

# Heatherlands Careers Strategy 2025 - 2026



## Start small, Dream big

- Removing barriers and stereotypes which limit children's thinking about their future careers
- Supporting the delivery of an ambitious curriculum designed to give all learners the knowledge and cultural capital to succeed
- Developing understanding amongst children of the link between what they learn in school and the world of work
- Increasing parental engagement in supporting children to think broadly about future careers
- Developing teaching staff to become pioneers and part of a strong community.

Strategic Objective	Success indicators What measurable change will we see at the end of the 2+ years?	Long-term actions What will we need to do each year to achieve the yearly milestones?
1 To enable children to grow throughout life by learning and reflecting on themselves, their background and their strengths	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• being aware of people who can help them</li> <li>• being aware how they feel when they have learnt something new</li> <li>• being willing to try something new recalling what they have experienced and achieved</li> <li>• feeling positive about who they are</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• being confident to request help</li> <li>• recognising their successes in learning</li> <li>• being willing to challenge themselves</li> <li>• exploring what they have experienced and achieved</li> <li>• feeling positive about people whose identities and backgrounds are different to theirs</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• being able to explain how they acted on help</li> <li>• recognising what they want to learn next and when they are successful</li> <li>• being willing to take on challenges that help them to grow</li> <li>• recording and commenting on what they have experienced and achieved</li> <li>• relating to people whose identities and backgrounds are different to theirs</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure full coverage of Jigsaw PSHE and Jigsaw RE/World Views programs</li> <li>• Jigsaw &amp; Happy Habit (Trickbox) assemblies, Dreams and goals puzzle piece</li> <li>• Continue to introduce tricks throughout school (age dependent)</li> <li>• Junior Dukes – KS2</li> <li>• Commando Joes programme</li> <li>• Use 'Retrieval Rangers' activities to reflect on prior learning and pupil voice at the end of each topic to reflect upon experiences</li> <li>• Ensure the children recognize when they are successful and how we enable this</li> <li>• Plan for challenge</li> <li>• Introduce self-evaluations/self-regulation activities in KS2 to aid the identification of success and challenge and how to overcome/find solutions</li> <li>• Visits from PACE and St Johns church</li> <li>• <a href="https://mtfy.org.uk/">https://mtfy.org.uk/</a> Meet the future you</li> </ul>

