

# Learning across the curriculum

## Careers and the world of work



## **Careers and the world of work**

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.

The number and context of such opportunities are for schools to determine within their curriculum overview / curriculum planning.

This document highlights those statements or sections of a programme of study/learning outcomes that are explicitly linked to careers and the world of work (CWW).

## **English**

English contributes to learners' awareness of careers and the world of work by giving them the communication skills of speaking, listening, reading and writing which enable them to function effectively in the world of work and society as a whole.

In English, there are no explicit references to CWW.

## **Welsh**

Welsh contributes to careers and the world of work by enabling learners to benefit from the increasing opportunities to work in areas where bilingual skills are required, and to take advantage of the expanding use of Welsh in the workplace. It also enables learners to interact in workplaces with those who are bilingual.

In Welsh, there are no explicit references to CWW.

## **Modern foreign languages**

In modern foreign languages, learners should be given opportunities to develop awareness of the importance of languages in the world of work, the global economy and for their future careers. Learners can use languages in work-related contexts and schools can make pupils aware of the role of languages in a range of jobs through visits, local business links and other work-related resources.

In modern foreign languages, there are no explicit references to CWW.

## Mathematics

Mathematics contributes to learners' awareness of careers and the world of work by providing opportunities to apply mathematics in the context of financial awareness of employment, budgeting, saving and spending.

### Key Stage 3

<b>Range</b>
<b>Measures and money</b>
<b>Pupils should be given opportunities to</b> <b>2. Understand and use money</b> <ul style="list-style-type: none"><li>• calculate with money and solve problems related to budgeting, saving and spending, and currency exchange rates</li></ul>

### Key Stage 4

<b>Range</b>
<b>Measures and money</b>
<b>Pupils should be given opportunities to</b> <b>2. Understand and use money</b> <ul style="list-style-type: none"><li>• calculate with money and solve problems related to budgeting, saving and spending, including currency exchange rates, profit and loss, discount, hire purchase, best buys, household bills and compound interest</li></ul>

## **Science**

Science contributes to careers and the world of work by enabling learners to study a range of applications of science, medicine and technology in their everyday life and in the wider world. This gives learners insight into how scientists work and also develops experimental and generic skills needed for the world of work.

In science, there are no explicit references to CWW.

## Design and technology

Design and technology contributes to learners' awareness of careers and the world of work by providing opportunities for them to understand how consumer products and services are developed and brought to the marketplace and by raising their awareness of the range and diversity of careers associated with manufacturing in the wider world. Design and technology also allows learners to engage with the design and manufacturing technologies that are increasingly used in the workplace.

### Key Stage 3

<b>Range</b>
<b>Pupils should be given opportunities to develop their design and technology capability through:</b>
<ul style="list-style-type: none"><li>• reflecting on the work of designers, inventors, architects and chefs, including those from Wales</li></ul>
<b>Health and safety</b>
<p>Pupils should be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities</p> <p>They should be able to follow instructions to control risk to themselves and others, <i>e.g. electrical tools/utensils, rotating machinery, sewing machines</i>. When designing and making, pupils should take account of user safety, <i>e.g. the build quality of products, how hygiene standards should be maintained in the production of a food product</i>.</p> <p>They should be made aware of the impact on their health and safety of certain behaviour, <i>e.g. healthy eating</i>.</p>



## **Information and communication technology**

ICT contributes to learners' awareness of careers and the world of work by providing opportunities for them to engage purposefully with the technologies that are increasingly used in the workplace, develop essential skills for employment and consider the economic effects of ICT in the wider world.

### **Key Stage 3**

<b>Range</b>
<b>Pupils should be given opportunities</b>
<ul style="list-style-type: none"><li>• become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT.</li></ul>

## History

History contributes to learners' awareness of careers and the world of work by developing their understanding of the factors that have shaped the world of work in the past, the ways in which social and industrial reforms happened, the changes across different periods and within the same period, and the changes that happened in the twentieth century. It also contributes to their readiness for a working life by developing skills of analysis of evidence and argument, of detecting bias and prejudice, and of constructing an argument or interpretation of events based on evidence.

