

Shiremoor Primary School - Careers Curriculum Overview





Year 1: Medical and Well Being

Link -> [My Path Skills lesson: What is a job? Part I](#)

JOB: Carer

Care Worker

https://youtu.be/lbj9_8rnfJc

Key Vocabulary: doctor, nurse, firefighter, police officer, job, care, help

Input (10 minutes):

- Introduce the concept of job opportunities that involve caring for others.
- Explain that there are many different jobs where people help and care for others in different ways.

Discuss a few examples of such jobs:

Doctors: They help people when they are sick or hurt by giving them medicine and treatments.

Nurses: They assist doctors and take care of patients in hospitals.

Firefighters: They rescue people from fires and help keep us safe.

Police officers: They help keep our community safe and catch people who do bad things.

Show pictures related to each job and explain their specific responsibilities and how they contribute to society.

JOB: Nurse

NURSE

https://youtu.be/xzNVB_oGV4

1. Role Play Activity:

Divide the students into small groups and assign each group a different profession, including a group as nurses.

Provide each group with picture cards of their assigned profession.

Instruct the students to discuss and act out what they think someone in their assigned profession would do and what skills they would need.

Nurse Skills Matching Game:

Prepare a set of cards with different nurse-related skills or tasks written on them, such as "taking care of patients," "giving medicine," "listening to patients," "helping doctors," etc.

Distribute the cards among the students, ensuring that each student gets at least one card.

Instruct the students to walk around the room and find their matching pair by matching the skill/task on their card with someone else's card.

Once the students have found their pairs, ask them to sit down in pairs.

JOB: Dentist

Dentist: <https://youtu.be/itFR0e2XAsw>

Have you ever been to a dentist?

What do dentists do?

Why is it important to take care of our teeth?

Role Play:

Set up a mini dentist's office corner in the classroom.

Invite a couple of students to play the roles of dentist and patient.

Demonstrate a basic check-up scenario to explain the dentist's role.

Interactive Presentation:

Use interactive slides or posters to showcase the tools dentists use.

Explain each tool's purpose in a simple and engaging manner.

Storytelling:

Read a story or show a video about a visit to the dentist.

Discuss the characters in the story and their roles.



Year 2: Agriculture, Animals and Food

MY Path Skills lesson: What is a Job? Part II

Job: Farmer

Farmer: <https://youtu.be/QekmLpCfuEc>

Look at some examples of crops grown by arable farmers. What kinds of crops can grow in Britain? Why can't British farmers grow 3 types of farming: arable (produce crops), pastoral (raise animals for meat, wool or dairy), mixed farming grows crops and keeps animals. Farmers have to be fit and work long days from about 5 a.m.

Lesson 2: Look at farming jobs over the seasons. Relate months of year to seasons. Watching video on 'The School Run.' Children to do a pictorial version of farming through the seasons and add some of the machinery to be used.

Useful links: www.Countrysideclassroom.org

Job: Shop Worker

Skills Session: [Stereotypes \(Slides and Video\)](#)

Do we usually go to the farm to buy our food? We go to the supermarket. Look at pictures of some supermarkets and explain that food comes to supermarkets from all over the world. Visit Sainsbury's and look at the different types of food and food packaging. Also think about the different jobs e.g.

cashier, manager, baker, people who package food, people who grow or produce the food.:

Job: Chef

CHEF <https://youtu.be/jeaSGRFhl-c>

Introduce the concept of being a chef and explain that chefs are professionals who cook food in restaurants, hotels, or other places.

Present a list of skills and knowledge that chefs need, such as cooking skills, creativity, organisation, and good taste buds.

Discuss the advantages of being a chef, such as getting to cook delicious food, being creative, and working with a team.

Activity Could be in line with cookery curriculum : Divide the class into small groups and provide each group with pictures of kitchen tools and ingredients.

Ask students to imagine they are chefs and discuss how they would use these tools and ingredients to create a dish.

Each group presents their dish idea to the class, explaining their choices.



Year 3: Creative Arts, Fashion and Media

MyPath Skills Lesson: Stereotypes Part II

Job: Artist

ARTIST

<https://youtu.be/1o1v9r7Hqe4>

Makeup Artist:

<https://youtu.be/m00hwdKVw4w>

Introduce the concept of being an artist and explain what artists do.

Discuss different types of artists (e.g., painters, sculptors, illustrators) and their work.

Explain that artists can work in various settings, such as museums, galleries, studios, or even outdoors.

Introduce the term "pathways" and explain that there are different ways to become an artist.

Some artists go to art school or university to learn more about art.

Others may start by practicing on their own and develop their skills over time.

