

Critchill School Curriculum Overview – CEIAG

CEIAG (Careers Education, Information, Advice and Guidance) is designed to prepare students for life by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.

ASPIRATION – At Critchill School we have a diverse, engaging and aspirational CEIAG curriculum. It has been explicitly devised to ensure that pupils can make informed choices about their future whilst also developing the skills and capabilities that they will need for employment and to thrive in all areas of their lives.

OPPORTUNITY – Our CEIAG curriculum provides pupils with a range of age appropriate opportunities, focused on our key priority learning areas. These have been carefully designed to ensure that all pupils develop a broad range of skills which will prepare them for adulthood, the world of work and contributing positively to their community. CEIAG delivery begins in EYFS and themes are revisited and advanced in order to allow for mastery and growth. Activities, learning opportunities and learning intentions recorded in this document should be used as a guide. Staff should ensure that CEIAG learning intentions compliment a pupil’s PLIMs & are profoundly personalised to ensure that we ‘address each pupil’s needs at their point of learning.’ Opportunities & experiences may include encounters with a range of employers, exploring a range of job roles, challenging stereotypes, reflecting on their individual abilities and planning next steps.

ACHIEVEMENT – Through our CEIAG curriculum, we support our pupils to achieve their full potential and be the best that they can be. We measure success holistically; we recognise that it will be different for each pupil and that it can be measured in a number of ways including personal wellbeing, community engagement and sustainable employment.

	CEIAG Theme	Employer Encounter	Careers Fair
EYFS	2 per year	1 per year	
KS1	2 per year	1 per year	
KS2	2 per year	2 per year	
KS3	3 per year	2 per year	
KS4	6 per year	6 per year	1 per year

CEIAG underpins all areas of the P16 Learning Pathways



	Autumn		Spring		Summer	
Early years	New beginnings Under the sea	Dinosaurs long ago	Fairy tales	Out and about	Beat and Boogie	All Around The World
KS1 year 1	All about me My senses/ my body	Night and Day	Marvellous Mini beasts	Up, Up and Away	Where in the World is...	People that help us... Fire service , police, ambulance
KS1 year 2	Pirates	Green planet- make a difference!	Carnival of Animals	Construction City	Enchanted Wood	What's on the Menu?
KS2 year 1	People of the world	Once upon a time	Community spaces	South American adventures	Growing food	Water
KS2 year 2	Growing and Changing bodies	Stone Age to Iron Age	Rainforest	Walk like a Roman	Secret Gardens	Roald Dahl
KS2 year 3	Materials Around Us	The Vikings are coming...	Energy	Amazing bodies	The Power of Music	Space
KS2 year 4	Art Attack! Great Artists	Ancient Egypt	Extreme Earth! Volcanoes and Earthquakes	Life in Ancient Greece	Food – From Field to Fork.	Frome – History of our Town.
KS3 year 1	Buildings	Prominent People	Around the world in 80 days Pupil led projects		Survival and Challenge Pupil led projects	Farming and countryside
KS3 year 2	To Infinity and Beyond	Ice Age	Africa & Asia		Life Underwater	Inventors and Inventions (through time)
KS3 year 3	Engine power	Media Magic	Archaeology change in ..		Local study - Frome	My Body
KS4 year 1	Romeo and Juliet	Going green!	Connections across the world (Pupil led projects)		Survival of the fittest	The great outdoors
KS4 Year 2	Popular Culture	Twisting a tale	Hanna's Suitcase Kinder transport		Time Travellers guide to the future	Entrepreneurs

	Term	Theme	Key Priority Learning Area	Learning Intentions	Activities	Employer Encounter/ Additional Activity
Early years	Sp2	Out & About	My Communication	<ul style="list-style-type: none"> · I can listen to a sensory story · I can answer questions about how people travel to work (choice making) · I can share information with a person I know. · I can speak in simple sentences about travel related topics · I can organise my thoughts and ideas. · I can match uniforms to travel jobs · I can explore role play 	<ul style="list-style-type: none"> · Use a story or nursery rhyme to introduce the idea of transport to the children (Journey Home from Grandpas). · Explore vehicles in Journey Home from Grandpas and what job role they are used for · Get them to look at pictures of transport (roads, tunnels, bridges, etc.) in books or from a presentation. · Match job to vehicle e.g. house on fire to fire engine · Show flashcards & identify which pictures show going under / over / through / around the obstacle · Explore transport, uniform and associated equipment · Explore the job roles of local people in society 	Taxi driver, Train driver, PCSO's, firemen, shop keepers
	Su1	Beat and Boogie	My Creativity	<ul style="list-style-type: none"> · I can use my imagination in music/dance related role play · I can take part in music/dance role play · I can explore role play jobs and decide which ones I like best 	<ul style="list-style-type: none"> · Hold a mini musical performance · Perform role play in range of contexts around the school · Matching uniforms to jobs and work locations · Songs linked to different jobs 	Visit theatre/performing arts venue Local band to come and play for students Mojo Moves
KS1 (YR 1)	Sp2	Where in the world is...?	My Communication	<ul style="list-style-type: none"> · I can explore a range of ways to communicate with others (near and far) · I can create a mini passport/ (communication plan) about myself · I can share information with my peers 	<ul style="list-style-type: none"> · Mini passport · Use of telephone, video message, zoom · Choose it app to identify strengths/ areas of development · Identifying how job roles are different around the world · Trial the role of Critchill School receptionist 	Receptionist