<p>2 To enable access to the full range of possibilities open to the children and learn about recruitment processes and the culture of different workplaces</p>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• describing tasks that they have carried out</li> <li>• discovering the jobs that help the school to run</li> <li>• recognising jobs that involve harvesting, making, providing a service or finding out</li> <li>• being able to identify jobs that they think are similar</li> <li>• identifying what the clothes and equipment that people use in their jobs are for</li> <li>• being able to identify the subjects and topics they are learning about</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• being aware that jobs are made up of tasks</li> <li>• exploring what people do whose jobs involve caring for children and keeping them safe</li> <li>• being able to give examples of jobs in different sectors</li> <li>• being able to explain their views about similarities and differences between jobs</li> <li>• investigating similarities and differences between men's and women's work clothes</li> <li>• being able to explain what they are gaining from the subjects and topics they are learning about</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• being able to explain what tasks they would like and like least about particular jobs</li> <li>• finding out about the qualities and skills needed to do a caring job</li> <li>• being able to design a scheme for classifying a set of jobs</li> <li>• being able to explain what interests them about particular jobs</li> <li>• exploring the connection between uniforms and status</li> <li>• recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all visitors, visits, trips etc contain an element of career information. Eg. How did you get into this job? Why do you do this job? What is the best part of your job?</li> <li>• Engage with and widen exposure to additional careers information via online careers sessions eg. Aviation Adventures: Careers in the Sky, Maritime adventures etc</li> <li>• Use a variety of rich texts to discuss careers or target role play and CIL activities to focus on a career eg. Vet</li> <li>• Ensure full coverage of Jigsaw PSHE and Jigsaw RE/World Views programs, Dreams and goals puzzle piece</li> <li>• Jigsaw &amp; Happy Habit (Trickbox) assemblies</li> <li>• Planned visit assemblies eg. Church, sports, Junior Dukes, Commando Joes</li> <li>• Careers week</li> <li>• Ensure careers board is updated and relevant</li> <li>• Consider inviting admin team/KLC into discuss recruitment and the processes for applicants applying for jobs at HPS and wider afield</li> </ul>
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<p>3 To enable children to manage internal career opportunities actively, and make the most of opportunities, learning from setbacks</p>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• being aware that they and other people like to enjoy the work they do</li> <li>• enjoying work-based role-plays</li> <li>• imagining different possibilities about who they could possibly become</li> <li>• being willing to keep going and not give up</li> <li>• exploring whether characters in stories make decisions in a good way</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• recognising that they and other people like to choose the work they do</li> <li>• looking forward to what they are going to learn next</li> <li>• describing a goal or target they are working towards</li> <li>• being proactive about trying different approaches to solving challenges</li> <li>• recognising that decisions can have unexpected consequences</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• being aware that choice and opportunity make careers possible</li> <li>• recognising their achievement when they have learnt something new even if they found it difficult initially</li> <li>• making a step-by-step plan to enable them to achieve something they would like to be able to do</li> <li>• being aware that having backup plans can help overcome the disappointment or bring a different reward if their main plan does not work out</li> <li>• being able to weigh up the pros and cons of a choice they are thinking of making</li> </ul>	<ul style="list-style-type: none"> <li>• Relaunch curriculum ambassadors</li> <li>• Relaunch and train sports leaders and play leaders</li> <li>• Assign roles to Year 6 for community service</li> <li>• Organise reading ambassadors</li> <li>• Use a variety of rich texts to discuss careers or target role play and CIL activities to focus on a career eg. Vet</li> <li>• Ensure the children recognize when they are successful and how we enable this</li> <li>• Plan for challenge</li> <li>• Introduce self-evaluations/self-regulation activities in KS2 to aid the identification of success and challenge and how to overcome/find solutions</li> <li>• Careers week job applications lessons/letters</li> <li>• Shortlisting and interview process</li> <li>• Secondary school transition meetings</li> <li>• Commando Joes reflection sessions</li> <li>• Dreams and goals puzzle piece</li> </ul>
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<p>4 To create opportunities for children to be proactive and build relationships with others</p>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Inventing imaginary jobs</li> <li>• being aware that other people can help them meet their needs</li> <li>• recognising when they have achieved something for themselves</li> <li>• developing the ability to participate in social play involving imagined workplaces</li> <li>• being able to carry out a delegated task</li> <li>• being able to explain what a visitor told them about their job</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• Identifying new jobs that are just coming into being</li> <li>• being able to describe what their needs are</li> <li>• choosing what they want to achieve and the way they go about it</li> <li>• being aware of how to communicate with co-workers and customers in work settings</li> <li>• being able to make a positive contribution in group play or teamwork based on a business activity</li> <li>• thinking about questions they would like to ask a visitor about their job</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Identifying possible new jobs that might be needed in the future</li> <li>• responding to trusted adults who can help them identify their needs</li> <li>• reflecting on what they achieved and what they would do differently or better next time exploring how people relate to each other in work settings</li> <li>• being able to take on different work-related roles in group play or teamwork, including as leader when required</li> <li>• explaining what they found out from a visitor about setting up their own businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure full coverage of Jigsaw PSHE and Jigsaw RE/World Views programs, Dreams and goals puzzle piece</li> <li>• Jigsaw &amp; Happy Habit (Trickbox) assemblies</li> <li>• Commando Joes sessions</li> <li>• Relaunch curriculum ambassadors</li> <li>• Relaunch and train sports leaders and play leaders</li> <li>• Assign roles to Year 6 for community service</li> <li>• Organise reading ambassadors &amp; reading buddies. Y3/Y4 to provide ambassadors for EYFS and Y1</li> <li>• Reading buddy class to be set up from Autumn 2 to enable older/younger children to read together</li> <li>• Use a variety of rich texts to discuss careers or target role play and CIL activities to focus on a career. Consider jobs that are going to be needed in the future and those that have an environmental focus</li> <li>• Use assemblies as a way of introducing new ideas and careers. What would you ask a paleontologist or a biochemist?</li> <li>• Careers guidance sessions – KS2</li> <li>• Building a business challenge - Moneysense, FOH?</li> </ul>
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<p>5 To ensure children balance life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community</p>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• being aware of the different kinds of work that need doing in the home</li> <li>• recognising when they have done something to help others</li> <li>• being aware that people do paid work for financial and other rewards</li> <li>• being able to distinguish between work and rest</li> <li>• being aware of health and safety rules at school</li> <li>• exploring going to work and coming home again</li> <li>• recognising when someone is being given work to do which is unfair on them</li> <li>• being aware of how to use money</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• recognising the contribution they make to the work that is done in the home</li> <li>• being aware of what volunteers do and how they can be a volunteer</li> <li>• exploring the rewards they would like to get from paid work being aware that overwork is harmful to people's health</li> <li>• recognising how they can help keep themselves safe at school</li> <li>• exploring what happens in the first few days when people start work</li> <li>• being aware that they and others can play a part in helping to ensure that people are treated well at work</li> <li>• being aware of how money can be earned</li> </ul> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• being able to explain the idea of division of labour with reference to the work that is done in the home</li> <li>• being aware of what charities do and how they can be a charity worker</li> <li>• recognising that people seek different rewards when considering paid work that they'd like to do</li> </ul>	<ul style="list-style-type: none"> <li>• Junior Dukes program</li> <li>• Use assemblies as a way of introducing concept of volunteering and of personal, financial reward</li> <li>• Ask HT to attend assembly to discuss job/career and the reasons for doing the job</li> <li>• Ask volunteer reader to answer questions about volunteering and the benefits to the person and school</li> <li>• Consider focus of careers week visitors</li> <li>• Fairtrade visitor Y4 – to extend visit to an assembly?</li> <li>• Introduce Moneysense to KS2 children</li> <li>• Look for charity workers to come into school for a visit/assembly (Nov 4<sup>th</sup> Brain Tumour charity in)</li> <li>• UK parliament week Nov 24</li> <li>• Dreams and goals puzzle piece</li> </ul>
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	<ul style="list-style-type: none"> <li>• being aware that imbalances between people's life and work affects their wellbeing</li> <li>• recognising what they can do to help keep themselves and others safe at school</li> <li>• being aware that people's work needs change during their lives</li> <li>• recognising unfair barriers to opportunity and being willing to challenge them</li> <li>• being able to make decisions about saving, spending and budgeting</li> </ul>	
<p>6 To enable children to see the big picture by paying attention to how the economy, politics and society connect with their own life and career</p>	<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• recognising when work is depicted in a story</li> <li>• recognising the difference between stories about work and factual information about work</li> <li>• being aware that working life was different in the past</li> <li>• recognising scientific and technological aids that people use in their work</li> <li>• exploring jobs that people do outdoors</li> <li>• exploring the jobs that people do to help them</li> </ul> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>• being aware of how work is portrayed differently in different stories</li> <li>• recognising that the way that work is shown is not always accurate/reliable</li> <li>• exploring how working life is changing for people now</li> <li>• being aware of how scientific and technological aids help people do their work</li> <li>• exploring work practices in the school environment that promote sustainability</li> <li>• exploring the jobs that people do to help each other</li> </ul> <p><b>Key Stage 2</b></p>	<ul style="list-style-type: none"> <li>• Use a variety of rich texts to discuss careers or target role play and CIL activities to focus on a career. Consider jobs that are going to be needed in the future and those that have an environmental focus</li> <li>• Ensure links to careers are discussed within history lessons. What career can you see? What are they doing? Does this job still exist? Has the job changed over time? What does it look like now? What jobs are available now that were not available then?</li> <li>• Ensure all year groups are studying their named artists and eminent scientists on curriculum maps</li> <li>• Invite in an author to discuss the process of writing, editing and publishing books (WBW)</li> <li>• Ensure online safety lessons include reliability of information online</li> <li>• Dreams and goals puzzle piece</li> </ul>

