

Year 7

| | Title | Aim | Gatsby Benchmark | CDI Framework |
|----------|---|---|------------------|-------------------------|
| Autumn 1 | Who am I? | Students develop self-awareness skills by reflecting on their likes, cultural heritage, connections and interests. They will also explore how some characteristics are protected by law. | 1, 3 | Manage career |
| | Introduction to Unifrog | Students will take the personality quiz and then use their Personality profile to browse suitable careers and subjects. | 3 | Manage career |
| Spring 1 | Exploring dream jobs | Students analyse the skills and themes relating to their dream job and explore other careers with shared characteristics | 1, 2, 3 | Exploring possibilities |
| Spring 2 | What is an entrepreneur? | Students explore what it means to be entrepreneurial, considering the importance of taking initiative and learning from role models. | 1, 3 | Create opportunities |
| | Introduction to employability skills (Skills Builder) | This session introduces the eight employability skills to be focused on during the drop-down day. | 1 | Create opportunities |
| | DROP DOWN DAY: Operation Moon-base | <p>Session 1: Recap on employability skills</p> <p>Session 2: Learners solve a problem: which skills, experiences and attributes would be most beneficial to setting up a successful society?</p> <p>Session 3: Learners create an innovative species of animal that could help people in their society.</p> <p>Session 4: Learners work together to write a bill of laws for their new society.</p> <p>Session 5: Learners delegate jobs according to strengths: sketching landmarks on a map and deciding which buildings they will construct.</p> <p>Session 6: Learners work against the clock to build a 3D map of their new Utopian city.</p> <p>Session 7: Learners prepare a short presentation to share their new society.</p> <p>Session 8: Learners listen and respond to other teams' presentations.</p> <p>Session 9: Learners reflect on the day and create a goal to work towards in the future.</p> | 1, 3 | Create opportunities |
| Summer 1 | What is work-life balance | Students explore the importance of maintaining a work-life balance and investigate strategies that will enable them to do so. | 1, 2, 3 | Balance life and work |
| Summer 2 | Careers and the future | Students explore some examples of how employment today is different to employment in the past and they consider the skills that are predicted to be essential for the future workforce. | 1, 2, 5 | See the big picture |

Year 8

| | Title | Aim | Gatsby Benchmark | CDI Framework |
|----------|------------------------------------|--|------------------|-----------------------|
| Autumn 1 | What are my interests | Students start to consider their interests. They explore what they're proud of and connect their interests and achievements with different careers. Students will take the Interests quiz and then use their Interests profile to browse suitable careers and subjects. | 1, 2, 3 | Grow throughout Life |
| Autumn 2 | Exploring LMI (Green Careers Week) | Students explore what the labour market is and how to identify and use different types of labour market information. They will also explore the LMI around green careers and the emerging industry. | 1, 2 | See the big picture |
| Spring 1 | Challenges and Rewards of Work | Students reflect on the challenges and rewards associated with being a student and explore the challenges and rewards associated with being in employment. | 1, 2, 5 | Manage careers |
| Spring 2 | DROP DOWN DAY: Start up Success | <p>Session 1: Recap on employability skills</p> <p>Session 2: Learners evaluate their own strengths and take on a company role.</p> <p>Session 3: Learners choose a theme and product to appeal to their target market.</p> <p>Session 4: Learners work together to design their merchandise.</p> <p>Session 5: Learners work out the costings for their merchandise company.</p> <p>Session 6: Learners devise a marketing plan in the face of fictional setbacks.</p> <p>Session 7: Learners prepare a short presentation to share their new company.</p> <p>Session 8: Learners listen to other teams' presentations.</p> <p>Session 9: Learners reflect on the day and set goals for the future.</p> | GB5 (PAL) | Create opportunities |
| | Creating the life that you want | Students explore what they might want their life to look like in the future. They create a vision board digitally or by hand using templates as a guide. Alternatively, they could make a vision board without a template. In the 60-minute lessons, students also create a RAM goal based on an aspect of their vision board. | 1, 3 | Create opportunities |
| Summer 1 | What does success mean to me? | Students explore the concept of being successful in their career journey, considering different ways of defining success in life and work. | 1, 3 | Balance life and work |
| Summer 2 | Careers and the Climate | Students explore some examples of green jobs and sustainable degrees, considering how future career pathways and green skills can help to protect the planet. | 1, 2 | See the big picture |

Year 9

| | Title | Aim | Gatsby Benchmark | CDI Framework |
|----------|---|--|------------------|-------------------------|
| Autumn 1 | What are my skills? | Students explore the importance of skills for the workplace and reflect on how transferable skills help us to prepare for the jobs of the future. | 1, 3 | Grow throughout life |
| Spring 1 | What comes after school – exploring learning pathways | Students explore the different learning pathways that could lead to them to reaching their career goals. | 1 | Exploring possibilities |
| | Choosing what to study at KS4 | Students explore the next steps they need to take in advance of choosing their Key Stage 4 optional subjects. | 1, 2, 3, 8 | Manage Career |
| Spring 2 | Drop Down Day: Careers in Healthcare | Students will explore a range of careers in healthcare and speak to training providers. Medical Mavericks will be in school showcasing a range of careers within the NHS and healthcare industry. Students will be given the opportunity to get hands on with medical equipment and technology. | 5, 7, PAL | Create opportunities |
| | Taking control of your career journey | Students explore needs and want and how this relates to career planning. They identify how students could take the initiative in various scenarios, explore barriers people may face in their career journey, and how to overcome them. | 1, 3 | Create opportunities |
| Summer 1 | Managing your money | Students explore their employment rights as young workers in the UK and discuss the importance of budgeting when managing an income. | 1, 2, 5, 6 | Balancing life and work |
| Summer 2 | Labour Market Information review | Students explore what the labour market is and how to identify and use different types of labour market information. They also explore what can influence the labour market and use Unifrog tools to explore how labour market information can help them make more informed choices. | 1, 2 | See the big picture |