### Key Stage 3

Range
Pupils should be given opportunities to develop their historical skills and to build on their knowledge and understanding of the characteristics of daily life in the past by focusing on political, economic, social, religious and cultural history in the following contexts.

## Geography

In geography, learners have opportunities to investigate factors that affect the economy in their local community, in Wales and globally. They learn about the connections between producing and consuming and the potential impact on employment opportunities, including on their own career development. They develop their understanding of terminology used in the world of work such as cheap labour, competition, service industries. They consider how economic processes are changing Wales and have opportunities to discuss how sustainability and global issues affect the world of work. They also develop valuable work-related skills and techniques, including the use of GIS, using and creating maps, conducting surveys, analysing data, and carrying out investigations.

### Key Stage 3

<b>Range</b>
<b>Pupils should be given opportunities to:</b>
<b>Study</b> <ul style="list-style-type: none"><li>• people as consumers: the impacts on and changes in economic activity</li></ul>

## Art and design

In art and design, learners develop their awareness of careers and the world of work through their understanding of methods used by practicing artists, craftworkers and designers.

### Key Stage 2

<b>Range</b>
<b>Understanding</b>
Pupils should be stimulated and inspired, where appropriate, by: <ul style="list-style-type: none"><li>• practising artists, craftworkers and designers</li></ul>
<b>Investigating</b>
Pupils should investigate: <ul style="list-style-type: none"><li>• the properties of materials and processes</li><li>• natural objects and environments</li><li>• made objects and environments</li><li>• imagined objects and environments.</li></ul> They should, where appropriate, apply to their own work findings collected from: <ul style="list-style-type: none"><li>• practising artists, craftworkers and designers</li></ul>

### Key Stage 3

<b>Range</b>
<b>Understanding</b>
Pupils should be stimulated and inspired, where appropriate, by: <ul style="list-style-type: none"><li>• practising artists, craftworkers and designers</li></ul>
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Pupils should investigate: <ul style="list-style-type: none"><li>• the properties of materials and processes</li><li>• natural objects and environments</li><li>• made objects and environments</li><li>• imagined objects and environments.</li></ul> They should, where appropriate, apply to their own work relevant findings collected: <ul style="list-style-type: none"><li>• practising artists, craftworkers and designers</li></ul>

## **Music**

In music, learners develop transferable skills and attributes, through making music individually and in groups. These skills and attributes help to prepare for lifelong learning, work and leisure, and can offer a route into the ever-expanding creative and cultural industries.

In music, there are no explicit references to CWW.

## **Physical education**

In physical education, there are no explicit references to CWW.

## **Religious education**

Religious education contributes to careers and the world of work by providing insight into how religion influences believers in their choice of career and the standards expected of them in their working lives. Community cohesion and understanding in the work place can be enhanced through knowledge of essential religious, cultural and ethical beliefs and practices (e.g. dress codes, festivals, death rituals, etc.). These are essential knowledge for occupations such as medicine, politics, law and education, as well as for occupations relating to travel, entertainment, media and the armed forces, and in fact for all citizens in our multicultural world.

In the drive to create a just and equitable society learners can evaluate various religious and moral perspectives relating to, for example, employment rights, ethical entrepreneurship, business ethics, money lending/borrowing, and promoting sustainable green industrial processes and practices. In addition, RE contributes a variety of transferable skills such as insight, problem solving, critical thinking, the ability to evaluate differing perspectives and weigh up consequences, etc. All of these skills underpin many of the qualities needed in today's challenging, complex and ever changing world of work.

In religious education, there are no explicit references to CWW.

## **Personal and social education**

In personal and social education, learners develop an understanding of the opportunities available in education, training and employment. They develop the skills of self-analysis, identifying personal strengths and setting targets for improvement, recognising the importance of acquiring new skills needed for the world of work.

### **Key Stage 2**

<b>Range</b>
<b>Preparing for lifelong learning</b>
<b>Learners should be given opportunities understand:</b>
<ul style="list-style-type: none"><li>• the range of jobs carried out by people in their community</li></ul>