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|  | <ul style="list-style-type: none"><li>• being aware of what the author is encouraging them to think about when work is a theme in a story</li><li>• being able to consider if the information they have found is accurate/reliable</li><li>• being aware of trends that hint at how working life may change for them by the time they embark on their careers</li><li>• exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</li><li>• exploring jobs and ways of working that help to protect the environment<br/>exploring what they and others can do to prevent people having to do harmful work</li></ul> |  |
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## Careers Long Term Overview - 2025 – 2026

Year Group	Autumn 1 <i>National poetry day</i> <i>Outdoor classroom day</i>	Autumn 2 <i>Road safety week</i> <i>Antibullying week</i> <i>UK parliament week</i>	Spring 1	Spring 2 <i>World Book Day</i>	Summer 1 <i>World Maths Day</i> <i>National Numeracy Day</i>	Summer 2 <i>Careers Week – June/July</i>
<b>Early Years</b>	<p><b><u>Career – related learning provided through;</u></b> books, role play areas, visitors and visits. Learning is driven by the children’s personal experiences and questions, so types of role play/discussions may change to those specified below. Pupils will also have the opportunity to take part in whole school challenges and competitions.</p>					
<b>Key Stage One</b>	<p><b><u>Career – related learning provided through;</u></b> visitors, visits, use of resources and materials linked to subject learning (mainly history, geography, science), discussions linked to thematic learning (road safety/friendship week), assemblies and themed projects (STEM/design technology challenge). This will be in the style of a show and tell based learning and will be driven by subjects and the teacher.</p>					
<b>Lower Key Stage Two</b>	<p><b><u>Career – related learning provided through;</u></b> visitors, visits, use of resources and materials linked to subject learning (mainly history, geography, science), discussions linked to thematic learning (road safety/friendship week), assemblies and themed projects (STEM/design technology challenge). This will be in the style of a show and tell and q and a based learning and will be driven by subjects and the teacher. The children will access webinars covering a variety of businesses from different sectors.</p>					
<b>Upper Key Stage Two</b>	<p><b><u>Career – related learning provided through;</u></b> visitors, visits, use of resources and materials linked to subject learning (mainly history, geography, science), assemblies and themed projects (STEM/design technology challenge). UKS2 learning will involve specific learning opportunities to attend a selection of businesses and both further and higher education facilities in readiness for secondary education. The children will access webinars covering a variety of businesses from different sectors. Year 6 will</p>					

