Furthermore, our KS2 careers fair, to inspire the pupils to understand areas of the world of work.</p>	<p>Workshops</p> <p>Pupil voice</p> <p>Teacher conversations</p> <p>Teacher led workshops</p> <p>Workshops led specifically by the Careers and Aspirations lead (BO) for years 5 and 6</p> <p>Conversations specifically with Aspirations Ambassadors</p>
<p>3. To enable pupils to have a range of meaningful experiences surrounding careers and aspirations</p>	<p>Pupils to have the opportunity to engage in meaningful experiences with employers, employees, places of work, different areas (E.G. STEM or creative), entrepreneurs and local employers specific to Staffordshire, during their time at Oakhill. Mrs Obada has developed relationships with a range of employers (particularly within the local and surrounding community) and we try to engage regularly with said employers to have a measurable impact on pupils. Our careers fair enables pupils in KS2 to gain an insight into the world of work and ask questions to guide and encourage them to develop for their futures.</p>	<p>Database of contacts created</p> <p>Teacher conversations</p> <p>Pupil voice</p> <p>Program of engagement</p>

<p>4. To engage parents and carers to support the implementation of careers and aspirations</p>	<p>Communicate with parents regarding careers and careers related learning (CRL) so that they can communicate confidently with their child surrounding the world of work. Publish information that is accessible on the school website. We invite parents to take part in our yearly careers fair, many are invited to join our school trips and there are sections that are sometimes put on our school newsletter to support and guide parents.</p>	<p>Parent voice – Questionnaire</p> <p>Parent involvement in CRL</p>
<p>5. To reduce bias and challenge stereotypes</p>	<p>Predominantly taught with explicit intent during PSHE but also taught as part of the ‘Make Me Marvellous’ internally developed scheme (created by BO). Conversations surrounding bias and stereotypes through class teachers, as part of the careers related learning in the foundation subjects during each unit.</p> <p>Inspirational people taught in the curriculum, for example in D&T, art and history have been selected to show diversity and encourage pupils to challenge stereotypes and biases.</p> <p>Mr Smith – Inspirational people assemblies, various charity days and PSHE curriculum threads all support this area.</p>	<p>Teacher conversations</p> <p>Pupil voice</p>

x3 Priority Projects – Oakhill:

1. **Embedding CRL into the foundation subjects** – Through the teaching of which careers and jobs are available, how they can be achieved and specific skills needed for different careers. Children will have exposure to a range of different jobs that link/relate to their unit. At the beginning of each unit, pupils will be exposed to a new career. This career will then be highlighted throughout the unit in subsequent lessons that follow.

Embedding knowledge of aspirations and encourage pupils to aspire to become effective people in the community. Explicitly teach aspirations as part of the 'Make me Marvellous' scheme (BE created) through x2 workshops for years 1 to 4 and x3 workshops for years 5 and 6. All workshops will be based on wellbeing (with a focus on skills and qualities), aspirations and a Year 5 and 6 careers focused workshop.

2. **Interactions with a range of external organisations and employers** that assist with providing meaningful experiences for the children in our school setting (e.g. careers fair and St.Peter's pupil link visit in Summer 2 etc.)

3. **Communications plan to engage with parents** (e.g. an area with information on the 'Careers and Aspirations' element of our school website).

- Family e-safety
- Termly newsletter element
- Interview skills
- Watch me learn (careers AI videos incorporated)
- Reading breakfasts

At Oakhill, our Careers program is made successful by following a four-way approach:



Career Ambassador – All **teachers** to support the embedding of careers-related learning and encourage and guide pupils through meaningful conversations, as well as through their year group curriculum.

Career Ambassador – Some **parents** to attend events in our careers program, to support their children in understanding different career pathways.

Career Ambassador – All **Pupils** to support each other through meaningful discussions surrounding careers and aspirations. Pupils in UKS2 to champion careers and aspirations, particularly those who are Aspirations Ambassadors.

Career Ambassador – Some **businesses** to provide experiences for pupils surrounding the world of work and have access to employees

as guest speakers for pupils to be inspired by.