KS1 (YR 1)	SU2	People that help us	My World Connections	<ul style="list-style-type: none"> · I can think about what people in different jobs might look like · I can explore uniform and link it to different jobs · I can identify different job roles and similarities/ differences 	<ul style="list-style-type: none"> · Role play & dress up- ambulance, police- solve the problem- Floor projector- vehicles, iPad- job role games · Guess who game- match description to job title– How do they help people? What do they wear? What does uniform mean? Why is it important? · Mini careers fair- various community based ‘helping’ careers, use questions to establish their roles 	School visits from police & nurses & vets
KS1 (YR 2)	A2	Green Planet make a difference!	My Community & Contribution	<ul style="list-style-type: none"> · I can explore two different conservation careers through sensory trays · I can work with my peers & explore recycling through sorting activities 	<ul style="list-style-type: none"> · Sensory trays: turtles with nets, beached whales in sand- Sorting recycling · Working as part of team- what skills do I need/ what skills do I bring? 	Recycling Worker (from Carymoor Environmental Centre)
				<ul style="list-style-type: none"> · I can identify key words linked to conservation and related job roles · I can experience working in a team to complete a job role 	<ul style="list-style-type: none"> · Litter picking with FTC 	
	Su2	What’s on the Menu?	My Creativity	<ul style="list-style-type: none"> · I can use my imagination in food related play · I can take part in role play such as cafes or restaurants · I can share role play jobs and decide which ones I like best · I can experience/explore job roles linked to catering 	<ul style="list-style-type: none"> · Role play restaurant · Observe Hawks/P16 complete catering tasks · Undertake a mini role play on the catering van · Undertake a locality walk to explore food related businesses in Frome · Visit to Post 16 Catering Van at the market · Make products and hold a mini café experience within school for primary 	Visit to local cafe or restaurant Visit from a chef

KS2 (YR 1)	A1	People of the world	My ICT	<ul style="list-style-type: none"> · I can explore sound buttons and objects linked to a train station and jobs that are based there · I can explore related technology: walkie talkies, loud speaker, ticket machines · I can explore a train station through visuals · I can name and discuss different job roles at a train station 	<ul style="list-style-type: none"> · Sensory trays · Travelling on public transport (related to getting to work) · Explore different modes of transport through sensory items, sound buttons, video experiences 	Train trip
	A2	Community spaces	My Community & Contribution	<ul style="list-style-type: none"> · I can explore community based jobs. · I can use sensory objects to explore jobs and related equipment. · I can experience work undertaken in post 16 in the community. · I can explore equipment needed for particular jobs. 	<ul style="list-style-type: none"> · Experience the work undertaken by P16 & Frome Town Rangers that takes place in the local community with a visit to the Rangers. · Communicate with others about how tasks contribute positively to the whole community · Interview the park keeper, find out about likes and dislikes of job · Interview the Post 16 children who volunteer with Frome Town Rangers. · Listen to a social script which recounts the visit with sensory items. · Explore the job role through sensory experiences. 	Visit other volunteering opportunities in the local community- Share shop, Community Sing at Residential home etc.
KS2 (YR 2)	Su1	Secret Gardens	My Play & Leisure	<ul style="list-style-type: none"> · I can explore why leisure is important as part of work / life balance · I can take part in leisure activities that I enjoy · I can explore gardening as a leisure activity 	<ul style="list-style-type: none"> · Effects of leisure on health and well-being (feeling relaxed etc.) · Explore outdoor leisure activities · Likes and dislikes about leisure activities · Contribute to gardening activities in outside area · Planting/ pruning etc. · Using a range of tools 	Meet with Sam at Mells Walled Garden

