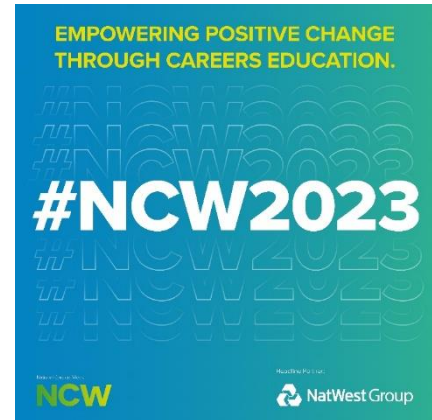


National Careers Week 2023

A National Literacy Trust membership resource

What is National Careers Week?

National Careers Week (NCW) is celebrated annually and is one week every year dedicated to careers guidance. Schools have the opportunity to dedicate the week to a wealth of resources aimed at supporting pupils to develop awareness and excitement about their future pathways, whilst enabling them to develop a healthy sense of self and future aspirations.



This year, National Careers Week is taking place from **Monday 6th March to Saturday 11th March 2023**. To support your celebrations in school, The National Literacy Trust have created a guide to embedding early careers learning into your school week, that can be adapted and delivered across the primary age range. The purpose of this guide is to support you in equipping your pupils with an insight into the world of work, to help them understand who they could become, and to initiate and encourage conversations around aspirations for the future.

What's included in this resource?

- How to use the resource
- A weekly overview of careers learning
- Daily assembly guides and follow-up lessons
- Early careers booklist for your school library
- Appendices



How to use the resource

This resource is to be used as a guide to take you through delivering a week of events to celebrate **National Careers Week**. For each day of the school week, you will find resources to deliver a whole-school assembly, accompanied by follow up activities should you wish to continue careers learning in the classroom. To highlight the importance of early careers learning, you could invite a different member of staff to deliver the assembly each day. Members of the teaching team who have areas of responsibility may choose to deliver one of the assemblies that links to their subject leadership.

A weekly overview of careers learning

The resources for **National Careers Week** follow themes which focus on developing the skills needed in different areas of employment, alongside possible job opportunities. Before beginning **National Careers Week**, you may wish to decide how you would like your pupils to work. As a school team, decide what follow-up activities the year groups will do, and to what timeframe and detail. The suggested activities could be delivered during literacy lessons or cross-curricular lessons throughout the week. You may wish to deliver the activities and assemblies at different times of the day, or you may decide that each of the assemblies is delivered by the class teacher to their class each day, and then the whole school comes together at the end of the week to share their learning.

Themes of **National Careers Week** are as follows:

- General understanding of the world of careers
- Aspirations
- Skills and characteristics needed for different careers, such as problem solving, creativity and kindness
- Focus on the jobs that require problem-solving, or creativity, or being caring

Introductory assembly

The first assembly introduces **NCW** and focuses on existing understanding of careers, whilst inviting pupils to consider any future aspirations. You may wish to invite your headteacher or literacy lead to complete this assembly, and have the host of the assembly change throughout

the week. There is a supplementary PowerPoint resource for use in this assembly, complete with follow-up ideas for lessons that the teachers might wish to deliver after this assembly to continue the children's learning.

Skills-focused assembly: I am a problem solver, what jobs could I do?

The second assembly introduces the children to the skills of problem solving, and spends time exploring three different careers with problem solving at their heart. You may wish to invite the science, maths, computing or DT subject lead to host this assembly. There is a supplementary PowerPoint resource for use in this assembly, complete with follow-up ideas for lessons that the teachers might wish to deliver after this assembly to continue the children's learning.

Skills-focused assembly: I am creative, what jobs could I do?

Similarly to the above, this assembly introduces the children to creativity, and how this skill can be found in three different careers. You may wish to invite the English, art or music lead to host this assembly. There is a supplementary PowerPoint resource for use in this assembly, complete with follow-up ideas for lessons that the teachers might wish to deliver after this assembly to continue the children's learning.

Skills-focused assembly: I am caring, what jobs could I do?

This final skills-based assembly introduces the children to the importance of being caring, and explores how showing care is integral to many different careers. You may wish to invite the PSHE, SENCo or parent support lead to host this assembly. There is a supplementary PowerPoint resource for use in this assembly, complete with follow-up ideas for lessons that the teachers might wish to deliver after this assembly to continue the children's learning.

Celebration assembly

At the end of the week, you may wish to invite all the classes to the final assembly of the week. You may wish to recap what the children have been doing during **National Careers Week** and invite all the classes to showcase their learning to one another. You may wish this

assembly to again be presented by the Headteacher or Deputy Headteacher. An outline of ideas on how classes may wish to present their learning in this showcase assembly can be found in this guide.

Daily assembly guides and follow-up activities

Each of the daily assemblies has a matching deck of PowerPoint slides to compliment your delivery of the **National Careers Week** learning. Each of the assemblies lasts no longer than 30 minutes. You may wish to explore the PowerPoint beforehand, as the slides within contain notes to support your delivery of the assembly.