Careers Related Learning and Events linked to ALUMNO curriculum:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school (Assistance to milestones to achieve)	<p>Whole-school careers-related learning and aspirations assembly</p> <p>AI video exploration in foundation subjects</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p> <p>BO assembly based on a member of staff from school’s journey (known inspirational people)</p>	<p>AI video exploration in foundation subjects</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p>	<p>AI video exploration in foundation subjects</p> <p>World Book Day</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p> <p>BO assembly based on a member of staff from school’s journey (known inspirational people)</p> <p>Wellbeing sessions – Mental Health Week</p>	<p>AI video exploration in foundation subjects</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p>	<p>AI video exploration in foundation subjects</p> <p>Year 6 SATS</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p>	<p>Aspirations workshops in all year groups</p> <p>Careers workshops in all year groups</p> <p>Careers Fair</p> <p>Sports Day</p> <p>Bump-up days</p> <p>‘Life skills and Careers week’</p> <p>Mr. Smith – Inspirational people assembly (linked to school values)</p> <p>BO assembly based on a member of staff from school’s journey (known inspirational people)</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery FS1: 	Careers Corner (role play) –	Careers Corner (role play) – Internal experience: Now Press Play – On the Farm	Careers Corner (role play) –	Careers Corner (role play) – Internal experience: Now Press Play – Pirates, Under the Sea and Minibeasts	Careers Corner (role play) –	Careers Corner (role play) – Teacher – All about me during Bump Up Life Skills and Careers Week
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception FS2: <u>End of year careers milestone –</u> <ul style="list-style-type: none"> I can tell you some jobs of people who are key to the community Be able to name some of the job roles that are key to the community (e.g. police officer etc.) I have had the chance to role-play different jobs in the Careers Corner	Careers Corner (role play) – Internal experience: Now Press Play – The Three Little Pigs and The Christmas Story	Careers Corner (role play) –	Careers Corner (role play) – Real-life superheroes unit: <ol style="list-style-type: none"> Police Officer visitor Fire Fighter visitor Medical professional visitor Familiar people visitors (cook, crossing warden, caretaker and teacher) Trip: Think Tank museum	Careers Corner (role play) – Internal experience: People who help us	Careers Corner (role play) – Internal experience: Now Press Play – Fairy Tales	Careers Corner (role play) – Teacher – All about me during Bump Up Life Skills and Careers Week Trip: Peak Wildlife Park

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1: <u>End of year careers milestone –</u> I can name the jobs of some of the people I know</p> <p>Understanding and application of aspirations milestone: I can identify who is around me to support me in achieving my goals</p>	<p>Art AUT1 and 2– Drawing/painting Related job: Artist</p> <p>Geography – Mapwork 1 Related job: Geography Teacher</p> <p>Science AUT1 and 2 – Seasonal Changes Materials Related job: Scientist (seasonal)</p> <p>Computing – Technology Around Us Related job: Computer Technician (like</p>	<p>D&T – Wheels and Axles unit Related job: Engineer Inspirational person: Henry Ford (Designed the first motor vehicle)</p> <p>History – Then and Now Related job: History Teacher</p> <p>Geography – Farming Related job: Farmer</p> <p>Computing – Digital Painting Related job: Digital Artist</p>	<p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Art SPRING1 and 2 – 3D/printing Related job: Pottery Printer</p> <p>D&T – Making a Moving Storybook unit Related job: Author/illustrator Inspirational person: Matthew Reinhart (An American writer and illustrator of children’s pop-up & picture books)</p>	<p>D&T – Constructing a Windmill Related job: Inventor Inspirational person: Daniel Halladay (An inventor who invented the first ever windmill).</p> <p>Geography – Place: The Local Area Related job: Lollipop Person</p> <p>Science – Animals including Humans Related job: Zoo Keeper</p> <p>Computing – Grouping Data Related job: ICT Project Manager</p>	<p>Art – Textiles Related job: Textile Artist</p> <p>D&T – Fruit and Vegetables Related job: Chef Inspirational person: Jamie Oliver (A chef who focused on a project for healthy school dinners Skill: chopping</p> <p>Sum1 and 2: History – The Great Fire of London Related job: Fire Fighter</p>	<p>Aspirations Session – Goal focus</p> <p>RISE Pilot Project workshop</p> <p>Art – Digital World Related job: 3D Modeler</p> <p>D&T – Puppets Related job: Puppeteer Inspirational person: Burr Tillstram (A puppeteer and Textile Designer). Skill: Sewing a running stitch</p>