	Su2	Roald Dahl - Charlie and the Chocolate factory	My Technology	<ul style="list-style-type: none"> · I can explore the sights and sounds of a factory, e.g. sound buttons, floor projector, eye gaze · I can explore factory jobs and machines through role play · I can explain the purpose of a factory line/ production line 	<ul style="list-style-type: none"> · Watch the original film · Read a sensory version of the story · Visit factories · Create an in class production line- to include marketing and design · Explore how different machines can be used to complete tasks. · Compare results between machine & hand produced items 	Cadburys factory or Andros factory visit
KS2 (YR 3)	Sp2	Amazing bodies	My self and Body	<ul style="list-style-type: none"> · I can identify self-care tasks that are pre work tasks (hair brushing, clean clothes) · I can identify my strengths and areas of development in self-care · I can identify what I do/ need to be ready for school/ work · I can experience self-care activities · I can take part in or follow tasks sheets 	<ul style="list-style-type: none"> · Self-care activities · Role play · Explore how self-care is important in a range of different jobs before and after (e.g. Clean vs messy jobs) 	Interviewing different job roles to explore how they get work ready. (e.g. Michelle Robinson)
	SU1	Materials Around Us	My world connections	<ul style="list-style-type: none"> · I can match specific materials to uniforms and jobs · I can identify the importance of specific work wear · I can use key terminology such as: waterproof, safety. 	<ul style="list-style-type: none"> · Uniforms/ Work experience P16 work wear · PPE in kitchen · Properties of uniform and how it might link to H&S 	P16 visit re. work placements uniforms
KS2 (YR 4)	Sp1	Extreme earth volcanoes and earthquakes	My Communication	<ul style="list-style-type: none"> · I can explore different job roles in a quarry through hand held exploration · I can ask about different job roles at a quarry · I can identify H&S related clothing for quarry work · I can interview to find out facts related to a job 	<ul style="list-style-type: none"> · Exploring weather conditions and matching suitable attire · Science experiments to test out most appropriate clothing for job roles · Visit from a scientist · Visit to the earth science centre/quarry 	Visit to quarry

	Su2	Frome-History of our town	My Community & Contribution	<ul style="list-style-type: none"> · I can explore different careers in Frome · I can recognise that some people have more than one job · I can take part in mini work placements in my community 	<ul style="list-style-type: none"> · Job hunt around Frome - Past, present, emerging · Visit job centre / local market information · What skills do employers want · Careers- fact or fiction · What do different work lives look like (full time, part time, more than one job, self-employed, volunteering etc.) 	Mini work placements (30minutes- dip your toe!) e.g. catering van, charity shop, Frome town council reception
KS3 (YR 1)	A2	Prominent People	My World Connections	<ul style="list-style-type: none"> · I can explore different people in my life and what they do · I can discuss prominent career role models · I can identify the employability skills that different role models have 	<ul style="list-style-type: none"> · Personal attributes- what are my strengths? What are my personal qualities that I can utilise as employability skills? (Humour, patience, perseverance etc.) · Circle time to discuss aspirations · What employability skills did prominent historical figures have? · Hot seating – school role models 	Meet and interview local prominent people
	Su1	Survival & challenge	My Thinking	<ul style="list-style-type: none"> · I can identify jobs that interest me and share these at Annual Review · I can identify challenges that I may need to overcome- gaining particular skills or qualifications · I can explore further education opportunities beyond school 	<ul style="list-style-type: none"> · Backward chaining from chosen careers / pathways · Exploring different routes into employment · Create job posters · Undertaking additional responsibilities within school - look at the desired skills set needed · Visit colleges and expand my understanding of FE 'offer' 	Interviewing professionals in their work environment to identify their journeys/ routes into employment
	SU2	Farming and Countryside	Mu community and My Contribution	<ul style="list-style-type: none"> · I can identify jobs that are based in outside working environments · I can explore the challenges that working outside might present · I can identify local job opportunities to my home 	<ul style="list-style-type: none"> · Visits to farm/ local employers · Exploring the impact of weather and seasons on farming (e.g. length of days etc.) · Mini- work experience @ Frome Town rangers- how does this link to pupil's strengths/ needs and preferences 	Visit from game keeper