Assembly 1: Introduction to National Careers Week 2023

Aims: To explore and identify a variety of jobs

To discuss aspirations and career choices

You will need:

‘National Careers Week 2023: introductory assembly’ presentation slides

Follow-up activities

Key Stage 1 and Key Stage 2

When I grow up, I want to be...

Invite the children to draw a picture of themselves in the future career that they aspire to, and write what is involved in this job, as well as why they want to do it.

Key Stage 1 and Key Stage 2

Focus on one profession to find out more

Invite the children to identify which job interests them and why. Children complete some class/individual research/exploration about this job. Children try to include where this person works, what they do, what they need to wear, and what time of day they work. Can they also write about which job they don't think they'd like to do and why?

Key Stage 2

Strengths, goals and skills

Use this [video](#) about the boxer Antony Agogo, who talks about his career and the qualities you need to succeed. This film has a broader approach to work and essential skills, and talks about courage, determination, and perseverance.

Children spend time discussing their aspirations in depth with their peers and teacher, listening to each other and asking questions. Children do some research to explore which jobs might be a good match for their skills, interests, and personality. Children spend time considering what they can do to achieve their goals and aspirations by filling in a 'goal setting

mountain', where they write about their goals, qualities, and strengths they have that will help them, any possible challenge they may face, and who might help them.

Assembly 2: Skills-focused assembly: I am a problem solver, what jobs could I do?

Aims: To explore the skill of problem solving and what jobs might need that skill

You will need:

'Skills-focused assembly: I am a problem solver, what jobs could I do?' presentation slides

Follow-up activities

Key Stage 1 and Key Stage 2

Famous scientist fact files or biographies

Children to complete some class research on some famous scientists and present their findings with a short presentation: "This is Marie Curie, and she is a famous scientist because she..."

(Potential scientists: Mae Jemison, George Washington Carver, Marie Curie, Jane Goodall, Stephen Hawking, Rosalind Franklin)

Key Stage 2

PSHE/Art and design

In PSHE, research famous figures and what they did in their fight for equality, e.g. Raye Montague, Katherine Johnson, Mae Jemison, to further explore prejudices and inequality. Afterwards, spend time studying photographs or artwork of these individuals, especially Dr Christine Darden, Mary Jackson, Dorothy Vaughan, and Katherine Johnson. Experiment with different art mediums to create portraits of the 'hidden figures', or put together an exhibition of influential people from history for the school to see.

Key Stage 1 and Key Stage 2

Welcome the children to complete some class research on Grace Hopper or Ada Lovelace, recording findings with a short presentation or by writing up in a class fact book. Invite the children to create portraits of Ada Lovelace or Grace Hopper to go with their information. Encourage them to choose any art medium, although charcoal or pencil work well.

Assembly 3: Skills-focused assembly: I am creative, what jobs could I do?

Aims: To explore the skill of creativity and what jobs might need that skill

You will need:

‘Skills focused assembly: I am creative, what jobs could I do?’ presentation slides

Follow up activities

Key Stage 1 and Key Stage 2

Dream feast!

Children use their skills to write about their dream feast using interesting/exciting adjectives. Create a picture to go with it. Read sentences aloud; who can get their friends’ mouths to water the most?!

Expressing creativity

Writing/art challenge

Invite children to choose a given mood words (e.g. lonely, peaceful, angry, calm) and draw a shape or picture that could reflect this. You may wish to support the children to borrow elements of famous artwork if necessary. Encourage them to think of a time when they may have experienced the chosen mood, and create a picture to represent that feeling. Children are encouraged to use lots of different art mediums.

Famous architects and their buildings

Children to complete some class research on some famous architects, and present their findings with a short presentation, and by replicating a design of their famous building,

perhaps constructed in Lego/construction equipment/junk modelling. “This is Norma Merrick Sklarek, and she is a famous architect because...”

(Potential architects: Zaha Hadid, Frank Lloyd Wright, Norma Merrick Sklarek, Jeanne Gang, Renzo Piano etc.)

Assembly 4: Skills-focused assembly: I am caring, what jobs could I do?

Aims: To explore being caring as a skill and what jobs might need that skill

You will need:

'Skills focused assembly: I am caring, what jobs could I do?' presentation slides

Follow up activities

Key Stage 1 and Key Stage 2

Ask the children to complete some class research on famous individuals from history who are famous doctors or teachers. For example, you might wish to explore people like Mary Seacole, Princess Campbell, Elizabeth Blackwell, Christa McAuliff, Joycelyn Elders or Anne Sullivan. Invite the children to record their findings with a short presentation or poster.

Key Stage 2

Invite the children to create questions with which they can interview a teacher in their school. After interviewing the teacher, encourage the children to collate their information into a short biography or character description of this person.

Key Stage 1 and Key Stage 2

Encourage the children to map out all the people in their community who show care. Invite conversations about what skills these individuals have in common and how they are similar. You might wish to use this to support your children to understand how different people in their community have different roles and responsibilities, in order to ensure that they, as children, have happy and safe lives in which to thrive and succeed.

