

### Aims of Planning Toolkit

- Incorporating Careers into the Curriculum (Gatsby Benchmark 4) doesn't need to be limited to the teacher asking students to research a job role which is linked to a subject or listen to a subject linked presentation from someone who works for a local employer. Careers in the Curriculum can mean exposing students to key themes and strands within a subject which captures their interest and encourages them to find out more, allowing them to be exposed to problems they will commit their working lives to solving and practise the skills which they will need to be successful in paid employment.
- Young people should be exposed to regular practice of drawing links between subjects and strands to reduce the risk of confining future jobs prospects to a subject which often results in misconceptions and stereotyping. A suggested way to achieve this is to immerse students in a thematic curriculum project where Careers/employability skills feature as a 'golden strand' of learning along with other core subject strands such as Maths, English and Science.
- This toolkit is designed to support the planning process for teaching staff to develop curriculum topics where Careers is included as a strand along with other subjects as opposed to discreet, standalone Careers activity which is evidenced to have little impact. The toolkit can be used as a CPD/upskilling tool to aid teaching staff in using national stimuli as a vehicle to embed Careers and other subjects into a thematic curriculum which is holistically delivered to students. The toolkit has been designed to be a working document where teaching staff add to and develop stimuli in relevance to the school setting. The toolkit also aims to provide guidance and information with regards to local and national campaigns to help book enrichment in advance and in-line with themes to help provide cohesion across the curriculum.
- N.B. The career inspiration examples highlight current and future jobs. Teaching staff should be responsible for pointing out obvious career links, for example: National Breakfast Week links to the obvious career of a Chef, and using the toolkit to inspire young people with jobs they may not have heard of yet.

### Example of how to use the toolkit

- If the school chooses to engage with 'World Space Week', historic practice in Careers-Related Education would include dedicating a one-off timetabled session to conduct web-based research on the various careers linked to space. This document would allow for a wider staff team (department staff, teaching and learning leaders, all teaching staff, etc.) to plan an immersive week where multiple subject sessions reflect the space theme, thus surrounding students with consistent messaging in highlighting how each subject can link to the theme which could reduce misconceptions and stereotypical thinking. The toolkit includes a link to local, Doncaster-based businesses who may be happy to support the theme across the whole school or even at classroom level. Examples include providing an opportunity for students to ask an employee burning questions about the sector, arranging an industry visit or employability workshop for young people who may have an interest in a space-related career. This exposes young people of Doncaster to local Labour Market Information (LMI) and raises the profile of Doncaster as a diverse place to work. The local links also signposts workshops and activities which would allow young people to experience Career themes in a practical, hands-on approach which schools may be unable to facilitate due to budgeting and resourcing restrictions. The national resources column aims to signpost existing resources which have been generated at a national level and can be incorporated as free additional classroom provision.

## How to use the Opportunities Doncaster Monthly Careers Map

This column lists the monthly local, national and global stimuli which schools could use as a vehicle to deliver Careers and other curriculum areas through a theme.

This column provides a small selection of ideas which link curriculum subjects and objectives to the stimuli. These ideas could help plan an immersive, thematic project which allows students to naturally draw links. Ideas can include assembly themes, display ideas, pastoral activities, lesson theme ideas whole school activities and links to existing resources.

This column contains information about local employers in Doncaster who work in the field linked to the stimuli. The employer may be willing to support the theme across the whole school or at classroom level.

Stimulus (Brief summary)	Date	Which Careers to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources

N.B. • Future jobs taken from Panjango resource.  
• Growth Sectors for the Sheffield City Region taken from National Careers Week posters derived from Office for National Statistics and NOMIS statistics.

In here, you will find a list of current jobs and the predicted future jobs linked to the stimuli, along with a link to the relevant National Careers Service Job profiles.

This column contains information about national employers who work in the field linked to the stimuli. The employer may be circulating free teaching resources or information to support the different curriculum areas which link to the stimuli.