	take part in careers week in June and will apply for roles within the school. The process of shortlisting & interviews will take place before work experience within the school setting in July.	
Heatherlands Voice (Y6) Eco Council (EYFS – Y6)	<b>Career – related learning provided through;</b> visits to Poole foodbank (HV), visit from Clean Air project (EC)	
Whole School Careers-related Learning	<p><b>Who's Who and what do they do?</b> – find out about the roles of different staff in school</p> <p><b>Science week</b> – Global sustainability (egenergy -EDF wind turbines, water - flood systems, climate change- rising sea temperatures – conservationists)</p> <p><b>National recycling week</b> 11 – 17<sup>th</sup> October</p> <p><b>Green careers week</b> 3.11.25 – 7.11.25</p> <p><b>National Armistice Day</b> 11.11.25</p> <p><b>National Careers Week – including English in real life</b> (Author- <i>Guy Bass Nov 12/poet/librarian/journalist/radio/translator</i> visits) and <b>Maths in the real world</b> (Banker)</p> <p><b>Barclays lifeskills</b> <a href="https://r1.ddlnk.net/c/AQI27RQQ6L4VGPPIjTkgiNGKBHtW1wQxRP_KJKG22DpOXOpzOKImORDAOE1pKv9LtYOA">https://r1.ddlnk.net/c/AQI27RQQ6L4VGPPIjTkgiNGKBHtW1wQxRP_KJKG22DpOXOpzOKImORDAOE1pKv9LtYOA</a></p> <p><b>Young Money Financial Educational Planning Framework</b> <a href="https://www.young-enterprise.org.uk/teachers-hub/financial-education/resources-hub/financial-education-planning-frameworks/?utm_source=Website&amp;utm_medium=Email&amp;utm_campaign=HS_sept_youth_pri_rec+YM+frameworks&amp;utm_term=LS&amp;utm_content=HS_SE&amp;utm_i=7BNA,7JOO,1ZAVEB,WYW9,1">https://www.young-enterprise.org.uk/teachers-hub/financial-education/resources-hub/financial-education-planning-frameworks/?utm_source=Website&amp;utm_medium=Email&amp;utm_campaign=HS_sept_youth_pri_rec+YM+frameworks&amp;utm_term=LS&amp;utm_content=HS_SE&amp;utm_i=7BNA,7JOO,1ZAVEB,WYW9,1</a></p> <p><b>Black History month</b> October</p> <p><b>Design Technology Family Learning</b></p> <p><b>Theme Days/Weeks;</b> Road Safety Week, Anti Bullying Week, Friendship Week, National Poetry Day, Online Safety Day, Harvest Festival, World Book Day</p> <p><b>Heatherlands Voice and House Captains</b> - speeches and elections</p> <p><b>Charity</b> – Children in Need/ Macmillan</p> <p><b>Sporting tournaments and festivals</b>– Quad Kids/Cricket/Hockey/Athletics/multi-skills/Cross Country</p> <p><b>Heatherlands Careers Week</b> – annual theme, businesses and visitors, 6 workshops, governors intro assembly</p> <p><b>Arts week – June 25</b> media, artists, sculptors, photographers, musicians, dancers, actors</p> <p><b>Bournemouth AFC</b> – visits &amp; links</p> <p><b>Helpful Hounds</b> – therapy dogs and trainers</p> <p><b>RNLI visit</b> – annual</p> <p><b>Job spotlights</b> – Mypath</p> <p><b>Guess my job</b> – Mypath</p> <p><b>Skill sessions</b> – Mypath</p> <p><b>Online adventures</b> – Inspiring the futures (maritime, aviation, HR, logistics)</p>	
Books for potential careers discussion	<b>EYFS/KS1</b> Harry and the Dinosaurs start school My Mum and Dad make me laugh Daisy, Eat your Peas! All in One Piece The Little Red Hen	<b>KS2</b> Ada Rosie Revere, engineer Women in Science Joan Procter – Dragon Doctor Grace Hopper – queen of computer code

<p>Rumble in the Jungle          Handa's Surprise          The Big Pancake          The Gingerbread Man          The Three Little Pigs          Dear Zoo          The Very Hungry Caterpillar by Eric Carle          The Snail and the Whale by Julia Donaldson          The Jolly Postman          Zog and the flying doctors          Mr Men – Little Miss Firestation          A superhero like you          I want to be...          The Darkest Dark – Chris Hadfield          Edward and the Great Discovery          Mae Jemmison  <a href="https://www.youtube.com/watch?v=KjiObpi4EUY">https://www.youtube.com/watch?v=KjiObpi4EUY</a> Guess what I do?          Rocket to the moon! – Don Brown          Izzy Gizmo – Pip Jones          Rainbow Magic – Daisy Meadows          Zoo-ology – Joelle Jolivet          Violet the pilot – Steve Breen          Rosie Revere, Engineer – Andrea Beaty</p>	<p>Jump into Jobs: Working in Space          Gangsta Granny          Girls can do anything          The great chocoplot          Journey to Jo'burg          Skychasers          When I grow up          What do people do all day?          'A' is for awesome          Incredible jobs you've never heard of  <a href="https://www.youtube.com/watch?v=soKR6D90WQ">https://www.youtube.com/watch?v=soKR6D90WQ</a> Career day          Archidoodle – Steve Bowkett          40 Inspiring Icons – Herve Guillemot          Politics for Beginners – Louie Stowell          When Sue found Sue – Toni Buzzeo          Violet the pilot – Steve Breen          Rosie Revere, Engineer – Andrea Beaty</p>
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## Year group Careers Curriculum Maps

	Autumn		Spring		Summer	
EYFS	Bright beginnings Once upon a time	Our place in space	Crazy Creatures	Blooming with colour	Cracking the egg	Tides and ripples
<p>Visitors throughout the year – adults to explain their career/role in the community.</p>	<p><b>Visit – Greggs</b></p> <p><b>Role play area –</b> 3 bears house/home corner</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds. Observe seasonal change.</p> <p>Discussion about roles of TAs, who they are. 'Getting to know you'</p> <p>Gingerbread walk to <b>Greggs</b> – meeting staff at different shops along the way.</p> <p>Set aspirations for the year.</p>	<p><b>Visitor –</b> Planetarium/space themed day</p> <p><b>Role play area –</b> mission control/own experience</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds. Discuss role of Teaching Trees and careers associated with our woodlands. Encourage children to visit local woodlands with their families.</p> <p>Learning about space and planets. Extend our welly garden by planting spring bulbs.</p> <p><b>See how far we've come writing:</b> You could write:</p> <ul style="list-style-type: none"> <li>a job description for a fictional job linked to a text/dream job</li> <li>a diary entry for somebody in an exciting job, real or not</li> </ul>	<p><b>Visitor –</b> Creature Teachers</p> <p><b>Role play area –</b> Vets</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds.</p> <p>Discuss role of <b>scientists</b> and how they are the only humans in Antarctica. RSPB garden bird watch event. Discuss role of charities and how birds/animals can be rescued.</p>	<p><b>Science &amp; engineering week</b></p> <p><b>Visitor –</b> Oral hygienist/Optician visit</p> <p><b>Event –</b> Holi celebration</p> <p><b>Role play area –</b> Hairdressers/Opticians (body), Inventions</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds. Encourage children to visit local woodlands with their families.</p> <p><b>Meet an optician, a hairdresser, dentist/oral hygienist</b></p> <p>Celebration of World Book Day. Discussion about <b>authors and illustrators.</b></p> <p><b>DT –</b> inventors and inventions</p> <p><b>PSHE –</b> what do you want to be?</p>	<p><b>Visitor –</b> RNLI visit</p> <p><b>Role play area –</b> Pizzeria</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds. Discuss role of allotments and gardeners.</p> <p>Learning about dinosaurs and finding an egg. Find out about archaeologists, paleontologists and museum curators and historians.</p>	<p><b>Visit –</b> Shell Bay</p> <p><b>Role play area –</b> ice cream parlour</p> <p><b>Event –</b> Forest schools Children to experience forest school in school grounds.</p> <p>Timelines. Children to sequence photographs of their time from 0-5.....what will they do when they are a grown up? Discuss what they wanted to be in Autumn. Has this stayed the same or is it different?</p> <p><b>Discuss jobs our parents/grandparents have/did.</b> Do we want to do the same or different?</p> <p>Holidays. Where are going? Where have</p>

