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Outline

- Importance of careers in early years and primary
- Planning for success
- Play, Be, C
- Curriculum Careers Tool
- STEM Person of the Week



Why careers in early years and primary?

- Stereotypes about who can do what job start early
- Before the age of 8, children start to rule out certain careers as unacceptable based on their growing understanding of the world and their place in it.
- Young children's career aspirations are gendered.



CDI Framework for primary schools



Primary Toolkits



Primary Benchmark 1:
Career and personal development

Every school has an embedded programme of careers and personal development that seeks to inspire, motivate and to give opportunities for personal progression through the use of strategies known and understood by pupils, parents/carers, teachers, governors and other key stakeholders.

[Visit the toolkit >](#)



Primary Benchmark 2:
Career and labour market information

Every pupil, and their parents/carers, should have access to basic local market information to help expand their awareness of future possibilities and opportunities.

[Visit the toolkit >](#)



Primary Benchmark 3:
Addressing the needs of each pupil

Pupils will have sufficient skills and so opportunities for support should be tailored to the requirements of each pupil. A school's careers and personal development programme should be embedded and directly targeted against and delivery monitored and evaluated through longitudinal tracking.

[Visit the toolkit >](#)



Primary Benchmark 4:
Linking curriculum learning to careers

All schools should link curriculum learning with careers and labour learning crossfully. The programme of literacy, numeracy and digital proficiency should be embedded and pupils should have the chance to explore 100+ career opportunities and understand the skills they will need in the future.

[Visit the toolkit >](#)



Primary Benchmark 5:
Encounters with employers and employees

Every pupil should have the opportunity to have meaningful and age-appropriate encounters with a range of different employers and understand the importance of roles in the workplace. This can be through a range of different methods including visiting speakers and/or experiences as learners.

[Visit the toolkit >](#)



Primary Benchmark 6:
Experiences of workplaces

Every pupil should have the opportunity to experience a range of roles. These experiences in the world of work should be either direct or indirect and/or include role plays, challenge days or visits to local employers.

[Visit the toolkit >](#)



Primary Benchmark 7:
Encounters with further and higher education

All pupils should understand the full range of learning opportunities that will be available to them. This includes both academic and vocational, funded and self-funded, at schools, at sixth forms, colleges, training providers, universities and in the workplace.