Stimulus (Brief summary)	Date	Which Careers to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources
<b>Women's History Month</b> (A month-long celebration of women's contributions to society and history)	1 <sup>st</sup> March - 31 <sup>st</sup> March	<b>All Careers</b> <i>Suggestion: Highlight sectors which are historically male-dominated, e.g.</i> <ul style="list-style-type: none"> <li>Construction</li> <li>Engineering</li> <li>Sports</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li><b>History (Exploring challenges for Britain 1901 to present day):</b> Explore how women's Suffrage and social and cultural changes in post-war British Society have affected women's rights to work in today's society.</li> <li><b>PSHE:</b> Read reports on the recent debates and reports on the Gender Pay Gap, <i>why is this so important?</i></li> <li><b>School Project:</b> Interview the female members of staff who work in the school, <i>have you had to overcome any barriers as a female employer? What advice would you give to anyone experiencing any barriers due to their gender?</i></li> </ul>	Employers in historically male-dominated sectors: <ul style="list-style-type: none"> <li>Construction - Keepmoat Homes</li> <li>Engineering - Cementation Skanska/Polypipe</li> <li>Sports - Active Fusion</li> <li>Transportation - McGregor Logistics /Unipart Rail</li> </ul>	BBC Teach resources: <a href="https://www.bbc.co.uk/teach/teach/womens-history-month-international-womens-day/z7rr6v4">https://www.bbc.co.uk/teach/teach/womens-history-month-international-womens-day/z7rr6v4</a>
<b>National School Breakfast Week</b> (Highlights the benefits of a healthy school breakfast. 2020 Theme = School Breakfast: Out of this World!)	2 <sup>nd</sup> March - 6 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Food/Consumer Scientist</li> <li>Food Manufacturing Inspector</li> <li>Street Food Trader</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=food">https://nationalcareers.service.gov.uk/search-results?searchTerm=food</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Vertical Farmer</li> </ul>	<ul style="list-style-type: none"> <li><b>Science/DT (Cooking and Nutrition):</b> Explore the content and benefits of a healthy human breakfast diet.</li> <li><b>PE/PSHE:</b> Students to self-analyse their performances when eating a healthy breakfast compared to eating an unhealthy breakfast or not eating breakfast at all.</li> <li><b>Maths:</b> Describe, interpret and compare data relating to the below survey findings.</li> <li><b>Pastoral:</b> - Prepare a breakfast buffet for students to sample on arrival to school/at morning break. - Carry out a survey, <i>how often do you eat breakfast? What do you eat for breakfast?</i></li> </ul>	Learn how to make a healthy breakfast: small group cooking opportunity with Gaskell's Restaurant <a href="https://www.wakefield.ac.uk/gaskell/about-us">https://www.wakefield.ac.uk/gaskell/about-us</a> Link in with your feeder Primary school's Breakfast Club and students (Breakfast Buddies) to prepare the club's breakfast.	National School Breakfast Week 2020 guidance and information: <a href="https://schoolnutrition.org/Meetings/Events/NSBW/2020/">https://schoolnutrition.org/Meetings/Events/NSBW/2020/</a>
<b>National Careers Week</b> (An opportunity to raise the profile and improve the level of Careers education in schools)	2 <sup>nd</sup> March - 6 <sup>th</sup> March	<b>All Careers</b> <i>Suggestion: Promote growth sectors for the Sheffield City Region, e.g.</i> <ul style="list-style-type: none"> <li>Advanced Manufacturing</li> <li>Health and Social Care</li> <li>Wholesale and Retail</li> <li>Leisure and Tourism</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li><b>All subjects:</b> Hold a careers fair in each department to raise the profile of sectors and job roles relevant to each subject.</li> <li>Promote the growth sectors for the Sheffield City region by generating activities such as match the job role to the sector, higher or lower: which sectors employs the most people? and match the local employer to the correct sector.</li> <li>Share and explore the career journeys/job roles/training/progression routes of all staff through a classroom door poster.</li> </ul>	Opportunities Doncaster (local delivery partner) <a href="https://www.opportunitiesdoncaster.co.uk/">https://www.opportunitiesdoncaster.co.uk/</a>	National Careers Week 2020 resources and toolkits: <a href="https://nationalcareersweek.com/">https://nationalcareersweek.com/</a>
<b>World Wildlife Day</b> (2020 Theme = Sustaining all life on Earth, including all wild animal and plant species)	3 <sup>rd</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Countryside Ranger</li> <li>Ecologist</li> <li>Ornithologist</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=animal">https://nationalcareers.service.gov.uk/search-results?searchTerm=animal</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Desert Greener</li> <li>Extinction Revivalist</li> <li>Rewilder</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography:</b> Conduct a wildlife survey in the local area and identify/discuss how the physical characteristics of the environment may influence the findings.</li> <li><b>Science (relationships in the eco-system):</b> Use the above findings to explore how organisms affect, and are effected by their environment, including the accumulation of toxic materials.</li> <li><b>Art:</b> Create observational sketches of a local wildlife area and recreate using different techniques, using the work of a famous landscape artists as inspiration (e.g. Vincent Van Gogh, David Hockney, Henry Rousseau, etc.)</li> </ul>	Yorkshire Wildlife Trust <a href="https://www.ywt.org.uk/nature-reserves/potteric-carr-nature-reserve">https://www.ywt.org.uk/nature-reserves/potteric-carr-nature-reserve</a> The Yorkshire Wildlife Park	World Wildlife Day: <a href="https://www.wildlifeday.org/">https://www.wildlifeday.org/</a>
<b>World Book Day</b> (A celebration of authors, illustrators, books and reading)	5 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Copy Editor</li> <li>Commissioning Editor</li> <li>Illustrator</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=book">https://nationalcareers.service.gov.uk/search-results?searchTerm=book</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Digital Curator</li> <li>Digital Journalism</li> </ul>	<ul style="list-style-type: none"> <li><b>English (Reading):</b> Promote an appreciation and love of reading and take part in 'Share a Million Stories' or run a smaller scale version of the activity in school.</li> <li><b>English (Writing):</b> Students to take part in 'Big Booky Story Time' and volunteer to read their own writing or a story book to students in their local primary school.</li> <li><b>Geography:</b> Students to debate how sustainable it is to produce books in today's climate crisis.</li> <li><b>School Project/Art and Design:</b> Design a National Book Token Competition.</li> </ul>	The National Literacy Trust: Doncaster Stories: <a href="https://literacytrust.org.uk/co-mmunities/doncaster/">https://literacytrust.org.uk/co-mmunities/doncaster/</a>	<a href="https://www.worldbookday.com/resources/secondary/">https://www.worldbookday.com/resources/secondary/</a> <a href="https://www.worldbookday.com/2020/02/design-a-national-book-token-competition-2020/">https://www.worldbookday.com/2020/02/design-a-national-book-token-competition-2020/</a>