KS3 (YR 2)	Spr1 and 2	Africa and Asia	My World Connections	<ul style="list-style-type: none"> · I can explore different charities · I can explore why people chose to work for charities · I can identify different job roles within a charity · I can identify the important contribution of skilled volunteers to the success of a charity 	<ul style="list-style-type: none"> · Visit from a charity that works in either Africa or Asia (ADD?) · Find out what job structure is needed to run a charity · Exploring the roles of volunteer · Explore how volunteering can contribute to my CV and develop my skills set. 	Link to organisation in Africa/Asia (ADD)
	SU1	To Infinity and Beyond	My Thinking	<ul style="list-style-type: none"> · I can identify my own aspirations and aspirations that others may have for (e.g. school & family) · I can explore the strands of Preparation for Adulthood & identify my strengths and areas for development · I can link my plans to my PLIMs and EHCP 	<ul style="list-style-type: none"> · Explore how realistic aspirations should be.. Where's the balance? · What learning behaviours will help realise my goals. How do these link to my PLIMs? · Create an 'Aspirational Pathways Map' of what I want to achieve and what I will need to help realise my aspirations. · Explore how other young people have reached their aspirations. Identify what they might have done differently · What types of organisations might be able to support me? Discovery/ SSCL 	Motivational question and answer session from previous student who is in employment
	Su2	Inventors and Inventions (through time)	My Technology	<ul style="list-style-type: none"> · I can explore how the invention of the internet can support my careers education 	<ul style="list-style-type: none"> · Writing CVs · Job searches 	Submit CV to local jobcentre for evaluation and feedback
				<ul style="list-style-type: none"> · I can search for jobs on different sites and record key information related to these · I can use ICT to fill in a form or write an email · I can use ICT to make a choice 	<ul style="list-style-type: none"> · Visits to the local job centre (& compare with internet job searches) · Using emails to correspond with others · Explore social media footprints and possible impact 	

KS3 (YR 3)	A1	Engine Power	My World Connections	<ul style="list-style-type: none"> · I can recognise the public transport available to me in my community · I can consider how i might get to a work destination · I can plan a route · I can apply road safety skills <ul style="list-style-type: none"> · I can identify travel considerations within specific jobs adverts 	<ul style="list-style-type: none"> · To look at different ways to travel to work · What would be my preferred way to travel and why? How does this influence my job choices? · Look at ways to make transport more accessible · Practice planning and undertaking routes · consider safety measures that might need to be put in place · Cost travel vs job applications - Is a job financially viable? 	Work with Bus buddies
	Su1	Local study Frome	My Community and My Contribution	<ul style="list-style-type: none"> · I know where to go for local job information <ul style="list-style-type: none"> · I can identify local job opportunities and support networks within my own community · I can explore additional ways to positively contribute to my community 	<ul style="list-style-type: none"> · Visit to Frome Job Centre · Create local information board · Explore and understand Labour Information market · Explore the different employers within Frome 	Visit a local business (Asda)
	Su2	My self and body	My self and Body	<ul style="list-style-type: none"> · I can ask others about how they are 'work ready.' · I can explore what this might mean for different roles and jobs · I can identify what i need to be work ready (self-care needs) · I can undertake daily self-care needs on my own. 	<ul style="list-style-type: none"> · Identify strengths and areas of development · Identify who can support you · Plan for improvement including completing particular self care tasks. · Look at the purpose of work clothes and how this might affect you · 	Half a day of personalised placement/experience

KS4 (YR 1)	A1	Romeo and Juliet	My Play and Leisure	<ul style="list-style-type: none"> · I can make suggestions for improving team performance · I can identify how teamwork is applied and used in different roles. · I can explore the terms delegation, leader and explore taking on different roles 	<ul style="list-style-type: none"> · Look at teamwork and how this helps when working in a team · Role play activity around teamwork and communication · Look at different the different teams within the theatre and how they would have to work together · Use assigned jobs within in a team to delegate tasks and ensure they are completed 	Trip to the theatre to explore different job roles
				<ul style="list-style-type: none"> · I can share my ideas to support a team · I can help others to complete a task 	<ul style="list-style-type: none"> · Evaluate own contribution and accept feedback from others 	
	A2	Going Green	My Thinking	<ul style="list-style-type: none"> · I can assess and manage risks appropriately. · I can assess a risk · I can define the term “calculated” risk · I can choose an appropriate course of action after assessing a risk 	<ul style="list-style-type: none"> · Visit from Carymoor recycling centre. · Workshops on from trash to treasure. · Pre and follow up activities on H&S at work in the recycling centre, for example wearing appropriate clothing, identifying and obeying health and safety signs, knowing what to do in an emergency. · “What if” activities. · Revisit vocational profiles and update 	Visit to Hinckley Point
	Sp1	Connections across the world	My World Connections	<ul style="list-style-type: none"> · I can explore jobs situated in my local community and the wider area. · I can identify the different opportunities that locations might give me for careers. · I can explore my local job market · I can identify careers that I would like to explore and locate where they might be based. · I can explore how jobs can be undertaken remotely. 	<ul style="list-style-type: none"> · Explore jobs opportunities in the local and wider community. Create career maps and collate key questions to make informed decisions about work / commuting. · Present data from research in a number of ways · Explore methods of remote working · Interview staff who commute vs those that don't · Compare and contrast jobs in different settings: local, wider and from home. - Identify personal preferences 	Visit three employers - local, wider and home