	<p>Wil, who works at Oakhill)</p> <p>Internal experience: Virtual art gallery</p>	<p>Trip: Sudbury Hall (Toys – History)</p>	<p>History SPR1 and 2– Transport and Explorers Related job: Train Driver</p> <p>Geography – Mapwork 2 Related job: Librarian (map section)</p> <p>Science – Seasonal Changes Related job: Storm Reporter (reports storms, tornadoes etc.)</p> <p>Computing – Moving a Robot Related job: Robotics Engineer</p>		<p>Geography – Weather Related job: Weather Reporter</p> <p>Science – Seasonal Changes Related job: Meteorologist (Weather Scientist)</p> <p>Computing – Digital Writing Related job: Copywriter</p> <p>Great Fire of London workshop (History)</p>	<p>Geography – Urban and Rural Areas Related job: Rubbish Collector</p> <p>Science – Plants Related job: Gardener</p> <p>Computing – Programming Animations Related job: Animation Programmer</p> <p>Other – Life Skills and Careers week, sports day and Teacher – All about me</p>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 2: <u>End of year careers milestone –</u></p> <p>I have had at least one meaningful careers conversation with my peer about the job I currently want for the future.</p> <p>Understanding and application of aspirations milestone: To set a simple goal to achieve in Year 3.</p>	<p>Dodgeball Tournament</p> <p>Art AUT1 and 2 – Drawing Related job: Illustrator</p> <p>D&T – Making a moving monster Related job: Product Designer Inspirational person: Shogo Hasui (Designs Transformers)</p> <p>History AUT1 and 2 – Significant People</p>	<p>D&T – Baby Bear’s Chair Related job: Furniture Designer Inspirational person: Louise Campbell (Furniture Designer)</p> <p>Geography – Hot and Cold Places Related job: Weather Presenter</p> <p>Computing – Robot Algorithms</p>	<p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Art SPRING1 and 2 – Painting Related job: Painter and Decorator</p> <p>D&T – Pouches Textiles Related job: Fashion Designer Inspirational person: Cath Kidston (Fashion and Homeware Designer)</p>	<p>Dance Show – Performance at Victoria Hall</p> <p>D&T – A Balanced Diet Related job: Chef/Baker Inspirational person: Paul Hollywood (GBBO Judge, Chef and Baker) Skill: chopping</p> <p>Geography – London Related job: Architect</p> <p>Science – Plants</p>	<p>Art – 3D Related job: 3D Artist</p> <p>D&T – Fairground Wheel Related job: Engineer Inspirational person: George Washington Gale Ferris Jr. (A civil engineer – who created the original Ferris wheel in 1893).</p> <p>History SUM1 and 2 – The Plague Related job:</p>	<p>Aspirations Session – Goal setting focus</p> <p>RISE Pilot Project workshop</p> <p>Sports Day</p> <p>Geography – What a Wonderful World Related job: Air Hostess</p> <p>Computing – Programming Quizzes Related job: Software Developer</p>