Stimulus (Brief summary)	Date	Which Careers to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources
<b>British Science Week</b> (A celebration of science, technology, engineering and maths. 2020 theme= Our diverse planet)	6 <sup>th</sup> March - 15 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Biochemist</li> <li>Climate Scientist</li> <li>Materials Engineer</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=science">https://nationalcareers.service.gov.uk/search-results?searchTerm=science</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Fusion Scientist</li> <li>Invisibility Engineer</li> <li>Robotics Surgeon</li> </ul>	<ul style="list-style-type: none"> <li><b>Science:</b> Investigate the importance of biodiversity and its maintenance - attempt the BBC State of the Planet (David Attenborough) Challenge on TES.</li> <li><b>Geography/Science (Tropical Rainforest Biomes)/Citizenship:</b> Take part in the 2020 Citizen Science project which is aimed at deforestation and sustainability in Mexico.</li> <li><b>All subjects:</b> Draw out the cultural and societal diversity themes to celebrate the 'diverse planet' theme.</li> </ul>	Learn about Doncaster's Biodiversity Action Plan: <a href="https://www.doncaster.gov.uk/services/environmental/doncaster-biodiversity-action-plan">https://www.doncaster.gov.uk/services/environmental/doncaster-biodiversity-action-plan</a>	TES Biodiversity Lesson Sequence: <a href="https://www.tes.com/teaching-resource/6-lessons-on-biodiversity-6040976">https://www.tes.com/teaching-resource/6-lessons-on-biodiversity-6040976</a> British Science Week: <a href="https://www.britishecienceweek.org/">https://www.britishecienceweek.org/</a>
<b>Healthcare Science Week</b> (Designed to promote the amazing work of healthcare science professionals and highlight the difference they make to patients' lives)	6 <sup>th</sup> March - 15 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Medical Physicist</li> <li>Pathologist</li> <li>Healthcare and Healthcare Science Assistant</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=healthcare">https://nationalcareers.service.gov.uk/search-results?searchTerm=healthcare</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Antibiotic Engineer</li> <li>Cryonicist</li> <li>Digital Detox Therapist</li> </ul>	<ul style="list-style-type: none"> <li><b>Whole School:</b> Raise the profile of careers in the Healthcare Science sector using resources listed on following link:  <a href="https://www.healthcareers.nhs.uk/career-planning/career-advisers-and-teachers/teaching-resources/healthcare-science-week/healthcare-science-ambassador-toolkit">https://www.healthcareers.nhs.uk/career-planning/career-advisers-and-teachers/teaching-resources/healthcare-science-week/healthcare-science-ambassador-toolkit</a></li> <li><b>Whole School:</b> Facilitate a Healthcare Science Ambassador (part of the STEM Ambassadors programme) who can deliver an assembly, run a science and engineering club, mentor interested students and provide careers guidance.  <a href="https://www.stem.org.uk/stem-ambassadors">https://www.stem.org.uk/stem-ambassadors</a></li> </ul>	Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Work Experience and Apprenticeships: <a href="https://www.dbth.nhs.uk/joint-heteam/apprenticeships-work-experience/">https://www.dbth.nhs.uk/joint-heteam/apprenticeships-work-experience/</a>	National School of Healthcare Science: <a href="https://nshcs.hee.nhs.uk/careers-in-healthcare-science/">https://nshcs.hee.nhs.uk/careers-in-healthcare-science/</a> (includes video, job roles, accredited programmes and PDF booklet)