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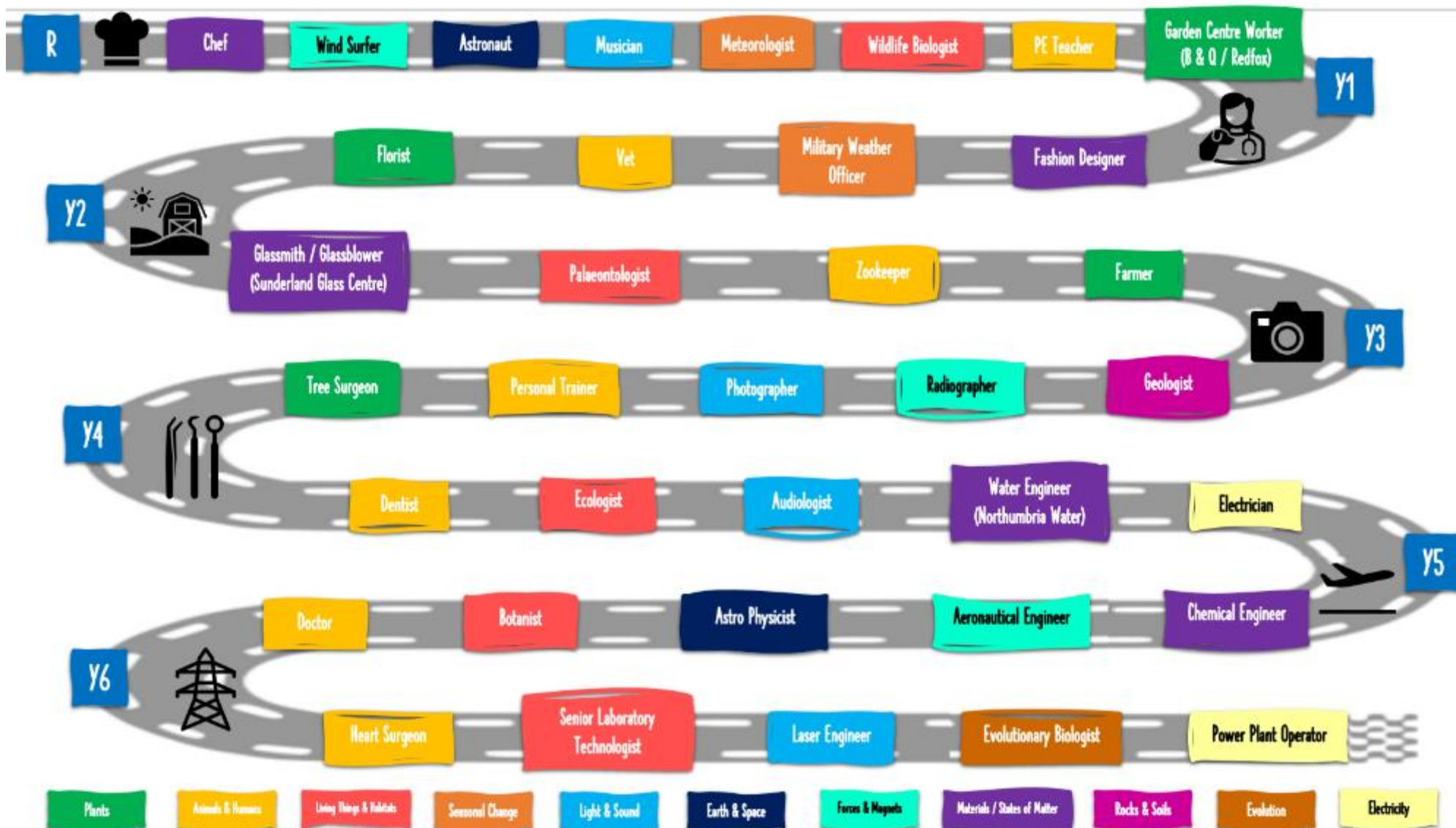
Primary Benchmark 8:
Personal guidance

Every pupil should have the opportunity to have tailored, confidential, one-to-one support. Their experiences and personal development should also be reported and shared with learning leaders, as well as the wider system of the network of education.

[Visit the toolkit >](#)



Career Related Learning through Science



Simonside Primary School



Play, Be, C

- Supporting teachers and other adults in EYFS to provide high-quality STEM education.
- Linked to literacy development through a story book.
- Flexible and adaptable to your setting.
- Attribute focused



Attributes

Curious

Collaborative

Creative

Observant

Resilient



Curriculum Careers Tool

- Supporting teachers to link science and maths curriculum topics to a range of STEM careers
- Flexible and adaptable to your classroom
- Attribute focussed

Topic Areas

- 🐾 Animals, including humans
- 🌍 Earth and Space
- 💡 Electricity
- 🔧 Everyday Materials
- 🔗 Evolution & Inheritance
- ➡ Forces
- 🧲 Forces & Magnets
- 💡 Light
- 🐾 Living Things & Their Habitats
- 🌱 Plants
- 🪨 Rocks
- ☀️ Seasonal Changes
- 🔊 Sound
- 💧 States of Matter

Sports Scientist
Sports scientists require the ability to analyse physical and...
[Read more >](#)

Ornithologist
Ornithologists are a type of zoologist who study ornithology,...
[Read more >](#)

Herpetologist
A herpetologist is a zoologist who studies reptiles and amphibians,...
[Read more >](#)

Zoologist
Zoologists study the anatomy, behaviour, classification, evolution...
[Read more >](#)

