

LESSON 3

Career routes

KEY STAGE 2

This is the final lesson about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). This lesson, designed for pupils in year 5 or year 6, focuses on the different routes into careers, as well as the qualifications, training or experience needed. Pupils also consider an area of work that might interest them.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning Objective

To learn about routes into different jobs and career pathways.

Learning Outcomes

Pupils will be able to:

- describe some of the qualifications, training, and experiences needed for different careers
- explain the different ways into jobs, such as through college, apprenticeships, or university
- identify some areas of work they might be interested in for the future

Resources Required

- Box or envelope for questions
- Resource 1: *Overhead conversation* [one per pupil]
- Resource 2: *Qualifications quiz* [one set per pair]
- Resource 3: *Career routes* [one per pair]
- Resource 4: *CV template* [one per pupil]

Lesson Summary

Activity	Description	Timing (Total: 60 mins)
1. Introduction	Introduce learning objective and outcomes, set up the question box and revisit ground rules.	3 mins
2. Baseline assessment	To demonstrate their current understanding, pupils respond to a conversation about what someone needs to do to get a job.	10 mins
3. Academic or vocational	Pupils complete the qualifications quiz to decide if a qualification is academic or vocational.	10 mins
4. Different routes	Pupils match the career to the correct career route and consider which routes might suit different people.	15 mins
5. Now and in the future	Pupils explore future career options using a CV template.	15 mins
6. Reflection and endpoint assessment	Pupils revisit the overheard conversation from the baseline assessment to demonstrate learning.	5 mins
7. Signpost support	Remind pupils of who they can talk to if they have any questions or worries about careers.	2 mins

Climate for Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of

people's careers and having a job, and that some of their families may be affected by long term unemployment or unstable employment.

Key Words

Route, qualification, training, experience, academic, vocational, apprenticeship, university, college, assignment, CV.

Baseline Assessment

Introduction (slide 1-2) – 3 mins

Set up the question box and remind pupils of the ground rules. Introduce the learning objective and outcomes. Explain that today's lesson will focus on the routes people can take into different careers, including the qualifications, training, or experience they might need. Tell pupils there will also be a chance for them to think about any possible careers they are interested in for the future.

Baseline assessment activity (slide 3) – 10 mins

Give each pupil a copy of Resource 1: *Overheard conversation* with the beginning of a conversation some children are having about how someone can pursue a career. Ask pupils to read the conversation so far and then add their own ideas in the first box underneath the speech bubbles (tell them not to write anything in the second box yet). Pupils work on this activity individually and without additional prompting. Once completed, ask pupils to set their work aside to be revisited at the end of the lesson.

Take feedback from the class, and briefly summarise how someone might pursue a career, for example:

To pursue a career, you might need certain qualifications, training, or experience. For some careers, someone can learn 'on the job' and for others, they will need to study at college or university. A career is like a path or journey; someone will usually have more than one job throughout their career.

Core activities

Academic or vocational? (slide 4-10) – 10 mins

Using slide 4 to support, briefly explain the meaning of a qualification as a way of showing what someone has learnt and what they can do as a result. Next, introduce pupils to two types of qualification; academic and vocational, and explain the difference between them.

Academic: gained while studying at school, college, or university in a classroom setting.

Vocational: a work-related qualification to ensure someone has the knowledge and skills to do a particular job. This often includes combining practical-based learning with some study at college or university.

Next, ask pupils to complete Resource 2: *Qualifications quiz* in pairs by identifying whether each example is academic, vocational or a mix of both. This could also be done as a whole class activity using slides 5-7. Once completed, take feedback and ensure pupils are aware of the correct answers using slides 8-10.

Challenge: In their exercise books, ask pupils to create a list of advantages for academic and vocational qualifications. *For example:*

Academic: studying a subject in depth, becoming an 'expert' in a certain topic or subject, new experiences at college or university, being able to choose from a wide range of jobs.

Vocational: gaining technical/practical skills, having job or work experience, focussing on one job area, vocational qualifications are designed to lead to a job, getting paid whilst completing a qualification e.g., an apprenticeship.

Different routes (slides 11-13) – 15 mins

In pairs, give pupils Resource 3: *Career routes* and ask them to match the job to the route someone has taken. Before starting, briefly explain an apprenticeship as when someone trains whilst being employed in that job. They learn skills, gain experience, and get paid. Take feedback and go through the answers using slide 8:

Route 1: Pharmacist

Route 2: Pastry Chef

Route 3: Electrician

Then, ask pupils whether the examples include an academic route, vocational route, or a mix of both.

Take feedback and draw out the key learning:

Pharmacist: Academic (A levels, a degree and a Master's).

Pastry Chef: Vocational (Apprenticeship and on-the-job training) and some academic (five GCSEs). Electrician: Vocational (Level 2 diploma and advanced apprenticeship).

Explain that these are example routes and there are often lots of ways into the same job, including the qualifications someone might need. For example, instead of a diploma, an electrician could complete a T level.

Once completed, show pupils the talking heads on slide 13. Assign small groups of pupils an example and ask them to discuss:

Is the person more suited to an academic or vocational route?

Are there any subjects at school, or clubs that they could join, to help them in their career?

Take feedback from the class. *Pupil responses might include:*

Amy: Probably more suited to an academic route; study English at school, and then law at university, take part in School council or mock trial competitions to get more confident at public speaking.

Joe: Probably more suited to a vocational route; study Maths, join a Design and Technology workshop or club.

Harper: Could be suited to both, although more likely to be academic if they don't know what job they want to do yet. They could study Art, Drama or other creative subjects such as Design and Technology, join an art or drama club, or local theatre group.

Support: For the talking heads part of the activity, ask pupils to focus on either Amy or Joe when responding to the questions.

Now and the future (slide 14) – 15 mins

Explain that someone can showcase their qualifications, training and experience using a CV (Curriculum Vitae); a document which is usually required when applying for a job. Then ask pupils to create their own CV using Resource 4: *CV* as a template.

Explain that this is an exploratory activity to allow some thinking about themselves, and that it's normal for someone to not know yet what job they want to do in the future. Lots of people change their mind as they grow up, and many adults change job several times over the course of their career and may change their career completely.

Plenary/ Assessment for and of learning

Reflection and endpoint assessment (slide 15) – 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, ask pupils to return to their baseline assessment – Resource 1: *Overheard conversation*, and change or add to their ideas about what each pupil says, using the 'What I now know about routes into careers' box. This can be used as evidence of learning and progress, and to inform further teaching.

Signposting support (slide 16) – 2 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Pupils could also contact ChildLine:

0800 1111 to speak to someone or access: www.childline.org.uk/kids

In addition, tell pupils that more information on career routes and jobs can be found through [BBC bitesize](http://BBCbitesize).

Extension activity

Extension activity (slide 17)

Pupils create a 'vision board' about their future goals and career, and what they hope to achieve, using a collage of text and images. Explain that the world of work changes over time. New jobs are created because of changes in technology, such as the development of AI, the environment and the way people live. As a result, some of the jobs pupils may do in the future do not yet exist.

As part of their vision board, ask pupils to include:

- a job they might like to do in the future
- an idea for a job that does not yet exist.

