



PSHE Topic: What jobs would we like?

Year: 5 Term: Summer 2

Key Knowledge/Content:

- **Living in the wider world-** To discover different avenues into the world of work and discuss key aspects of different careers. They will research different college and university courses and identify what attributes they think people in different roles might have.

Links to:

Prior learning:

To discuss the roles and responsibilities of some jobs in the local community.

Future learning:

To plan and think about our future prospects.

Key vocabulary with definition:

Prior vocabulary:

- **Responsibility-** The state or fact of having a duty to deal with something or of having control over someone.
- **Career-** An occupation undertaken for a significant period of a person's life and with opportunities for progress.
- **Voluntary-** Done, given, or acting of one's own free will.

New vocabulary:

- **Apprenticeship-** To gain skills and a qualifications whilst working as an apprentice.
- **Profession-** A paid occupation, especially one that involves prolonged training and a formal qualification.

By the end of this unit

All children can: **recognise** what skills, attributes and qualifications are needed for a range of job roles.

Most children can: **demonstrate** how they might choose a career and **discuss** what might influence their decision.

Some children can: **demonstrate** and **explain** the different ways in jobs and careers including college, apprenticeships and universities.

Background understanding for teachers and parents:

This unit will focus on different careers and explore the different avenues into different career types. They will discuss key skills and attributes that are needed for different jobs. Children will have the opportunity to look at different careers they might be interested in and will look at the skills and qualifications they need to aspire to.

Curriculum Driver (one):

Aspirations

Evidence outcome:

Children will begin to look towards their future and discuss their aspirations.