<b>International Women's Day</b> (Events to inspire women and celebrate achievements)	8 <sup>th</sup> March	<b>All Careers</b> <i>Suggestion: Highlight key female workers in historically male-dominated, e.g.</i> <ul style="list-style-type: none"> <li>Construction</li> <li>Engineering</li> <li>Sports</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li><b>History (Exploring challenges for Britain 1901 to present day):</b> Explore how women's Suffrage and social and cultural changes in post-war British Society have affected women's rights to work in today's society.</li> <li><b>PSHE:</b> Read reports on the recent debates and reports on the Gender Pay Gap, <i>why is this so important?</i></li> <li><b>School Project:</b> Interview the female members of staff who work in the school, <i>have you had to overcome any barriers as a female employer? What advice would you give to anyone experiencing any barriers due to their gender?</i></li> </ul>	Employers in historically male-dominated sectors: <ul style="list-style-type: none"> <li>Construction - Keepmoat Homes</li> <li>Engineering - Cementation Skanska/Polypipe</li> <li>Sports - Active Fusion</li> <li>Transportation - McGregor Logistics /Unipart Rail</li> </ul>	BBC Teach resources: <a href="https://www.bbc.co.uk/teach/teach/womens-history-month-international-womens-day/z7rr6v4">https://www.bbc.co.uk/teach/teach/womens-history-month-international-womens-day/z7rr6v4</a>
<b>Sport Relief</b> (A fundraising opportunity to raise money for critical issues affecting people in the UK and the world. 2020 Theme: Game On!)	9 <sup>th</sup> March - 13 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Charity Director</li> <li>Charity Fundraiser</li> <li>Sports Coach</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=charity">https://nationalcareers.service.gov.uk/search-results?searchTerm=charity</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Bionic Sports Person</li> <li>Community Champion</li> </ul>	<ul style="list-style-type: none"> <li><b>Music:</b> Compose a class/group song which lasts around 10 - 15 minutes.</li> <li><b>PE:</b> Students to improve and analyse their performance by attempting to 'beat' the above song by exercising beyond the length of the song. Inspired by Sport Relief's 'Beat Beethoven'.</li> <li><b>Whole School:</b> Students to design a game/quiz/puzzle for students to attempt at a 'game-a-thon' held during lunch break/afterschool. Students could pay a small fee to enter to raise funds.</li> </ul>	Active Fusion <a href="https://activefusion.org.uk/">https://activefusion.org.uk/</a>  Class Dynamix: <a href="https://classdynamix.com/">https://classdynamix.com/</a> (Support the composition of a song)	Use Sport Relief's free resources and fundraising ideas: <a href="https://www.sportrelief.com/">https://www.sportrelief.com/</a>  Beat Beethoven: <a href="https://www.runthrough.co.uk/event/bbc-sport-relief-beat-beethoven/">https://www.runthrough.co.uk/event/bbc-sport-relief-beat-beethoven/</a>
<b>National Butchers Week</b> (Highlights the great work being done by butchers from around the UK)	9 <sup>th</sup> March - 13 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Meat Process Worker</li> <li>Meat Hygiene Inspector</li> <li>Butcher</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=meat">https://nationalcareers.service.gov.uk/search-results?searchTerm=meat</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Animal Lawyer</li> <li>Meat Grower</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography:</b> Sustainable food production, environmental impact of transporting food over distance, e.g. Students to observe a selection of packaged meat or meat packaging and identify where the meat is sourced from on a map. Students to calculate the distance the meat will have to travel and link with <b>Food Technology:</b> how will this affect how the meat will need to be packaged?</li> <li><b>PSHE/Citizenship:</b> Watch The Scarecrow on the Literacy Shed as a stimulus for students to debate, <i>how have animals/humans been affected by the development of fast food? Should humans eat meat?</i></li> </ul>	Visit the Butchers at the Doncaster Markets/ supermarket/local shop (opportunity to arrange a Q&A session with the butcher or conduct a survey of the variety of meat on display to inform Geography session)	The Scarecrow - The Literacy Shed: <a href="https://www.literacyshed.com/a-shed-full-of-animations.html#">https://www.literacyshed.com/a-shed-full-of-animations.html#</a>