	<p>Related job: Nurse</p> <p>Geography – Mapwork 1 Related job: Sailor</p> <p>Science AUT1 and 2 – Animals including humans Related job: Vet</p> <p>Computing – Information Technology Around Us Related job: Information Technology Manager</p>	<p>Related job: Algorithm Developer</p> <p>Virtual visit: Mary Seacole - 'Doctoress' and Florence Nightingale (history)</p>	<p>History SPRING1 and 2 – Local History Related job: Ceramic Designer</p> <p>Geography – Mapwork 2 Related job: Primary School Teacher</p> <p>Science – Materials Related job: Science Teacher</p> <p>Computing – Digital Photography Related job: Digital Photo Editor</p>	<p>Related job: Tree Surgeon</p> <p>Computing – Pictograms Related job: Data Analyst</p> <p>Trip: Gladstone Pottery Museum</p>	<p>Doctor</p> <p>Geography – The Seaside Related job: Lifeguard</p> <p>Science – Living things and their habitats Related job: Veterinary Technician</p> <p>Computing – Making Music Related job: Musician</p>	<p>Other – Life Skills and Careers week, sports day and Teacher – All about me</p> <p>Trip: New Brighton Seaside – Beach trip</p>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3: <u>End of year careers milestone –</u> -I understand the importance of aspiring to have a fulfilling job in the future and what makes a job fulfilling for me.</p> <p>Understanding and application of aspirations milestone: To be able to explain how I can achieve some of my future goals.</p>	<p>Art – 3D Related job: Graphic Designer</p> <p>D&T – Constructing a Castle (structures) Related job: Sculptor Inspirational person: Anthony Gormley (A British sculptor – Best known for creating the Angel of the North)</p>	<p>SEND padel tournament</p> <p>Art – Digital Related job: Digital Arts Tutor</p> <p>D&T – Electrical Poster (electrical systems) Related job: Inventor Inspirational Person: Benjamin Franklin (the man who discovered electricity)</p>	<p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Art – Painting Related job: Art Teacher</p> <p>D&T – Electronic Charm (digital world) Related job: Computer Programmer Links to coding – Whereby pupils have to use Micro:bits to produce two</p>	<p>Dance Show – Performance at Victoria Hall</p> <p>Cross Country – Local schools competition</p> <p>Staffordshire Cricket Allstars (whole year group weekly sessions)</p> <p>Art – Painting – Fine Artist</p> <p>D&T – Cushions (textiles) Related job: Textile Designer Inspirational person: William Morris</p>	<p>Art – Drawing Related job: Caricature</p> <p>D&T – Pneumatic Toys (mechanical systems) Related job: Pneumatic Engineer Inspirational person: ‘Hero of Alexandria’ (A Greek mathematician who wrote his inventions using steam or wind for movement.</p>	<p>Aspirations Session – Goal focus</p> <p>KS2 Careers Fair</p> <p>Photography workshop – Masterclass</p> <p>RISE Pilot Project workshop</p> <p>Sports Day</p> <p>Art – Printing Related job: Print Technologist</p> <p>D&T –</p>

	<p>History AUT1 and 2– The Tudors Related job: Historic Site Owner (e.g. owner of Ford Green Hall)</p> <p>Geography – Mapwork 1 Related job: Travel Agent</p> <p>Science AUT1 and 2 – Forces and Magnets Related job: Magnetic Engineer</p> <p>Visit: Ford Green Hall (history)</p>	<p>Geography – Earthquakes Related job: Seismologist</p> <p>Computing – Stop-frame Animation Related job: Stop Frame Animator</p> <p>Internal experience: Virtual art gallery</p>	<p>types of code to make their charm flash and sound an alarm.</p> <p>History SPRING1 and 2 – The Stone Age Museum Education Officer</p> <p>Geography – Mapwork 2 Related job: Landscape Scientist</p> <p>Science – Light Related job: Street Lighting Electrician</p>	<p>Geography – Europe Related job: European Union President</p> <p>Science – Animals including Humans Related job: Nutritionist</p> <p>Computing – Branching Databases Related job: Data Scientist</p>	<p>History SUM1 and 2 – Ancient Greece Related job: Academic Researcher</p> <p>Geography – Coastal Erosion Related job: Coastal Engineer</p> <p>Science – Plants Related job: Botanist</p> <p>Computing – Desktop Publishing Related job: Journalist</p> <p>Internal experience: Virtual reality Greeks</p>	<p>Eating Seasonally (cooking and nutrition) Related job: Chef</p> <p>Inspirational person: Nigella Lawson (Chef, television cook and food critic)</p> <p>Geography – Types of Settlement Related job: Town and Country Planner</p> <p>Science – Rocks Related job: Geologist (someone</p>
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		Visit: Regent Theatre Christmas Pantomime Production	Computing – Sequencing Sounds Related job: DJ			who studies rocks) Computing – Events and Actions in Algorithms Related job: IT Data Security (E.g. Undoing hacker etc.) Other – Life Skills and Careers week, sports day and Teacher – All about me during Bump Up
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 4: <u>End of year careers milestone –</u> -I understand the importance of aspiring to have a fulfilling job in the future. TEACHERS TO AID!</p> <p>I have been made aware of career stereotypes and can begin to challenge them.</p> <p>Understanding and application of aspirations milestone: I can suggest skills and strengths that I might need for</p>	<p>Art AUT1 and 2 – Painting Related job: Art Therapist</p> <p>D&T – Adapting a Recipe (food and nutrition) Related Job: Baker Inspirational person: Mary Berry (A professional baker, chef and recent GBBO judge).</p> <p>History AUT1 and 2 – The Titanic and Edwardians</p>	<p>SEND padel tournament</p> <p>D&T – Pavilions (structures) Related job: Architect Inspirational person: Lina Ghotmeh (A Lebanese architect who creates environmentally conscious pavilions). -Links to the environment and sustainability</p> <p>Geography – Volcanoes</p>	<p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Art – 3D Related job: Sculptor</p> <p>D&T – Torches (electrical systems) Related job: Inventor Inspirational person: Thomas Edison (Inventor – Invented the first working lightbulb)</p>	<p>Dance Show – Performance at Victoria Hall</p> <p>Cross Country – Local schools competition</p> <p>Staffordshire Cricket Allstars (whole year group weekly sessions)</p> <p>Art – Textiles Related job: Interior Designer</p> <p>D&T – Mindful moments timer (digital world) Related job: Inventor</p>	<p>Art SUM1 and 2 – Drawing Related job: Gallery Curator</p> <p>D&T – Fastenings (textiles) Related job: Textile Designer Inspirational person: Kate Spade (Textile/fashion designer)</p> <p>History SUM1 and 2 – The Romans Related job: Documentary Presenter OR</p>	<p>Aspirations Session – Career stereotypes focus</p> <p>KS2 Careers Fair</p> <p>Photography workshop – Masterclass</p> <p>RISE Pilot Project workshop</p> <p>Netball Tournament</p> <p>Sports Day</p> <p>D&T – Making a Slingshot</p>