Share examples of famous artists and their pathways to becoming artists (SEE ART CURRICULUM)

Explain that some artists began their artistic journey at a young age, while others discovered their passion for art later in life.

Complete job profile on chosen artist. Discuss skills.

Job: Designer

Fashion Designer:

<https://youtu.be/EMa7vmHYUwg>

GRAPHIC DESIGNER

<https://youtu.be/JCCMxgnkzrs>

Starter (Introduction):

Show images or examples of different types of designs, such as fashion, product, graphic, interior, or architectural designs.

What do you notice about these designs?

What type of designs do you like the most? Why?

Where do you think you can find these designs?

Present examples of different types of designers:

- Fashion designers create clothing and accessories.
- Graphic designers create visuals for advertisements, logos, or websites.
- Product designers design everyday objects or gadgets.
- Interior designers create functional and aesthetically pleasing spaces.
- Architectural designers plan and design buildings.

Discuss their specific roles and responsibilities and the areas in which they work.

Provide information on the different pathways to becoming a designer, such as:

Studying art and design in school.

Pursuing further education in design-related subjects.

Gaining practical experience through internships or apprenticeships.

Job: Journalist

Journalist

<https://youtu.be/stH3Jx8DnaM>

Explain that the media industry includes newspapers, magazines, television, radio, and the internet. Introduce and explain some common jobs in the media, such as:

Journalist: someone who writes articles for newspapers or magazines.

Presenter: someone who hosts a TV or radio show.

Photographer: someone who takes pictures for newspapers, magazines, or websites.

Activity (20 minutes)

Divide the students into small groups and provide each group with a set of job cards. The job cards should include different roles within the media industry, including the ones mentioned in the Input section. In their groups, students should take turns to pick a card and discuss the role with their group members. They should discuss the responsibilities of that role and try to come up with a brief description. They can also share if they have seen someone performing that job in real life or on TV.

Compete job profile



Year 4: STEM Based around Civil Engineering

MyPath Skills Lesson: Networking Part I

Job: Tradesperson

<https://www.goconstruct.org/>

Electrician: <https://youtu.be/2RgVQDljLBk>

Carpenter: <https://youtu.be/eL2j50PfCGc>

Introduce the concept of a tradesperson as someone who has a specific skill or expertise in a particular trade, such as plumbing, carpentry, or electrician.

- Show visuals or real-life examples of different tradespeople and discuss their roles and responsibilities. Explain that these jobs are crucial for maintaining and building infrastructure, homes, and other structures.
- Discuss the importance of tradespeople in society and how their skills contribute to the everyday functioning of communities.
- Introduce the idea that becoming a tradesperson requires specific training or apprenticeships to develop the necessary skills.

Divide the class into small groups and provide each group with a set of trade cards. The trade cards should include the name of the trade, a brief description, and an illustration related to the trade.

Each group should take turns to read out the details of a trade card they have been given, explaining the trade to their peers.

After each presentation, encourage the other groups to ask questions about the trade, such as the skills required, potential pathways to become a tradesperson, or the importance of that trade in society.

Complete job profile

Job: Game Designer

Games Developer: https://youtu.be/gce_wLxQgxE

Lesson Outline

"What Is a Games Developer?"

Begin with a class discussion: "Who plays video games?" "Who do you think makes them?"

Watch a short video clip introducing the role of a games developer

Use a simple slide to highlight key roles: designer, programmer, sound artist, tester

Create a quick class brainstorm (mind map) of what skills you think a games developer needs (creativity, coding, teamwork, problem-solving)

Career Roles in Game Development

Hand out role cards (designer, coder, tester, sound engineer) to small groups

In groups, students match the job title with a description of the role and the skills required

Mini Game Scene in Scratch

Model on the board how to create a simple Scratch scene: a sprite moving when a key is pressed

Pupils follow along on their computers, using block code to build their own simple interactive game element

Encourage pupils to "debug" any issues they encounter (connects with the "testers" role)

Pupils who finish early can add a sound or score to their game

Job: Civil Engineer Part 2

ENGINEER

<https://youtu.be/edOp0JUw2lc>

Architect:

<https://youtu.be/seQJOpGVGRI>

Start with a few images of famous structures (Tower Bridge, The Shard, Hoover Dam, Tyne Bridge, Angel). Ask: "How were these built? Who helped design them?"

Watch a short video explaining the job of a civil engineer (highlight bridges, buildings, tunnels, dams)

Teacher creates a list of what civil engineers do and the skills they need

Class discussion: "Why are these skills important?"

