

Subject Curriculum Overview for Academic Year 2025/26

Subject: Careers		Subject Leader: Ami Phillips	Year Group: 7	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware of heritage, identity and value be aware that career describes their journey through life, learning and work manage the transition into secondary school (induction) learn from setbacks and challenges 		Year 7 three week tutor time induction – Bootcamp.	Visit to the Three Counties Showground
Manage Career Actively	<u>Students are able to:</u> <ul style="list-style-type: none"> develop friendships and relationships with others develop the ability to communicate their needs and wants be able to identify a role model and being aware of the value of leadership 		Future Skills Questionnaire - Computer Room	
Create opportunities	<u>Students are able to</u> <ul style="list-style-type: none"> develop friendships and relationships with others develop the ability to communicate their needs and wants be able to identify a role model and being aware of the value of leadership 		What is a career?	
			A future letter to myself	
			How did my ... choose their career?	
			What skills do I need to succeed? UNIFROG	
			How can I take control of my career journey?	
			What makes a good role model/leader?	
			What does success mean to me?	

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 8	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life:	<u>Students are able to</u> <ul style="list-style-type: none"> be aware of the sources of help and support available and responding positively to feedback be aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things 		How do I imagine my future?	
Explore the possibilities:	<u>Students are able to</u> <ul style="list-style-type: none"> be aware of the range of possible jobs, sectors and organisations. 		What is a work life balance?	
Create opportunities:	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware that it is important to take initiative in their learning and life be aware that building a career will require them to be imaginative and flexible be aware of the concept of entrepreneurialism and self-employment 		How do families manage their finances?	
			How can I access Labour Market Information?	
			How can I access Labour Market Information? UNIFROG	
Balance work and life:	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware of the concept of work-life balance be aware that physical and mental wellbeing are important be aware of money and that individuals and families have to actively manage their finances be aware of the ways that they can be involved in their family and community 		How can I reflect on my career journey?	
			Superpower CVs	

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 9	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Explore the possibilities:	<u>Students are able to:</u> <ul style="list-style-type: none"> Identify common sources of information about the labour market education system be aware of the main learning pathways (e.g. university, college and apprenticeships) be aware that many jobs require learning, skills and minimum qualifications be aware of the range of ways that organisations undertake recruitment and selection 		What are the main learning pathways and what qualifications do I need? What type of career is best for me? (personality profile). UNIFROG What type of career is best for me? (personality profile). UNIFROG	Year 9 visit to the Three Counties Careers Fair
Manage career actively:	<u>Students are able to:</u> <ul style="list-style-type: none"> look forward to the future imagining a range of possibilities for themselves in their career be aware that different jobs and careers bring different challenges and rewards prepare for choosing their GCSEs 		What are my current ideas about my future? SURVEY Future Skills Questionnaire What are my rights and responsibilities in the workplace?	
Balance work and life:	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware of rights and responsibilities in the workplace and in society recognise the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 		How can I recognise prejudice and injustice in the workplace? What is it like to be self employed?	
See the big picture:	<u>Students are able to:</u> <ul style="list-style-type: none"> be aware of a range of different media, information sources and viewpoints be aware that there are trends in local and national labour markets be aware that trends in technology and science have implications for career be aware of the relationship between career, community, politics and the economy 			

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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 10	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<u>Students are able to:</u> <ul style="list-style-type: none"> respond positively to help, support and feedback positively engage in learning and taking action to achieve good outcomes recognise the value of challenging themselves and trying new things reflect on and recording achievements, experiences and learning consider what learning pathway they should pursue next 		How can I be a good role model and demonstrate leadership?	Year 10 Next Steps Day
Explore possibilities:	<u>Students are able to:</u> <ul style="list-style-type: none"> consider what jobs and roles are interesting research the labour market and the education system research the learning and qualification requirements for jobs and careers that they are interested in research the range of workplaces and what it is like to work there research how recruitment and selection processes work and what they need to do to succeed in them 		Work life balance and mental wellbeing	
			What role will money and finances play in my career?	
			Which roles and jobs interest me? Dream jobs UNIFROG	
			Which roles and jobs interest me? Dream jobs UNIFROG	
Manage career actively:	<u>Students are able to:</u> <ul style="list-style-type: none"> recognise the different ways in which people talk about career and reflecting on its meaning to them consider the risks and rewards associated with different pathways and careers take steps to achieve in their GCSEs 		How can I explore employer profiles? UNIFROG	
			What are recruitment processes like?	
			What are my options for after Year 11?	
			What are the benefits of A Levels and BTECs?	
			What are the benefits of apprenticeships?	
Create opportunities:	<u>Students are able to:</u> <ul style="list-style-type: none"> be able to discuss roles models and reflect on leadership research entrepreneurialism and self-employment 			
	<u>Students are able to:</u>			

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Balance work and life:	<ul style="list-style-type: none"> reflecting on the different ways in which people balance their work and life reflecting on their physical and mental wellbeing and considering how they can improve these recognising the role that money and finances will play, in the decisions that they make and, in their life and career developing knowledge of rights and responsibilities in the workplace and in society identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 		
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Subject: Careers		Subject Leader: Ami Phillips	Year Group: 11	
CDI Career Features	Key Learning Points		Lesson titles	Activities
Grow throughout life	<u>Students are able to:</u> <ul style="list-style-type: none"> respond positively to help, support and feedback positively engage in learning and taking action to achieve good outcomes recognise the value of challenging themselves and trying new things reflect on and recording achievements, experiences and learning consider what learning pathway they should pursue next 		What are the local and national labour market trends?	Year 11 destinations afternoon.
Explore possibilities:	<u>Students are able to:</u> <ul style="list-style-type: none"> decide which learning pathway they want to follow and how they will access and succeed in it 		How can I explore the trends in technology and science?	
Manage career actively:	<u>Students are able to:</u> <ul style="list-style-type: none"> build their confidence and optimism about their future make plans and developing a pathway into their future think about how they deal with and learn from challenges and setbacks 		What impact is AI having on future careers?	
			Reflections - Future Skills Questionnaire	
			How can I develop a pathway for my future?	
			How can I create a CV?	
			How can I create a CV? UNIFROG	

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Create opportunities:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none">• start to take responsibility for making things happen in their career by building their own CV• be able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them		
See the big picture:	<p><u>Students are able to:</u></p> <ul style="list-style-type: none">• explore local and national labour market trends• explore trends in technology and science• explore the relationship between career, community, society, politics and the economy		