	Sp2	Pupil led projects	My Community	<ul style="list-style-type: none"> · I can understand why people volunteer · I can identify the skills and experiences that volunteering may give me · I can identify local opportunities · I can link volunteering tasks to my PLIM 	<ul style="list-style-type: none"> · Look at the work of volunteers · Identify a project to volunteer for · Map skills you bring/ skills to acquire · explore the role of volunteering on CV experience · Revisit vocational profiles and update 	Fair Frome
	Su1	Survival Of The Fittest	My Self and Body	<ul style="list-style-type: none"> · I can identify how good health can impact on work · I can explore what work life balance means · I can identify how to keep myself healthy/ work ready 	<ul style="list-style-type: none"> · Identify how health can impact on work- physical jobs/ office based work/ · Experience a range of work based tasks and evaluate the potential health impact e.g. manual work · Explore how commuting via foot/ bike could support with good health · Leisure & work- what do others do? 	2x job visits Manual job visit - supermarket (Shelf stocking) Office based/ retail
	Su2	Great Outdoors	My Creativity	<ul style="list-style-type: none"> · I can assess and manage risks in outdoor working environments 	<ul style="list-style-type: none"> · Look at different job roles within the outdoors sector· Look at the skills needed to work in this area and the benefits · Explore opportunities within this sector in locality and 	Work Experience opportunities
				<ul style="list-style-type: none"> · I can reflect on my own strengths and weaknesses/ identify skills 	<ul style="list-style-type: none"> undertake mini experiences over a week. · Revisit Vocational Profiles 	(Chesterblades Hills, WOLT, Frome Town Rangers) Visit to Hann Farming
KS4 (YR 2)	A1	Popular Culture	My Communication	<ul style="list-style-type: none"> · I can research interview questions · I can practice responding to questions with sufficient detail. · I can identify strengths in my interview style and areas for 	<ul style="list-style-type: none"> · Undertake mock interview with an employer · Research possible questions and consider answers · watch others be interviewed and identify strengths/ areas of development · explore the impact of non-verbal communication e.g. active listening/ body language 	Employer Interviews

				development		
A2	Twisting a tale	My Thinking	<ul style="list-style-type: none"> · I can explore different routes into employment such as apprenticeships, traineeships and supported internships · I identify what Maths, English and digital skills I might need to support these courses · I can evaluate possible routes into employment 	<ul style="list-style-type: none"> · Explore and identify differences between courses such as apprenticeships, traineeships and supported internships · Speak with previous Critchill students that have taken these routes · Evaluate pros/cons · Revisit vocational profiles 	Visit and meet with SSCIL	
Sp1&2	Hanna's Suitcase	My Community and My Contribution	<ul style="list-style-type: none"> · I can identify the attributes needed to be successful · I can evaluate my time at school and comment on the progress I have made · I can prepare for my transition to P16 or college 	<ul style="list-style-type: none"> · Evaluate progress made at school by revisiting PLIMs. Consider the attributes I have/ need to be work ready/ college ready and move on to future success · Plan for transition and possible challenges <ul style="list-style-type: none"> · undertake tasks to develop persistence, determination etc. 	Visit from or to previous Critchill pupils who transitioned to FE college	
Su1	Time Travellers guide to the future	My World Connections	<ul style="list-style-type: none"> · I can explore the options available to me at P16 · I can view prospectuses and visit colleges · I can use my research and visits to make informed decisions · I can consider options with those 	<ul style="list-style-type: none"> · To explore further education and qualifications available to me · To identify the benefits of colleges · Talk to other young people with similar profiles who have moved on to college · Use my information to inform my Annual Review 	FE College Visits	

				who support me (family, CSC etc.)		
	Su2	Entrepreneurs	My Creativity	<ul style="list-style-type: none"> · I can plan a celebration event with my peers · I can take on different roles 	<ul style="list-style-type: none"> · Event planning - KS4 celebration · Use a range of skills and roles to accomplish a task · Plan ideas and receive critical feedback- make changes 	Planning events company
				<ul style="list-style-type: none"> · I can work to a budget and budget plan · I can develop networking skills 	<ul style="list-style-type: none"> · Use templates · Research/ Present ideas · Budget planning 	