Assembly 5: National Careers Week 2023 final celebration

Aims: To celebrate the children's new knowledge about the importance of different skills
To celebrate the children's new knowledge about different careers

You will need:

You may wish to present this assembly in many different ways; full teacher discretion is encouraged.

Celebration ideas

Key Stage 1 and Key Stage 2

Each year group is assigned one of the skills, to present what they have learnt.

For example, KS1 might wish to present their learning about the skill of being caring, LKS2 might wish to present their learning about the skill of being creative, and UKS2 might wish to present their learning about the skill of problem solving.

Key Stage 1

Invite the children to create a portrait of themselves in the career they aspire to have. Encourage the children to write a short speech bubble explaining why they would like to pursue that career, and what skills they think they would need. Encourage the children to hold these portraits up in the celebration assembly. Some may wish to present aloud to the assembly what their speech bubble says.

Key Stage 2

Invite the children to prepare a speech about each of the jobs they have explored. For example, their speech might start with "Hello, I'm an aerospace engineer, and I have many skills. I use my problem-solving skills to..."

Early careers book list for your school library

This booklist, put together by the National Literacy Trust, focuses on lots of different jobs and includes a variety of engaging fiction and non-fiction books to suit children with a range of reading abilities and interests.

You can find a link to this booklist here:

<https://wordsforlife.org.uk/activities/when-i-grow-book-list/>



Appendices

Appendix 1: National Curriculum links

Spoken Language Y1-6 (from English Programme of Study in *National Curriculum in England*)

| |
|--|
| Speak audibly and fluently with an increasing command of Standard English |
| Maintain attention and participate actively in collaborative conversation |
| Articulate and justify answers, arguments, and opinions |
| Consider and evaluate different viewpoints, attending to and building on the contributions of others |
| Ask relevant questions to extend their understanding and knowledge |

Economic Wellbeing: Aspirations, Work, and Career (from Personal, Social, Health and Economic Programme of Study in *National Curriculum in England*)

| Key Stage 1 | Key Stage 2 |
|--|--|
| L14. that everyone has different strengths | L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life |
| L16. different jobs that people they know or people who work in the community do | L30. about some of the skills that will help them in their future careers, e.g. teamwork, communication, and negotiation |
| L17. about some of the strengths and interests someone might need to do different jobs | L31. to identify the kind of job that they might like to do when they are older |

Listening and Talking (from Literacy and English Experience and Outcomes in *Curriculum for Excellence, Scotland*)

| First Level | Second Level |
|--|--|
| When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a | When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a |
| I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a | I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative, and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a |

Planning for Choices and Changes (from Heath and Wellbeing Experience and Outcomes in *Curriculum for Excellence, Scotland*)

| First Level | Second Level |
|---|---|
| I can describe some of the kinds of work that people do, and I am finding out about the wider world of work. HWB 0-20a / HWB 1-20a | I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills, and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a |
| I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a | I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative, and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a |

Talking and Listening (from Language and Literacy in *Northern Ireland Curriculum*)

| KS1 | KS2 |
|--|--|
| Express thoughts, feelings, and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities | Participate in group and class discussions for a variety of curricular purposes |
| Take turns at talking and listening in group and paired activities | Describe and talk about real experiences and imaginary situations, and about people, places, events, and artefacts |
| Devise and ask questions to find information in social situations and across the curriculum | Know, understand, and use the conventions of group discussion |
| Speak audibly and clearly, using appropriate quality of speech and voice | Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience |
| Listen to, interpret, and retell, with some supporting detail, a range of oral and written texts | Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions, or proposals |
| | Identify and ask appropriate questions to seek information, views, and feelings |

Mutual Understanding in the Local and Wider Community (from Personal Development and Mutual Understanding in *Northern Ireland Curriculum*)

| | |
|---|--|
| <p>KS1</p> <p>Relationships in the community</p> <p>Identifying the people, jobs, and workplaces in the community</p> | <p>KS2</p> <p>Relationships with the wider world</p> <p>Knowing about the range of jobs and work carried out by different people</p> |
|---|--|

Languages, Literacy and Communication (from *Curriculum for Wales*)

| Experiences, knowledge, and skills | | |
|--|--|---|
| Progression step 1 | Progression step 2 | Progression step 3 |
| <p>I can listen to others with growing attention.</p> <p>I am beginning to ask and answer questions to clarify my understanding.</p> <p>I can respond to what I hear, read, and see.</p> <p>I can talk about what I hear, read, or see and express simple opinions.</p> <p>I can experiment with newly learned vocabulary.</p> | <p>I can understand information about a variety of topics, identifying main points.</p> <p>I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.</p> <p>I can listen to others and understand that they may have a different perspective from my own.</p> <p>I can respond to what I hear, read, and see, asking questions and showing my understanding.</p> <p>I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.</p> | <p>I can listen to, understand, and later recall in greater detail the general meaning of what I have heard.</p> <p>I can listen to and understand information about a variety of topics, summarising the main points.</p> <p>I can listen empathetically to different people’s viewpoints on various subjects.</p> <p>I can listen and read to build my vocabulary, develop my pronunciation, and sentence structures and use these in my own communication.</p> |