		<ul style="list-style-type: none"><li>• A job interview transcript including questions and answers</li><li>• A letter enquiring about a job</li></ul>					
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we been? Discuss school  
careers associated  
with holiday resorts.

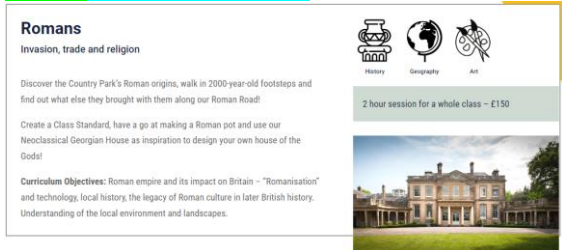


	Autumn		Spring		Summer
Year One	Super Me	Toys through time	Home & away	Little gardeners	Claws, paws and more
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Event</b> – explore the locality. Walk around the grounds</p> <p><b>Geography</b></p> <p><b>Online webinar</b> - Halloween Live Read. Read aloud by real-life train driver Bessie Matthews, who’s not just steering freight across the country – she’s also driving change as a champion for women in the rail industry.</p> <p><b>Science</b> – Seasonal Change/Animals including Humans</p> <p><b>History</b> – <b>Mary Seacole</b>, <b>Florence Nightingale nurse</b>, doctor, NHS, soldiers</p> <p><b>Science</b> – Weather, examining the role of the weather forecaster.</p> <p><b>George James Symons</b> invented his own version of the rain gauge that is still used by meteorologists today. <b>Meteorologist</b> - Weather forecaster, weather scientist. (Meteorologists collect and study data from the atmosphere and oceans to make weather forecasts and carry out research) <a href="https://nationalcareers.service.gov.uk/job-">https://nationalcareers.service.gov.uk/job-</a></p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor-</b> Road Safety Individuality swimming – water safety</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>History</b> – Changes in Living Memory - <b>Historian</b></p> <p><b>Geography</b> – My Country. My School Knowing what places of work there are within their town or nearby cities e.g. shops, libraries, café’s, restaurants, hospitals, schools, stadiums, train stations, airports etc.</p> <p><b>Science</b> - <b>Chester Greenwood</b>- inventor of ear muffs (historical scientist)</p> <p><b>See how far we’ve come writing:</b> You could write:</p> <ul style="list-style-type: none"> <li>• a job description for a fictional job linked to a text/dream job</li> <li>• a diary entry for somebody in an exciting job, real or not</li> </ul>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Science &amp; engineering week</b></p> <p><b>Road safety training</b></p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Geography</b> – Continents &amp; human/physical features Role of the <b>lighthouse keeper</b>, artists in different cultures</p> <p><b>Science</b> - <b>Jim Cantore</b>- Meteorologist and storm tracker (Modern day Scientist)</p> <p><b>History</b> - Grace Darling <b>RNLI volunteer, marine engineer, fishing industry, lifeguard</b></p> <p><b>Geography</b> – Around the World -Examine journey maps. Who uses them? How do we get from one place to another? <b>Transport jobs, airline pilots, ship/cruise pilots, coach drivers. Tour operators, shipping industry, travel industry</b></p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor-</b> <b>RNLI visit</b></p> <p><b>Visit</b> –<b>Moors Valley Country Park</b></p> <p><b>Science</b> – Plants <b>Horticulturist</b> – plant scientist – The Eden Project <b>Tim Smit.</b></p> <p><b>Geography</b> – maps, directions, features</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change</p> <p><b>Science</b> – Animals Animals including Humans - <b>George Mottershead</b> - founded Chester Zoo in 1931</p>