<p>my future career aspiration and can explain how I will develop these.</p>	<p>Related job: Museum Exhibitions Officer</p> <p>Geography – Mapwork 1 Related job: Geography Lecturer</p> <p>Science – States of Matter Related job: Chemist</p> <p>Computing – The Internet Related job: Network Architect</p> <p>Visit: Thinktank (science)</p>	<p>Related job: Volcanologist</p> <p>Science – Sound Related job: Acoustic Engineer</p> <p>Computing – Audio Production Related job: Audio Visual Engineer</p> <p>Internal experience:</p>	<p>History SPRING1 and 2 – Local History: Mining Engineer</p> <p>Geography – Mapwork 2 Related job: Conservation Officer</p> <p>Science SPRING1 and 2 – Electricity: Electrician</p> <p>Computing – Repetition in Shapes Related job: Computer Science Lecturer</p>	<p>Inspirational person: Cerys Griffiths (Founder of the Micro:bit).</p> <p>Geography – North America Related job: Economist</p> <p>Computing – Data Logging Related job: Data Annotation</p>	<p>the job the Roman guy that comes to school does)</p> <p>Geography – Trade Related job: Transport and Logistics Manager</p> <p>Science – Living things and their habitats Related job: Ecologist</p> <p>Computing – Photo Editing Related job: Wedding Photographer</p>	<p>Car (mechanisms) Related job: Designer</p> <p>Inspirational person: Carl Benz (Invented the first car, called 'Benz').</p> <p>Geography – Renewable Energy Related job: Renewable Energy Electrical Design Engineer</p> <p>Science – Animals Including Humans</p>
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		Volcano workshop (Geography) Visit: Regent Theatre Christmas Pantomime Production		Internal experience/visitor: Roman workshop (history)		Related job: Dentist Computing – Repetition in Games Related job: Game Developer Other – Life Skills and Careers week, sports day and Teacher – All about me during Bump Up
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 5: <u>Introduction to Aspirations Ambassadors</u></p> <p><u>End of year careers milestone –</u> I understand that employers must treat all employees equally.</p> <p>I can understand and articulate that there are a range of benefits from employment that are not just financial (BO to deliver). Understanding and application</p>	<p>Swimming lessons</p> <p>Art AUT1 and 2 – Sketching Related job: Life Drawing Artist</p> <p>D&T – Pop-up Book (Mechanisms) Related job: Inventor Inspirational Person: Archimedes (Ancient Greek inventor – Developed the first pulley machine).</p>	<p>Swimming lessons</p> <p>Football Tournament</p> <p>D&T – What could be Healthier? (Cooking and Nutrition) Related job: Chef Inspirational Person: Italian celebrity chef).</p> <p>Geography – Extreme Weather Related job: Weather Analyst</p>	<p>Swimming lessons</p> <p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Football Tournament</p> <p>Art SPRING1 and 2 – Painting Related job: Art Gallery Owner</p> <p>D&T – Bridges (Structures) Related job: Structural Engineer</p>	<p>Swimming lessons</p> <p>Dance Show – Performance at Victoria Hall</p> <p>Cross Country – Local schools competition</p> <p>Football Tournament</p> <p>D&T – Doodlers (Electrical Systems) Related job: Electrical Engineer Inspirational Person: Nikola Tesla (A Serbian-American electrical engineer and mechanical</p>	<p>Swimming lessons</p> <p>University external workshop</p> <p>Football Tournament</p> <p>Basketball tournament</p> <p>Art – Textiles Related job: Graffiti Artist</p> <p>D&T – Monitoring Devices (Digital World) Related Job:</p>	<p>Swimming lessons</p> <p>Aspirations Session – Character strengths focus</p> <p>Additional careers session (lead by BO) – Money Matters</p> <p>KS2 Careers Fair</p> <p>Crazy Courses external workshop Photography workshop – Masterclass</p>