Stimulus (Brief summary)	Date	Which Careers to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources
<b>Commonwealth Day</b> (An annual celebration of the Commonwealth of Nations)	9 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Community Arts Worker</li> <li>Culture Curator</li> <li>Partnerships Manager</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=culture">https://nationalcareers.service.gov.uk/search-results?searchTerm=culture</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Digital Culture Curator</li> </ul>	<ul style="list-style-type: none"> <li><b>PE:</b> Hold year group Commonwealth Youth Games, replicating the activities and themes from the Commonwealth Games.</li> <li><b>Citizenship:</b> What are the values of the Commonwealth Charter? Can you identify examples in your everyday life? Will Brexit impact the Commonwealth?</li> <li><b>History:</b> Study the British Empire through time.</li> </ul>	Active Fusion <a href="https://activefusion.org.uk/">https://activefusion.org.uk/</a>  Club Doncaster: Sports College <a href="http://www.clubdoncastersportcollege.co.uk/">http://www.clubdoncastersportcollege.co.uk/</a>	Learn more about the Commonwealth Games: <a href="https://thecgf.com/">https://thecgf.com/</a>
<b>National SingUp Day</b> (The biggest singing day of the year)	11 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Music Therapist</li> <li>Live, Studio, TV or Film Sound Engineer</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=music">https://nationalcareers.service.gov.uk/search-results?searchTerm=music</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Media Remixer</li> <li>VR/AR Designer</li> </ul>	<ul style="list-style-type: none"> <li><b>Music:</b> Students to explore their voice as an instrument building on musical styles, genre and traditions. Incorporate digital tools to vary tonalities and layer recordings of voices to create a song.</li> <li><b>English:</b> Poetry writing based on the power that music has on our lives (2020 Theme of National SingUp Day).</li> <li><b>Whole School:</b> Set up a school choir to take part in National SingUp Day or as part of a singing club.</li> </ul>	Free singing workshop for teachers: <a href="https://www.eventbrite.co.uk/e/singing-champions-teacher-cpd-session-11th-march-2020-tickets-84151905615">https://www.eventbrite.co.uk/e/singing-champions-teacher-cpd-session-11th-march-2020-tickets-84151905615</a>	National SingUp Day: <a href="https://www.singup.org/sing-up-day">https://www.singup.org/sing-up-day</a>
<b>Open Doors Week: Volker Rail</b> (Build UK are facilitating 1,000's of experiences of the world of work in the construction sector across the country)	16 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Rail and Topographical Surveyor</li> <li>Control Systems Engineer</li> <li>Site Supervisor</li> <li>Rail Telecoms Engineer</li> <li>Rolling Stock Depot Technician</li> <li>Train Driver</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=rail">https://nationalcareers.service.gov.uk/search-results?searchTerm=rail</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Hyperloop Network Manager</li> </ul>	<ul style="list-style-type: none"> <li><b>Science:</b> Energy Changes and Transfers - 'By 2020, 65% of the railway network will be electrified.'</li> <li><b>PSHE:</b> What are the benefits and disadvantages of the HS2 development both locally and nationally? Pupils to gather information through a range of information sources and present to peers.</li> <li><b>Maths:</b> Timetabling and time links: Can you plan a route using only train timetables? Opportunity for groups to actually experience trains to highlight independent travel and links across the nation.</li> </ul>	Volker Rail  Hitachi Rail	Network Rail- Rail safety <a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/</a>
<b>Apprentice Opportunities and Careers Fair</b> (Promoting diversity in apprenticeship opportunities and participation of females in STEM careers in the Doncaster area)	17 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Aerospace Engineer</li> <li>Furniture Manufacturer</li> <li>Rail Systems Engineer</li> </ul> Find out more about Advanced (Level 3), Higher (Level 4 and above) and Degree (Levels 5 - 7) apprenticeships in Engineering and Manufacturing: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787716/Appendix_Framesworks-150319.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787716/Appendix_Framesworks-150319.pdf</a>	<ul style="list-style-type: none"> <li><b>All Subjects:</b> - Raise the profile of skills gap in STEM subjects using 'The STEM Shortage in Numbers' section on: <a href="https://careemap.co.uk/stem/">https://careemap.co.uk/stem/</a></li> <li>- Celebrate women in STEM apprenticeships using resources: <a href="https://www.instituteforapprenticeships.org/apprentices/women-in-stem-apprenticeships/">https://www.instituteforapprenticeships.org/apprentices/women-in-stem-apprenticeships/</a> and from the Women's Engineering Sector: <a href="https://www.wes.org.uk/apprenticeships">https://www.wes.org.uk/apprenticeships</a></li> </ul>	Doncaster College Apprenticeships: <a href="https://www.don.ac.uk/apprenticeships/">https://www.don.ac.uk/apprenticeships/</a>  Advanced Manufacturing Research Centre Apprenticeships: <a href="https://www.amrctraining.co.uk/apprenticeships">https://www.amrctraining.co.uk/apprenticeships</a>	A national organisation which can provide you with more information about apprenticeships in manufacturing: <a href="https://www.makeuk.org/future-makers/apprentices">https://www.makeuk.org/future-makers/apprentices</a>  STEM: <a href="https://www.stem.org.uk/">https://www.stem.org.uk/</a>
<b>Doncaster Careers Fair</b> (An opportunity for all to speak with local employers)	19 <sup>th</sup> March	<b>All Careers</b> Suggestion: Promote growth sectors for the Sheffield City Region, e.g. <ul style="list-style-type: none"> <li>Advanced Manufacturing</li> <li>Health and Social Care</li> <li>Wholesale and Retail</li> <li>Leisure and Tourism</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li><b>All Subjects:</b> Hold a careers fair in each department to raise the profile of sectors and job roles relevant to each subject.</li> <li>Promote the growth sectors for the Sheffield City region by generating activities such as match the job role to the sector, higher or lower: which sectors employs the most people? and match the local employer to the correct sector.</li> <li>Share and explore the career journeys/job roles/training/progression routes of all staff through a classroom door poster.</li> </ul>	Opportunities Doncaster (local delivery partner) <a href="https://www.opportunitiesdoncaster.co.uk/">https://www.opportunitiesdoncaster.co.uk/</a>	Doncaster Careers Week 2020 resources: <a href="https://www.opportunitiesdoncaster.co.uk/doncaster-careers-week/">https://www.opportunitiesdoncaster.co.uk/doncaster-careers-week/</a>