	profiles/meteorologist <b>Art - Picasso, Lichtenstein</b>	<ul style="list-style-type: none"><li>• A job interview transcript including questions and answers</li><li>• A letter enquiring about a job</li></ul>			
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	Autumn		Spring		Summer
Year Two	Our beautiful world	Poles Apart	The Great Escape	Animal Kingdom	Wheels, wings and wonderful things
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Science</b> - Plants</p> <p><b>History</b> - Rosa Parks - Lives of significant individuals in the past and compare to life today.</p> <p><b>Art</b> – focus on key environmental artists</p>	<p><b>Visitor</b> – Arctic Explorer?</p> <p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Science</b> - Everyday Materials</p> <p><b>Prem Singh Gill</b>- polar Antarctic Seal Scientist</p> <p><b>Geography</b> – exploring the poles</p> <p><b>Careers</b> -</p> <p><b>Staff working in school</b> – Assembly. Who are you and what do you do?</p> <p><b>PSHE</b> - Children in Need - the role of fundraisers – who works there?</p> <p><b>See how far we've come writing:</b> You could write:</p> <ul style="list-style-type: none"> <li>• a job description for a fictional job linked to a text/dream job</li> <li>• a diary entry for somebody in an exciting job, real or not</li> </ul>	<p><b>Visitor</b>- Nurse/Nurse practitioner, Fire service</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Road safety training</b></p> <p><b>History</b> – Great Fire of London – the role of the firefighter past and present. Builder, architect, engineer, mayor</p> <p><b>Science</b> – Charles Macintosh (Inventor of waterproof clothing- historical scientist)</p>	<p><b>Science &amp; engineering week</b></p> <p><b>Visitor</b>- RNLI visit</p> <p><b>Visitor</b> - Creature Teachers</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Geography</b> – fieldwork in my locality</p> <p><b>Science</b>– Habitats</p> <p><i>WBD – Be an author and create your own story</i> <b>Dion Sheibani</b> – Author Workshop 'The Worries' – what is it like to be an author/illustrator? Where do you work?</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visit</b> – Beaulieu motor museum</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Geography</b> – journey lines, modes of transport to follow the journey lines plane, train, coach, cruise</p> <p><b>Science</b> - Everyday Materials</p> <p><b>History</b> – changes in transport over time. The Wright brothers</p>

		<ul style="list-style-type: none"><li>• A job interview transcript including questions and answers</li><li>• A letter enquiring about a job</li></ul>			
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	Autumn		Spring	Summer	
Year Three	Ready, steady, grow	Shake, rattle & roll	From Stone to Rome	Down by the riverside	Pizza the action!
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Science</b> –<b>Science – Botanist Sir Joseph Banks</b> - Banks introduced 80 species of plants, including the eucalyptus and the banksia, which is named after him.</p>	<p><b>Visitor</b> – Electrician, Geologist, Volcanologist , Explorer, Mountain rescue</p> <p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Online careers talk – Aviation Adventures: Careers in the Sky</b>, November, 9:30am - 10:30am The Inspiring Aviation Campaign in partnership with the Department for Transport's 'Reach for the Sky' initiative, is excited to invite you to our final primary virtual aviation careers event for young people!</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Science</b> – Florence Bascom-</p>	<p><b>Farmers for schools project assembly NFU.</b></p> <p><b>Science &amp; engineering week</b> <b>Road safety training</b></p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visit</b> – Upton Country Park</p> <div data-bbox="996 603 1556 853" data-label="Complex-Block">  <p><b>Romans</b> Invasion, trade and religion</p> <p>Discover the Country Park's Roman origins, walk in 2000-year-old footsteps and find out what else they brought with them along our Roman Road!</p> <p>Create a Class Standard, have a go at making a Roman pot and use our Neoclassical Georgian House as inspiration to design your own house of the Gods!</p> <p><b>Curriculum Objectives:</b> Roman empire and its impact on Britain - "Romanisation" and technology, local history, the legacy of Roman culture in later British history. Understanding of the local environment and landscapes.</p> <p>2 hour session for a whole class – £150</p> </div> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>History</b> – Stone Age, Bronze Age, Iron Age, Romans</p> <p><b>Science</b> – forces &amp; magnets <b>William Gilbert</b> (Theory of magnetism)</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b>- RNLi visit Bourne Valley/Rivers Trust</p> <p><b>Online careers talk - Maritime adventures</b> – exciting jobs at sea</p> <p><b>Geography</b> – Local study. Rivers Trust assembly. Environmental change. Global citizens, life below water <b>Science</b> – Animals – skeletons, muscles, nutrition</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b> – Rachel from Pizza with love</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>DT</b> – making nets, designing and making pizza boxes, learning about ingredients and where they come from, making pizzas</p> <p><b>Moneysense</b>- how much does a pizza cost to buy/make? How much are the ingredients? Link to nutrition in DBR topic</p>

		<p><b>Geologist</b> origin and formation of mountains. <b>Geography</b> - Volcanoes Mountains, Earthquakes and Volcanoes, mountaineers, volcanologist, seismologist <b>Volcanologists</b></p> <p><b>See how far we've come writing:</b> You could write:</p> <ul style="list-style-type: none"><li>• a job description for a fictional job linked to a text/dream job</li><li>• a diary entry for somebody in an exciting job, real or not</li><li>• A job interview transcript including questions and answers</li><li>• A letter enquiring about a job</li></ul>			
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	Autumn	Spring		Summer	
Year Four	Invaders or Traders?	Food and Fairtrade	Heavy Metal	Short Circuit	Walk like an Egyptian
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Fairtrade Fortnight</b> Mon, 22 Sept 2025 – Sun, 5 Oct 2025</p> <p><b>Online careers talk – Aviation Adventures: Careers in the Sky</b>—a dynamic virtual careers session designed especially for primary school children. Join us on <b>October</b>, from 9:30am to 10:30am, as pupils in Years 4 to 6 will have the unique chance to explore exciting aviation careers directly from industry professionals.</p> <p><b>Discover the World of Human Resources</b>, November, 10am to 11am We're excited to invite you to a FREE virtual event with CIPD, the leading professional body for HR and people development, aimed at introducing children to the fascinating world of Human Resources (HR)!</p> <p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> - Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>History</b> – Anglo Saxons/Vikings. <b>Archaeologist, historian, archivist, curator, conservator, museum education officer</b></p> <p><b>PE</b> - Swimming coaching – people who work in sports centres.</p> <p><b>Science</b> – Sound. <b>Aristotle</b> – concept of sound travelling through the air.</p> <p><b>See how far we've come writing:</b> You could write:</p>	<p><b>Farmers for schools project assembly NFU.</b></p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Road safety training</b></p> <p><b>Visitor</b> – Sarah from DEED Wimborne Fairtrade shop</p> <p><b>PE</b> - <b>Swimming coaching</b> – people who work in sports centres.</p> <p><b>Science</b> – States of matter. What is deforestation?</p> <p><b>Environmentalists</b></p> <p><b>Geography</b> – Economic activity and trade links. Environmental concerns. Fair trade.</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Art</b> - Wire sculpture - plan and create Artist study - <b>Alexander Calder</b></p> <p><b>Computing</b> – animation using wire sculptures</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b>- RNLI visit</p> <p><b>Visitor</b> - electrician</p> <p><b>Online careers talk- Maritime adventures</b> – exciting jobs at sea</p> <p><b>Science</b> – electricity. <b>Thomas Edison</b> inventor of the light bulb</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b> – parents in for museum</p> <p><b>Online careers talk - Unboxing the Future</b> – Inspiring Careers in Logistics in partnership with Tritax Big Box. "Inside the Big Box: Amazing Jobs in Giant Warehouses!" where children can meet some inspiring people working in the world of logistics!</p> <p><b>Event</b> –historians – mummification</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>History- Ancient Egyptians</b> <b>Archaeologist, archivist, conservator, curator,</b></p>

