

Learning Objective: To explore a range of careers and how money can influence lives		Learning Outcomes: <ul style="list-style-type: none"> To understand that there are a broad range of jobs available and the skills needed to get them To understand the value of money To understand different influences that encourage spending Thinking Skills <ul style="list-style-type: none"> Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Evaluate own evidence offered and that offered by others i.e. I think that example is... Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry Evaluate in some detail the range of possibilities
Vocabulary: Jobs Skills Transferable skills Careers Stereotypes Gambling Addiction		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
Days 1-5 (per-arranged morning/afternoon visits)	<ul style="list-style-type: none"> How to recognise personal qualities and individuality Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others How to challenge stereotypes and assumptions about others 	L.O. To understand that there are a broad range of jobs available and the skills needed to get them Skills Focus: Evaluate in some detail the range of possibilities Once visitors are confirmed, you may want to create a careers booklet for the children to keep. There should be space to write notes. Introduce children to Careers Week . Explain that this week; they will be visited by people with a range of careers for them to learn about. What careers can you remember from the work we did in Year 2? What jobs can you think of now? Mind map these on flipchart. Children to think about which jobs they are most interested in. Has this changed from when you were in Year 2? Is it ok to change your mind? Explain to children that times are different now because employers are looking for transferable skills as well as knowledge. Transferable skills are skills that can be used in a variety of jobs including things like- adaptability, use of technology, teamwork, communication, cooperation etc. Children to think of questions that they would want to ask each visitor- these can be related to the job, their journey, skills or likes/dislikes. VISITORS COME IN OVER THE COURSE OF A WEEK IN DIFFERENT TIME SLOTS- CHILDREN TO FILL IN THEIR CAREERS BOOKLET. Follow up lesson after visits- Children to reflect on the visitors and different careers they have learnt about. Which did they enjoy most? Have any inspired an

		<p>interest in you that you didn't think about before?</p> <p>Children to create a CV for themselves, which include transferable skills and an opening statement to try to sell themselves to an employer. The CV can also include any achievements i.e. school councillor, sporting achievements, outside of school achievements etc.</p> <p>Discuss different stereotypes that might arise in the workplace i.e. firemen being men, male doctors, female nurses etc. What do we think about these? How can these stereotypes be challenged?</p>
2	<ul style="list-style-type: none"> • What money is, how it is obtained and that it comes in multiple forms • How to make choices about spending money, saving money and how to keep it safe • The difference between what we need and what we want • The importance of having a job to help people earn money to pay for things they need and want 	<p>L.O. To understand the value of money</p> <p>Skills Focus: Show appreciation for the comments of others i.e. that is a good point/that has made me think about...</p> <p>Recap wants vs needs. What do we want in life/what do we need? How does this differ depending on where we come from and how much money we have? In the UK, people's wants and needs depend on the job that they have and how much money they are able to spend. In other countries, it might depend on poverty where they live, government regulations etc.</p> <p>Explore case studies from different countries looking at how their wants and needs might differ from their own. Children to label each case study with wants and needs.</p> <p>Discuss the differences that they have noticed and reasons for these differences.</p>
3		<p>L.O. To understand different influences that encourage spending</p> <p>Skills Focus: Question peers to support progress in an enquiry Encourage others to contribute to an enquiry</p> <p>Circle time discussion:</p> <ul style="list-style-type: none"> • What is value for money? • Where would you choose to spend money? • Who/what, encourages us to spend money? • How does advertising persuade us to spend money? • What is gambling? How do adverts encourage people to gamble? • Explain how gambling can become addictive and discuss what this means and the consequences this may have on self and family. • Explain that there is support available for people with gambling addictions. Signpost children to where they can go if they have any concerns about this.
Evidence for assessment will be from:		<p>To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity</p> <p>How individuality and personal qualities make up someone's identity (including gender identity)</p>

	<p>Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others What influences peoples’ decisions when spending or saving money and how people keep track of their money</p> <p>To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it</p> <p>Understanding the different choices and options people have to pay for things</p> <p>How to understand whether things are value for money and what this means to different people</p> <p>That money can be won, lost or stolen and that money can affect people’s feelings and emotions</p> <p>There are a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>There are skills, attributes, qualifications and training needed for different jobs and some are paid more than others (including unpaid voluntary work)</p> <p>People’s choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p>
<p>Resources needed for project:</p>	<ul style="list-style-type: none"> • Contact parents/people in the community to visit the school for careers week • Case studies for Value for Money lesson
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>	<p>Children should be able to build on the ideas of others and question their peers during class discussions.</p> <p>Understand vocabulary before the session. Discuss different careers that children have heard of, what skills might be needed and whether it is a job, they might be interested in- encourage them to explain why. Create questions to ask visitors.</p>