Stimulus (Brief summary)	Date	Which Careers to this stimulus?	Wider Curriculum Activities/Provision	Local supporting business/providers	National resources
<b>World Oral Health Day</b> <i>(The largest global awareness campaign for oral health)</i>	20 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Dental Therapist</li> <li>Dental Hygienist</li> <li>Oral Surgeon</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=dentist">https://nationalcareers.service.gov.uk/search-results?searchTerm=dentist</a> <b>Future:</b> <ul style="list-style-type: none"> <li>4D printing</li> <li>AI Designer/Trainer</li> </ul>	<ul style="list-style-type: none"> <li><b>Science:</b> Recognising the role that teeth play in mechanical digestion and exploring the different structure and function of human teeth.</li> <li><b>PSHE:</b> Exploring personal hygiene and highlighting healthy teeth. Students to try Plaque Disclosing tablets to test how healthy their mouth is.</li> <li><b>English (Writing):</b> Students generate a step-by-step instruction text on how to advise younger students to clean their teeth effectively. Students work to be displayed as a poster in feeder Primary schools and local Dental Surgeries.</li> </ul>	Local Dental Surgeries  Healthy Learning, Healthy Lives <a href="https://www.doncaster.gov.uk/services/health-wellbeing/healthy-schools-programme">https://www.doncaster.gov.uk/services/health-wellbeing/healthy-schools-programme</a>	World Oral Health Day resources: <a href="https://www.worldoralhealthday.org/campaign-year/2020">https://www.worldoralhealthday.org/campaign-year/2020</a>  Colgate Bright Smiles, Bright Futures: <a href="https://www.colgate.com/en-gb/bright-smiles-bright-futures/program-materials/for-teachers">https://www.colgate.com/en-gb/bright-smiles-bright-futures/program-materials/for-teachers</a>  British Dental Association <a href="https://bda.org/library/oral-hygiene">https://bda.org/library/oral-hygiene</a>
<b>International Day of Forests</b> <i>(Raises awareness of the importance of all types of woodlands and trees, celebrating the way in which they sustain and protect us)</i>	21 <sup>st</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Arboriculture Officer</li> <li>Forestry Worker/Officer</li> <li>Tree Surgeon</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=forest">https://nationalcareers.service.gov.uk/search-results?searchTerm=forest</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Plant Pollinator</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography:</b> <i>What percentage of Earth's land is covered by forests? (30%), where are these areas? What human and physical characteristics enable the forests to grow and thrive? How will we sustain the forests on Earth?</i></li> <li><b>Science:</b> Reproduction in plants to sustain our woodland/wildlife areas, Photosynthesis and relationships in the forest ecosystem.</li> <li><b>English (Writing):</b> Use a local forest as a writing stimulus, students could take on the role of an organism in the forest or create a descriptive piece to allow a reader to visualise.</li> </ul>	Identify and visit local forests/woodland: <ul style="list-style-type: none"> <li>Bawtry Forest</li> <li>Sandringham Woods</li> <li>Hanging Wood</li> <li>Clumber Park</li> </ul> Students to identify what level of risk they think the forest/wood is at.	International Day of Forests <a href="https://www.un.org/en/events/forestsday/">https://www.un.org/en/events/forestsday/</a>  Forestry England <a href="https://www.forestryengland.uk/school-visits-learning-programmes-ks3">https://www.forestryengland.uk/school-visits-learning-programmes-ks3</a>
<b>World Water Day</b> <i>(Highlights the importance of safe water. 2020 theme = water and climate change)</i>	22 <sup>nd</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Geotechnician</li> <li>Hydrologist</li> <li>Water Treatment Worker</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=water">https://nationalcareers.service.gov.uk/search-results?searchTerm=water</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Ocean Architect</li> <li>Water Harvesters</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography/PSHE:</b> How is water linked to climate change? Students consider rising water levels and the impact on islands such as the Maldives.</li> <li><b>English:</b> Students to generate a persuasive argument/poster/debate around the need for flood risk management in Doncaster.</li> <li><b>Art:</b> Students to use water as a theme to generate artwork inspired by artists such as David Hockey, Margarethe Vanderpas and Zaria Forman.</li> </ul>	Wilmott Dixon - Ecology links, why do builders need to know about what is in the water?  University of Sheffield - Ecology and Conservation department	World Water Day <a href="https://www.worldwaterday.org/">https://www.worldwaterday.org/</a>  <a href="https://www.una.org.uk/world-water-day-activities">https://www.una.org.uk/world-water-day-activities</a>
<b>World Meteorological Day</b> <i>(An annual event that remembers the World Meteorological Organisation's establishment)</i>	23 <sup>rd</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Meteorologist</li> <li>Astronomer</li> <li>Aerospace Engineer</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=space">https://nationalcareers.service.gov.uk/search-results?searchTerm=space</a> <b>Future:</b> <ul style="list-style-type: none"> <li>Extreme Tour Guide</li> <li>Moon Miner</li> </ul>	<ul style="list-style-type: none"> <li><b>Science:</b> Study of space, gravity and forces. Solar system model making, recreating the moon's surface, etc.</li> <li><b>History:</b> Propaganda/Conspiracy Theories - <i>Did the American's really land on the moon?</i> Teams to provide persuasive arguments for and against this statement and debate/persuade an audience.</li> <li><b>Music:</b> Gustav Holt - 'The Planets', groups to listen to various planet instrumentals and describe the feeling the music is trying to convey. <i>Can you compose and perform a piece of music to convey Earth?</i></li> <li><b>Art:</b> Peter Thorpe Nova Space Art</li> </ul>	Interview an Astronaut! <a href="https://steam-school.com/">https://steam-school.com/</a>  South Yorkshire Mobile Planetarium <a href="https://wonderdome.co.uk/booking/">https://wonderdome.co.uk/booking/</a>  Agemaspark (Aerospace Engineers in Kirk Sandall, Doncaster)	World Space Week <a href="https://www.worldspaceweek.org/">https://www.worldspaceweek.org/</a>  National Space Centre <a href="https://spacecentre.co.uk/">https://spacecentre.co.uk/</a>  Suzie Imber on Twitter (Planetary Scientist)