Part 1 (15 mins): Civil Engineering Roles and Skills

In groups, children match job scenarios to skills (e.g. "The bridge needs to hold cars" → "testing strength")

Introduce basic computing concept: how digital simulations are used to test ideas before building

Link this to how civil engineers use software to model and predict success or failure

Main Activity Part 2 (25 mins): Design and Test a Digital Structure

Option A (Bridge Simulator Game – e.g. Cargo Bridge): Pupils use the game to build and test different bridge designs. They observe what works and what fails, then modify designs accordingly

Discuss how this is like real-world testing using computers

Option B (Tinkercad or Google Drawings):

Pupils digitally design a simple structure (e.g., tower or bridge)

They annotate it with the purpose and materials

Optional: Create a flowchart (algorithm) **of how they planned and tested their design**



Year 5: Apprenticeships Mechanical Engineering —TDR

Consider multiple skills involved in employment:

Job: Mechanical Engineer (Apprentice)

MECHANICAL ENGINEER

<https://youtu.be/XumerUoutCs>

Examine the routes of apprenticeships.

How do you get on the pathway? What is the route? What are the benefits?

Show slides linked with T experience at the TDR site.

1. Introduce the concept of an apprentice mechanical engineer by explaining that it is an individual who learns and develops their skills in mechanical engineering through on-the-job training.

2. Provide examples of tasks an apprentice mechanical engineer might undertake, such as assisting in designing, testing, and maintaining mechanical systems.

Present a list of key skills and knowledge required to be successful in this role, including problem-solving, technical understanding, attention to detail, and teamwork.

Job Application

Employability Skills:

Professionalism

Slide 1: <https://youtu.be/QsY0oyQfe9c>

Slide 2: <https://youtu.be/u3vMFuFHTSM>

Slide 3: https://youtu.be/JDxCeHm1_Us

Slide 4: <https://youtu.be/rG8tCz55Uj4>

Slide 5: <https://youtu.be/x8hzDAZXHfw>

Slide 6: <https://youtu.be/ZEt0hMqjJhY>

Consider steps involved in getting a job.

Look at some job adverts. Consider which job you would like to apply for and what skills and knowledge you may need.

Pretend that you have these skills and background experience.

Look at what needs to be included in a letter of application.

What must be avoided in a letter of application.

Write an application for TDR

Job: Engineer

Building Surveyor:

<https://youtu.be/qSvPgSTUCLs>

DT challenge—complete the T shape measure and cut challenge.

Chn use skills of measuring and problem solving to carry out a challenge that is a week one assessment in the TDR apprenticeship.



Year 6: Business, sales and tourism

MyPath Skills Lesson: Entrepreneurship

Job: Business manager

Accountant - <https://youtu.be/xkkVfOaFuIA>

Definition and Role of Business Manager:

- Define the role of a business manager as someone responsible for overseeing the operations of a business.
- Discuss the key responsibilities of a business manager, such as decision-making, planning, organising, and leading.

1.

Skills and Knowledge Required:

- Introduce the essential skills needed to be a successful business manager, including communication, leadership, problem-solving, and financial literacy.
- Highlight the knowledge areas required, such as understanding market trends, finance, strategic planning, and team management.

Job:

Lesson 1: Travel and tourism:

AIR TRAFFIC CONTROLLER

<https://youtu.be/RDifCyzLfpU>

Definition and Role

- Introduce the concept of travel and tourism as an industry that involves the movement of people from one place to another for recreational, leisure, or business purposes.
- Discuss with students the different roles within the travel and tourism sector, such as travel agents, tour guides, hotel managers, etc.
- **Skills and Knowledge Required:**
 - Explain the specific skills and knowledge required for different roles in the industry, such as communication skills, cultural awareness, customer service, etc.
 - Provide examples of famous landmarks and destinations around the world to spark interest.

Employability skills: Teamwork and Leadership

Slide 1: <https://youtu.be/RJwGFN7XL3Y>

Slide 2: <https://youtu.be/GAvBB7P2Jlg>

Slide 3: <https://youtu.be/0TDycHj488s>

Team work, knowing own strengths and areas for development.

- Introduce the concept of employability skills, explaining that they are the skills, qualities, and attitudes that employers are looking for in potential employees.
- Provide examples of essential employability skills such as communication, teamwork, problem-solving, time management, and adaptability.
- Discuss why these skills are important in the workplace and how they can help individuals succeed in their careers. Look at non-verbal communication:
- Facial expression Tone of voice, Body language, Appearance, Handshake.
- Practise doing mini-interviews for a job. Create a list of questions and take turns being the interviewer or the interviewee
- Use real-world examples and scenarios to make the concept more relatable to students.