Year 10

| | Title | Aim | Gatsby Benchmarks | CDI Framework |
|----------|--|---|-------------------|------------------------|
| Autumn 1 | Reflecting on my career journey | Students reflect on their career journey so far by completing a career journey timeline template. | 1, 2, 3, 8 | Grow throughout life |
| | Exploring Unifrog | Students will take the Interests quiz and then use their Interests profile to browse suitable careers and subjects. | 1, 3 | Explore possibilities |
| Autumn 2 | Work Experience Launch Assembly | Students will be asked to think about the skills required for careers they are considering and think about how they can develop these skills. Students will be introduced to the Unifrog placements platform and begin to think about potential placements. | 6 | Create opportunities |
| | Exploring careers and employer profiles | Students are introduced to the employer profiles within the Know-how library, to explore what it's like to work at some of the world's largest companies | 1, 2, 5 | Explore possibilities |
| Spring 1 | What type of career is best for me? | Students explore the four different types of career (single track, serial, portfolio and lifestyle) and decide which one could be right for them. This session is aimed at learners aged 14-16. | 1, 2, 3 | Manage Career |
| | Preparing to go on work experience | Students learn how to prepare for going on work experience and begin to complete sections of their work experience journal. | 1, 2, 3, 5, 6 | Create opportunities |
| Spring 2 | Drop Down Day | Students will take part in key workshops exploring CV and application writing and interview techniques and will also take part in mock interviews. | 1, 3, 5 | Explore possibilities |
| Summer 1 | Wellbeing in the workplace | Students explore the concept of wellbeing in the workplace, including mental health, rights and responsibilities, discrimination, and health and safety. | 1, 3 | Balance life and work |
| | Work experience placement | Students will undertake a work experience placement to develop employability skills and experience the world of work | 6 | Creating opportunities |
| Summer 2 | Introduction to post-16 pathways | Students will receive an introduction to the pathways available to them after Year 11. | 1, 2, 3, 7 | Explore possibilities |
| | Routes into higher education | Students will receive an introduction to the pathways available to them after Year 13 or college. | 1, 3, 7, PAL | Explore possibilities |
| | Types of work: in person, hybrid, remote | Students explore the pros and cons of different work environments and reflect on which they think would be best for them. | 1, 2 | See the big picture |
| | Is AI a threat? | Students debate the question 'is AI a threat to our jobs?' by considering what tasks are performed best by AI and what tasks are performed best by a human. | 1, 2 | See the big picture |

Year 11

| | Title | Aim | Gatsby Benchmark | CDI Framework |
|----------|--|--|------------------|-------------------------|
| Autumn 1 | Exploring post-16 pathways | Students compare the pathways available to them after school, including education, employment, and apprenticeships. | 1, 2, 3, 8 | Exploring possibilities |
| | 1-1 careers interviews with ACE Workplace Learning | Every student will receive a 40-minute conversation with an impartial careers' advisor about their post-16 pathways. The advisor will be able to signpost students to specific websites and resources based on the outcomes of their discussion. Each student will receive a personalised action plan that will be sent to students and parents. | 8 | |
| | Assemblies with local colleges | Students will hear from local colleges about what they offer and have the opportunity to ask questions about the different pathways. | 1, 7, PAL | Exploring possibilities |
| Autumn 2 | Applications for post-16 course | Students will be given dedicated time to explore and research college courses and discuss their choices with their form tutors. They could also use the time to complete application forms with the support of staff or to research jobs/further qualifications after their chosen post-16 choice. | 1, 2, 3, 8 | Manage career |
| Spring 1 | Apprenticeships vs Higher Education | Students will explore the pros and cons of apprenticeships and higher education pathways, focusing upon the financial implications. | 1, 3 | Balance life and work |
| | Assemblies with apprenticeship providers | Students will hear from a selection of local apprenticeship providers about what they offer and have the opportunity to ask questions about the different pathways. | 5, 7, PAL | Exploring possibilities |
| | Researching volunteer and paid work | Students explore the benefits and drawbacks of different types of paid work and volunteering, and will reflect on whether they are suitable for them. | 1, 2, 3, 5, 6 | Create opportunities |
| Spring 2 | Drop Down Day – Start Up Success | <p>Session 1: Recap on employability skills</p> <p>Session 2: Learners evaluate their own strengths and take on a company role.</p> <p>Session 3: Learners choose a theme and product to appeal to their target market.</p> <p>Session 4: Learners work together to design their merchandise.</p> <p>Session 5: Learners work out the costings for their merchandise company.</p> <p>Session 6: Learners devise a marketing plan in the face of fictional setbacks.</p> <p>Session 7: Learners prepare a short presentation to share their new company.</p> <p>Session 8: Learners listen to other teams' presentations.</p> <p>Session 9: Learners reflect on the day and set goals for the future.</p> | 1, 3 | Create opportunities |