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<b>Debt Awareness Week</b> <i>(An early prevention strategy to engage people who are at risk of falling into problem debt to take action)</i>	23 <sup>rd</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Accountant</li> <li>Credit Manager</li> <li>Financial Adviser</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=finance">https://nationalcareers.service.gov.uk/search-results?searchTerm=finance</a> <b>Future:</b> • Crypto-Banker	<ul style="list-style-type: none"> <li>• <b>PSHE:</b> Students to explore the functions and uses of money, the importance and practice of budgeting and managing risk.</li> <li>• <b>Maths:</b> Formal mathematical knowledge to interpret and solve problems in financial mathematics, use standard units of money including decimal qualities and solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.</li> </ul>	Financial Support Team at Doncaster College <a href="https://www.don.ac.uk/student-support/financial-support/">https://www.don.ac.uk/student-support/financial-support/</a>	Barclays Life Skills <a href="https://barclayslifeskills.com/">https://barclayslifeskills.com/</a>  Young Enterprise <a href="https://www.young-enterprise.org.uk/teachers-hub/financial-education/">https://www.young-enterprise.org.uk/teachers-hub/financial-education/</a>
<b>NCATI Year 12 and 13 Open Day</b> <i>(A day to visit The National College for Advanced Transport &amp; Infrastructure site in Doncaster to have a tour, meet current learners and staff and hear about the opportunities that the college can offer you post sixth form.)</i>	25 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Rail and Topographical Surveyor</li> <li>Control Systems Engineer</li> <li>Site Supervisor</li> <li>Rail Telecoms Engineer</li> <li>Rolling Stock Depot Technician</li> <li>Train Driver</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=rail">https://nationalcareers.service.gov.uk/search-results?searchTerm=rail</a> <b>Future:</b> • Hyperloop Network Manager	<ul style="list-style-type: none"> <li>• <b>Science:</b> Energy Changes and Transfers - 'By 2020, 65% of the railway network will be electrified.'</li> <li>• <b>PSHE:</b> <i>What are the benefits and disadvantages of the HS2 development both locally and nationally?</i> Pupils to gather information through a range of information sources and present to peers.</li> <li>• <b>Maths:</b> Timetabling and time links: <i>Can you plan a route using only train timetables?</i> Opportunity for groups to actually experience trains to highlight independent travel and links across the nation.</li> </ul>	Volker Rail  Hitachi Rail	Network Rail- Rail safety <a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/</a>
<b>Rail Human Library at Get Up to Speed STEM event</b> <i>(Highlighting the variety of career paths within Rail to young people)</i>	25 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Rail and Topographical Surveyor</li> <li>Control Systems Engineer</li> <li>Site Supervisor</li> <li>Rail Telecoms Engineer</li> <li>Rolling Stock Depot Technician</li> <li>Train Driver</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=rail">https://nationalcareers.service.gov.uk/search-results?searchTerm=rail</a> <b>Future:</b> • Hyperloop Network Manager	<ul style="list-style-type: none"> <li>• <b>Science:</b> Energy Changes and Transfers - 'By 2020, 65% of the railway network will be electrified.'</li> <li>• <b>PSHE:</b> <i>What are the benefits and disadvantages of the HS2 development both locally and nationally?</i> Pupils to gather information through a range of information sources and present to peers.</li> <li>• <b>Maths:</b> Timetabling and time links: <i>Can you plan a route using only train timetables?</i> Opportunity for groups to actually experience trains to highlight independent travel and links across the nation.</li> </ul>	Volker Rail  Hitachi Rail	Network Rail- Rail safety <a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/</a>
<b>NCATI Year 10 and 11 Open Day</b> <i>(A day to visit The National College for Advanced Transport &amp; Infrastructure site in Doncaster to have a tour, meet current learners and staff and hear about the opportunities that the college can offer you post sixth form.)</i>	26 <sup>th</sup> March	<b>Current:</b> <ul style="list-style-type: none"> <li>Rail and Topographical Surveyor</li> <li>Control Systems Engineer</li> <li>Site Supervisor</li> <li>Rail Telecoms Engineer</li> <li>Rolling Stock Depot Technician</li> <li>Train Driver</li> </ul> <a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=rail">https://nationalcareers.service.gov.uk/search-results?searchTerm=rail</a> <b>Future:</b> • Hyperloop Network Manager	<ul style="list-style-type: none"> <li>• <b>Science:</b> Energy Changes and Transfers - 'By 2020, 65% of the railway network will be electrified.'</li> <li>• <b>PSHE:</b> <i>What are the benefits and disadvantages of the HS2 development both locally and nationally?</i> Pupils to gather information through a range of information sources and present to peers.</li> <li>• <b>Maths:</b> Timetabling and time links: <i>Can you plan a route using only train timetables?</i> Opportunity for groups to actually experience trains to highlight independent travel and links across the nation.</li> </ul>	Volker Rail  Hitachi Rail	Network Rail- Rail safety <a href="https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/">https://www.networkrail.co.uk/communities/safety-in-the-community/safety-education/secondary-school-resources/</a>
<b>Hungerhill Post 16 Open Event</b> <i>(This 'Post 16 - Open Evening' is designed to show you how and why Doncaster UTC is unique.)</i>	26 <sup>th</sup> March	<b>All Careers</b> <i>Suggestion: Promote growth sectors for the Sheffield City Region, e.g.</i> <ul style="list-style-type: none"> <li>Advanced Manufacturing</li> <li>Health and Social Care</li> <li>Wholesale and Retail</li> <li>Leisure and Tourism</li> <li>Transport</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All subjects:</b> Hold a Careers fair in each department to raise the profile of sectors and job roles relevant to each subject.</li> <li>• Promote the growth sectors for the Sheffield City region by generating activities such as match the job role to the sector, higher or lower: which sectors employs the most people? and match the local employer to the correct sector.</li> <li>• Explore what a UTC is and how this differs or is similar to existing post-16 provision.</li> </ul>	Doncaster UTC <a href="https://www.doncasterutc.co.uk/">https://www.doncasterutc.co.uk/</a>	University Technical Colleges group <a href="https://www.utcolleges.org/">https://www.utcolleges.org/</a>