	<ul style="list-style-type: none"><li>• a job description for a fictional job linked to a text/dream job</li><li>• a diary entry for somebody in an exciting job, real or not</li><li>• A job interview transcript including questions and answers</li><li>• A letter enquiring about a job</li></ul>				<p>historian, museum education officer <b>Science</b> – teeth &amp; digestive system. Dentist, orthodontist, gastroenterologist</p>
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	Autumn		Spring	Summer	
Year Five	Olympia	Conservationists	Leave only footprints	Exploring Africa	Terrible Tudors
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Event</b> – Sailing talk <b>Recycling awareness week</b></p> <p><b>Visitor</b> – Chartwells/catering</p> <p><b>Online careers talk – Aviation Adventures: Careers in the Sky</b>—a dynamic virtual careers session designed especially for primary school children. Join us on <b>Tuesday, 22nd October, from 9:30am to 10:30am</b>, as pupils in Years 4 to 6 will have the unique chance to explore exciting aviation careers directly from industry professionals.</p> <p><b>History</b> – Ancient Greeks <b>Science</b> – Forces <b>Isaac Newton- Gravity</b> Isaac Newton, developed his theory of gravity when he saw an apple fall to the</p>	<p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Itilita</b> – sustainability workshops</p> <p><b>Event</b>- Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Online logistics adventures</b> <b>Online women in engineering</b></p> <p><b>Geography</b> – Compare UK and South America (Brazil) Conservationist; climatologist; environmental scientist; sustainability consultant; renewable energy</p>	<p>Premier League Primary Stars and the National Literacy Trust <b>Farmers for schools project assembly NFU.</b></p> <p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Science</b> – Space <b>Margaret Hamilton</b> - worked for NASA and was responsible for programming the onboard flight software on the Apollo spacecraft computers. She wrote the code that the computer used to navigate from Earth to the Moon and made sure that the computer would land the spacecraft safely on the Moon. <b>History</b> - Who was <b>Ernest Shackleton</b>? Who was <b>Amelia Earhart</b>? Who is <b>Tim Peak</b>?</p> <p><b>Visit</b> – Winchester Science centre – Space research programme/planetarium <b>Visit</b> – Paultons Park Science programme?</p> <p><b>Online careers talk</b> – <b>Emma Juhasz, author of <i>What Football Job Can You Do?</i>, and Dan Freedman, author of <i>50 Ways into Football</i> and the <i>Jamie Johnson</i> series.</b> Hosted by TV presenter Kenzie Benali, this session is perfect</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b> – Magna Academy Salsa/drumming workshops</p> <p><b>Online careers talk – Unboxing the Future</b> – Inspiring Careers in Logistics in partnership with Tritax Big Box. "Inside the Big Box: Amazing Jobs in Giant Warehouses!" where children can meet some inspiring people working in the world of logistics!</p> <p><b>See how far we've come writing:</b> You could write:</p> <ul style="list-style-type: none"> <li>• a job description for a fictional job linked to a text/dream job</li> <li>• a diary entry for somebody in an exciting job, real or not</li> <li>• A job interview transcript including questions and answers</li> </ul>	<p><b>Visitor</b>- RNLI visit/Sustrans visit</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Online careers talk – Maritime adventures</b> – exciting jobs at sea</p> <p><b>History</b> – Tudors Archaeologist, archivist, conservator, curator, historian, museum education officer <b>Science</b> – Properties of materials</p> <p><b>Event</b> – Forest school Children to experience forest school in school grounds. Observe seasonal change.</p>