<p>of aspirations milestone: I can identify my character strengths to help guide me to an aspiring future career.</p>	<p>History AUT 1, 2 and Spring 1 – World War II Related job: Archivist</p> <p>Geography – Mapwork 1 Related job: Land Surveyor</p> <p>Science AUT1 and 2 – Materials Related jobs: Materials Engineer</p> <p>Computing – Systems and Searching Related job: Social Media Manager</p>	<p>Computing – Video Production Related job: Filmmaker or Film Director</p>	<p>Inspirational Person: Santiago Calatrava (Structural engineer, known for being one of the most famous bridge designers of all time).</p> <p>Geography – Mapwork 2 Related Job: Cartographer (draws maps)</p> <p>Science SPRING 1 and 2 – Animals including Humans Related job: Veterinary Surgeon</p>	<p>engineer – Best Known for his contributions to the design of the modern electricity supply system).</p> <p>History Spring 2, Sum 1 and Sum 2 – Ancient Egypt Related job: Archeologist</p> <p>Geography –South America Related job: Pilot</p> <p>Computing – Flat-file Database Related job: Hardware Engineer</p>	<p>Computer Graphic Designer -Links to computer aided design and understanding what this is and how to apply your knowledge to create something computer aided.</p> <p>Geography – Rivers Related job: Charity Worker (E.g. Canal and River Trust Charity Manager).</p>	<p>RISE Pilot Project workshop</p> <p>Netball Tournament</p> <p>Rounders Tournament</p> <p>Girl’s football match</p> <p>Sports Day</p> <p>Art – Digital Related job: Graphics Software Engineer</p> <p>D&T – Stuffed Toys (Textiles) Related Job: Soft Toy Engineer</p>
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		<p>Visit: Brampton Museum (WWII – History)</p> <p>Visit: Regent Theatre Christmas Pantomime Production</p>	<p>Computing – Sensing Related job: App Developer</p> <p>Internal experience: Virtual Art Gallery</p>		<p>Science – Earth and Space Related job: Astronaut</p> <p>Computing – Vector Drawing Related job: Software Engineer</p> <p>Visit: Wolesley Centre (Rivers - Geography)</p>	<p>Inspirational Person: Richard Steiffe (Soft toy engineer)</p> <p>Geography – How land is used Related job: Urban Geography or general Geography Lecturer</p> <p>Science – Forces Related job: Aerospace Engineer</p> <p>Computing – Selection in Quizzes</p>
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						<p>Related job: Computer Games Tester</p> <p>Other – Life Skills and Careers week, sports day and Teacher – All about me during Bump Up</p> <p>Visit: Fire Station</p>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 6: Aspirations Ambassadors</p> <p>End of year careers milestone – I am aware of a variety of different jobs that encompass a range of different skills.</p> <p>I am aware of the different pathways I could take such as sixth form, college, training provider, apprenticeship and university).</p> <p>I have had an encounter with</p>	<p>Art AUT1 and 2 – 3D Related job: Fine Art Sculptor</p> <p>D&T – Waistcoats (Textiles) Related Job: Textile Designer Inspirational person: Althea McNish (The first black British textile designer).</p> <p>History AUT1, 2 and SPRING1 – Vikings, Anglo-Saxons and Scots</p>	<p>Football Tournament</p> <p>D&T – Automata Toys (Mechanisms) Related Job: Manufacturer Inspirational person: Piette Jaquet-Droz and Henri-Louis Jaquet-Droz (Designed and built the first ever automata toys)</p> <p>Geography – Mountains Related job:</p>	<p>Wellbeing session – Mental Health Week</p> <p>RISE Pilot Project Assembly and workshop</p> <p>Football Tournament</p> <p>Art SPRING1 and 2 - Textiles Related job: Manga Artist</p> <p>D&T – Come Dine with Me (Cooking and Nutrition) Related Job: Michelin Star Chef</p>	<p>Dance Show – Performance at Victoria Hall</p> <p>Cross Country – Local schools competition</p> <p>Football Tournament</p> <p>D&T – Playgrounds (Structures) Related Job: Architect Inspirational person: Eric McMillian (Architect who transformed and revolutionised playground design in the 1970s).</p>	<p>University external workshop</p> <p>Football Tournament</p> <p>Basketball tournament</p> <p>Art – Sketching Related job: Photographer</p> <p>D&T – Steady Hand Game (Electrical Systems) Related Job: Inventor Inspirational person: James Mason Prentice</p>	<p>Aspirations Session – Employability focus</p> <p>Additional careers session (St. Peter’s High School link) – Year 10 student visit – School options subject focus</p> <p>KS2 Careers Fair</p> <p>Crazy Courses external workshop</p> <p>Photography workshop – Masterclass</p>