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<p><b>Earth Hour</b> (Encourages everyone to turn off their lights for one hour to take a stand against climate change.)</p>	<p>28<sup>th</sup> March</p>	<p><b>Current:</b></p> <ul style="list-style-type: none"> <li>• Climate Scientist</li> <li>• Environmental Consultant</li> </ul> <p><a href="https://nationalcareers.service.gov.uk/search-results?searchTerm=climate">https://nationalcareers.service.gov.uk/search-results?searchTerm=climate</a></p> <p><b>Future:</b></p> <ul style="list-style-type: none"> <li>• Climate Engineer</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geography:</b> Students to explore the effects of light pollution.</li> <li>• <b>Science (Physics):</b> Study how light travels.</li> <li>• <b>Art/PSHE:</b> Melting Earth artwork stimulus, <i>what is happening to our planet? Why is this? Can we stop it?</i></li> <li>• <b>Whole School project:</b> Plan a day without indoor lights, e.g. no computer screens, no interactive whiteboards, no indoor lights (if appropriate).</li> <li>• <b>English (Writing):</b> Write a persuasive letter to persuade key landmarks across Doncaster (St George's Church, DN College, etc.) to take part in Earth Hour.</li> </ul>	<p>Doncaster Nature Alliance <a href="https://www.teamdoncaster.org.uk/doncaster-nature-alliance">https://www.teamdoncaster.org.uk/doncaster-nature-alliance</a></p>	<p>World Wildlife Fund <a href="https://www.wwf.org.uk/earthhour">https://www.wwf.org.uk/earthhour</a></p>