	<p>ground from an apple tree.</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Science</b> –Living things &amp; their habitats Find out the work of animal behaviourist <b>David Attenborough</b></p> <p>Raise questions about the local environment and impact on it. David Attenborough - wildlife filmmaker and naturalist who has written and presented many popular documentaries about animals and their behaviour. He has been on TV for over 60 years and is recognised all over the world</p>	<p>scientist/technician. Sustaining the World's Resources -</p> <p><b>Climatologist;</b> <b>geoscientist;</b> <b>environmental engineer/scientist;</b> <b>conservationist;</b> <b>environmental health careers;</b> <b>careers within renewable energy companies;</b> <b>careers within local councils e.g. refuse and recycling;</b> <b>gardeners and maintenance;</b> <b>water quality scientist</b></p> <p>Mapping. Who creates maps, how and why? Careers linked to traffic survey/ who makes decisions about where to put safety features?</p>	<p>for young football fans curious about the many exciting careers the football world has to offer!</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• <b>Learn about the wide range of football careers</b> on and off the pitch—from coaching to journalism, broadcasting, and more.</li> <li>• Discover how skills in reading, writing, and storytelling play an essential role in pursuing football dreams.</li> <li>• Have the unique chance to ask Emma and Dan their questions about footy jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• A letter enquiring about a job</li> </ul>	
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	Autumn		Spring	Summer	
Year Six	Fantastic Jurassic	Please Sir	Dig for victory	Voyage of discovery	What a performance
<p>Visitors throughout the year –adults to explain their career/role in the community</p>	<p><b>Visitor</b> – Etches museum fossil collection &amp; speaker</p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visit</b>- Etches Museum - Dorchester</p> <p><b>Science- Living things and their habitats</b>  <b>Carl Linnaeus</b> - In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System</p> <p><b>Science/Geography</b> – <b>Mary Anning</b> study <b>Mary Leakey</b> - discovered many fossils of early hominins and their tools. These fossils provide evidence for the evolution of humans.        formation of rocks.        Volcanoes        Mountains, Earthquakes and Volcanoes, mountaineers, volcanologist, seismologist        Volcanologists  <b>Art</b> – <b>Hamish Mackie</b></p>	<p><b>Enterprise week</b></p> <p><b>4.12.25 Premier League Primary Stars and the National Literacy Trust</b></p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b> - Individuality swimming – water safety</p> <p><b>Visitor</b> – Natasha Pulley - Navy Attract Scheme</p> <p><b>Online careers talk – Discover the World of Human Resources, Thursday, 21 November, 10am to 11am</b> We're excited to invite you to a FREE virtual event with CIPD, the leading professional body for HR and people development, aimed at introducing children to the fascinating world of Human Resources (HR)!</p> <p><b>Online careers talk – Emma Juhasz, author of <i>What Football Job Can You Do?</i>, and Dan Freedman, author of <i>50 Ways into Football and the Jamie Johnson series</i>. Hosted by</b></p>	<p><b>Farmers for schools project assembly NFU.</b></p> <p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Event:</b> WWII Evacuees/VE day celebration</p> <p><b>History</b> - WW11, including local area study of Dorset for evacuees and the airfields in Christchurch and Fordingbridge.</p> <p><b>Science</b> – Light, including blackouts</p> <p><b>Art/DT</b> – WWII day – make, do and mend activities (recycle, reuse and repair)</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b>- RNLI visit</p> <p><b>Online careers talk - Maritime adventures</b> – exciting jobs at sea</p> <p><b>Event</b>– Secondary visits</p> <p><b>Transition teachers to and from secondary schools</b></p> <p><b>Science – Evolution. Charles Darwin/ Alfred Wallace</b> and the Theory of Evolution</p> <p><b>Computing</b> – Microbits project. Link to STEM challenge</p>	<p><b>Visitor</b> – St Johns Church/PACE</p> <p><b>Visitor</b> – <b>Careers advisor</b> entry routes/apprenticeships etc</p> <p><b>Online careers talk - Unboxing the Future</b> – Inspiring Careers in Logistics in partnership with Tritax Big Box. "Inside the Big Box: Amazing Jobs in Giant Warehouses!" where children can meet some inspiring people working in the world of logistics!</p> <p><b>Visit</b>- PGL</p> <p><b>Event</b> - Forest school        Children to experience forest school in school grounds. Observe seasonal change.</p> <p><b>Transition teachers to and from secondary Schools</b></p> <p><b>Careers week</b></p> <p><b>Drams/Music</b> – practice, compose, rehearse and perform to parents</p>

TV presenter Kenzie Benali, this session is perfect for young football fans curious about the many exciting careers the football world has to offer!

**Pupils will:**

- **Learn about the wide range of football careers** on and off the pitch—from coaching to journalism, broadcasting, and more.
- Discover how skills in reading, writing, and storytelling play an essential role in pursuing football dreams.
- Have the unique chance to ask Emma and Dan their questions about footy jobs.

**Event** – Forest school Children to experience forest school in school grounds. Observe seasonal change.

**Science** – electricity. Renewable energy- **Nikola Tesla** - a scientist and inventor who specialised in working with electricity.

**History** – careers in the age, changes, differences & similarities. Rights for

**women and children**

Look at jobs completed by Victorian children and discuss the age limits and types of jobs that children are able to do today e.g. paper rounds, sweeping floors in the hair dressers, car washing for neighbours, shop work.

Discuss gender and Victorian views and compared to today and workplace employing male and females in the same roles.

Link to Dr Barnardos and discuss job of fostering today and volunteer work for charity and managing charity shops.

Exploring the volunteer and charity sector (Barnardo's) and responsibilities of educators

**Art – William Morris**

**See how far we've come writing:** You could write:

- a job description for a fictional job linked to a text/dream job
- a diary entry for somebody in an exciting job, real or not
- A job interview transcript including questions and answers

		<ul style="list-style-type: none"> <li>• A letter enquiring about a job</li> </ul>			
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Key: Visitor Visit Explicit link to career/key figure study Role Play themes Transition links with further and higher education