<p>at least one university.</p> <p>I have visited a place of further education.</p> <p>Understanding and application of aspirations milestone: I can recognise and start to demonstrate qualities and skills that employers or HE providers are looking for and know the importance of making a good first impression.</p>	<p>Related job: History Lecturer</p> <p>Geography – Mapwork 1 Related job: Air Cartographer</p> <p>Science – Living things and their habitats Related job: Ornithologist</p> <p>Computing – Communication and Collaboration Related job: Visual and Digital Communicator</p>	<p>Outdoor Education Instructor</p> <p>Science – Electricity Related job: Electrical Assembler</p> <p>Computing – Webpage Creation Related job: Web Designer and Developer</p>	<p>Inspirational person: Marco Pierre White (Chef at his own restaurants) -Links to how to eat in a restaurant and how to cook)</p> <p>Geography – Mapwork 2 Related job: Geospatial Technician</p> <p>Science SPRING1 and 2 – Evolution and Inheritance Related jobs: Evolutionary Biologist</p> <p>Computing – Selection in Physical Computing</p>	<p>History SPRING2 and SUM1 – Mayans and Aztecs Related job: Conservator/ Restorer</p> <p>Geography – Asia Related job: Logistics and Distribution Manager</p> <p>Computing – Introduction to spreadsheets Related job: Accountant</p>	<p>(Created the first board game to use electrical rays & founded 'The Electric Game Company'). -Links to computer aided design in 3D – Understanding and applying computer aided design to create a steady hand game.</p> <p>Geography – Rainforests Related job: Rainforest Conservationist</p> <p>Science – Light Related job:</p>	<p>RISE Pilot Project workshop</p> <p>Netball Tournament</p> <p>Rounders Tournament</p> <p>Girl's football match</p> <p>Sports Day</p> <p>Art – Painting Related job: Architect</p> <p>D&T – Navigating the World (Digital World) Related job: Scientist</p>
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		<p>Visit: Chester Zoo</p> <p>Visit: Regent Theatre Christmas Pantomime Production</p>	<p>Related job: 3D Printing Technician</p> <p>Internal experience: Maya virtual workshop (History)</p> <p>Internal experience: Author Visit</p>	<p>Visit: Natural History Museum (Evolution Workshop – Science)</p>	<p>Optical Scientist</p> <p>Computing – 3D Modelling</p> <p>Related job: Computer Aided Surveyor</p> <p>Visit: Stanley Head Residential</p>	<p>Inspirational person: Shen Kug (A Chinese scientist who came up with the concept of ‘True North’ on the compass.</p> <p>History – Local History</p> <p>Related job: Waterway Operative</p> <p>Geography – Biomes</p> <p>Related job: Sustainability Consultant</p> <p>Science – Animals Including Humans</p>
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						<p>Related job: Marine Biologist</p> <p>Computing – Variables in Games Related job: Game Programmer</p> <p>Other – Life Skills and Careers week, sports day and Teacher – All about me during Bump Up</p>
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