Nurse
Nursing is generally regarded as a caring profession but the...
[Read more >](#)

Animal Technologist
Animal technologists work in research and development laboratories...
[Read more >](#)

Vet
Veterinary physiotherapists work alongside veterinary surgeons...
[Read more >](#)

Marine Biologist
Marine Biologists study all of the creatures that live in the...
[Read more >](#)

Surgeon
A surgeon cuts the human body to remove diseased tissue or organs,...
[Read more >](#)

Herpetology Veterinarian
Herpetology veterinarians specialise in the care of reptiles...
[Read more >](#)

NUSTEM Attributes

Collaborative	Committed	Curious	Communicator	Creative
Hard-working	Imaginative	Logical	Observant	Open-minded
Organised	Passionate	Patient	Resilient	Self-motivated

Job title matched to the National Curriculum science topic.

STEM Career: Geologist

Age-appropriate explanation about the career.

Counter-stereotypical image that helps develop understanding of the career.



Dr Kate Winter, Polar Geologist

Geologists work to understand the history of our planet so they can predict how events and processes of the past might influence the future. Geologists seek to understand the processes of landslides, earthquakes, floods, and volcanic eruptions well enough to avoid building important structures where they might be damaged. They prepare maps of areas that have flooded in the past in order to prepare maps of areas that might be flooded in the future.

Attributes: observant, curious and creative

Could you be a geologist?

Discussion question to allow the class to think about the career in greater depth.

Three attributes of a person in this STEM career that the children might share.

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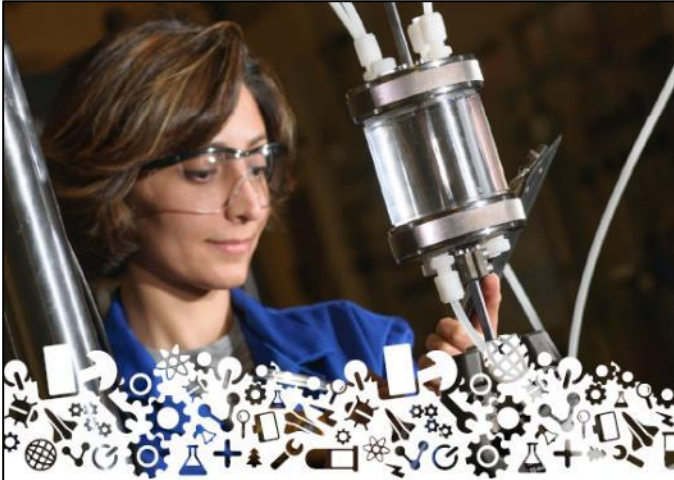
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STEM Person of the Week

- Five-week teacher-led activity
- Promotes career-related conversations
- Supports personal development and understanding
- Attribute focussed



STEM PERSON OF THE WEEK | **Farnoosh Farhad**
Mechanical Engineer

Farnoosh researches medical implants to understand why they've failed, and how they can be improved. Her work benefits the health and comfort of patients, helping them live more normal lives. She is **organised**, keeping track of a wide range of projects. Farnoosh is **hard-working** and likes to learn new things and explore new areas of research. She is **committed** to creating engineering solutions that help people in the real world.

Organised **Hard-working** **Committed**

nustem **Northumbria University**
NEWCASTLE

STEM PERSON OF THE WEEK	Farnoosh Farhad Mechanical Engineer
Like Farnoosh, I am...	
☒	Organised I am good at planning to make sure I finish things.
☒	Hard-working I put all of my effort into finishing things.
☒	Committed I can stick with an activity and try my hardest to make it happen.
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Links

Play, Be, C <https://nustem.uk/eyfs/>

Curriculum Careers Tool <https://nustem.uk/primarycareers/>

STEM Person of the Week <https://nustem.uk/stem-person-of-the-week/>

Reflection



Any questions?

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