

Years 10 & 11 Careers Overview 2025-26

Year Group	Lesson number	Lesson Title	Gatsby Benchmark	Brief Description of content
L5 (Yr 10)				
	1	Jobs for the future	1 & 3	To understand that the types of jobs available has changed over time & will continue to change. To explore the role of artificial intelligence in to the future of jobs. To look at the employability skills required for the future. To appreciate that there are many complex factors which may influence the Careers of the future.
	2	Jobs in STEM	1 & 4	To understand the terms STEM, gendered careers & foundation subjects. Correctly identify and describe the benefits of pursuing a career in the STEM industries. To consider why you should consider more than the starting salaries when considering career options. Explain why more women should take up STEM linked careers, how they can be a great career for males or females. Analyse what makes a career a 'rewarding' one.
	3	Local LMI	1 & 4	To understand the terms LMI. To appreciate what the LMI of the South West is. To be able to compare and contrast LMI statistics and information for a selection of regions in England. To consider how the LMI of the future might change & how they might need to prepare.
	4	Career Stereotypes	1 & 2	To understand that stereotypes do exist in careers- possibly related to gender, sexuality, race, or age. To provide a catalyst for challenging preconceived ideas about the types of people that work in certain roles.

				To consider what might be done to challenge and change existing stereotypes.
	5	Employability Skills	1	Understand the range of skills that are increasingly valuable in the workplace. Explain how they might develop one or more of these skills to be ready for the future workplace. Correctly identify enterprise skills in the workplace from examples. workplace environments and how you could develop your enterprise skills in future.
	6	Employability Skills- Problem Solving Skills	1,2	Identify problems of different scales and what is needed to solve them. Illustrate the use of an adaptable approach to solving problems. Understand that problem solving is a core transferable skill and identify its usefulness in a work setting. Work in a team to solve a problem
	7	Aiming High (Proactivity)	1	Identify opportunities to aim high in their everyday lives. Understand the difference between being proactive and reactive. Recognise how being proactive can help them aim high and achieve their goals.
	8	Preparing for job interviews	1	Correctly identify good ways to prepare for a job interview. Describe what applicants could do to improve their chances of securing employment through job interviews. Explain why some applicants would be picked over others by putting yourself in the position of the employer. The difference between competency & unstructured questions. To understand the role body language plays in the interview process. External presentation-ASK Apprenticeships: Interview techniques

	9-10	Morrisby Profiling Prep.	1& 2	To introduce Morrisby psychometric profiling to the students & explain its benefits. To set the students up for undertaking the psychometric test
U5 (Yr 11)	Choices post 16			
	1-2	Preparation for their Careers Interview	1, 3, 8	To help pupils understand their individual Morrisby profile & how it might be used in the future. To interpret their own personal academic and practical strengths, and to understand how they might be used for their future careers. To learn how to navigate Morrisby online and explore the information available. To prepare for their personal Career interviews so they can make the most of the available time.
	3	Work experience introduction	3 & 6	To introduce pupils to what work experience is and why it is useful. To explain how to find work placements and the practical aspects linked to its facilitation. L6 come into talk to the U5 about their work experience (How they found it, what it was like, best & worst bits etc)
	4	A-Level Choices	1 & 6	To support students in their A-Level Choices. To consider the criteria which can be used to choose subjects & subject combinations. To place A-Level choices within a broader university application background. To consider the subjects universities require for certain courses. To consider using matrix/action plans/ activities to encourage reflection and in- depth though prior to decision making.
	5	Alternatives to A-Levels	1 & 3, 7	To gain an understanding of T Levels, BTEC's & IB- looking at how they are structured & assessed. To think about how T Level & BTEC, IB differ from A-Levels. To make sure that students are in a position to make an informed decision about their higher education opportunities

	6	Apprenticeships	1& 3	To understand what apprenticeships are, how they work & the different levels of entry. To watch personal stories of people choosing apprenticeships & their reasons for doing so. To understand how you apply for apprenticeships. We often have a presentation from ASK Apprenticeships.
	7-10	A-Level options- new subjects	1	To have a clear understanding of the specification content, assessment structure & the types of careers or university courses that are derived from the new subjects available at A-Level. (Psychology, Economics, Fashion & Textiles, Business Studies, Classical Civilisation, EPQ) To allow the students to ask any questions they might have in preparation for their A-level choices. To pre-empt the Sixth Form Open Evening.
U5 (Yr11)	Work Experience Preparation			
	11-12	Writing letters of application and cover letters	1,3	To understand how a cover letter is different to a CV & how they complement each other. To understand the format & structure of a letter of application or cover letter. To understand what the content should be within a letter of application & the mistakes to avoid. Writing a draft letter of application for a work experience placement.
	13-15	Writing a CV	1,3	Know what a CV is for and be familiar with two common formats. Understand that a CV should highlight the skills, qualities, qualifications, and experience for which a potential employer is looking. Be able to review a CV, including their own, and identify areas for improvement. Be able to identify key words in a job advertisement.

	16	Work experience- what do you hope to achieve from work experience	1, 3	To allow the student to consider what they hope to achieve from their own work placement. To discuss how work experience should be approached & how realistic their expectations of the experience might be. What the student should do to gain the most from the experience. To look at the work experience booklet
	17	Health & Safety whilst on work experience	1, 6	Video and discussion about health & safety in the work place.
	18	Work Experience Briefing	1,5,6	Ppt which explores the practical aspects of work experience: what time to arrive, what to wear, what to do if you are ill, what to do for lunch, what to do if they don't think that things are right or if there is a problem etc.
	19	What if scenarios	1, 5	Set of scenario cards- what might happen on work experience. Group tasks
	20	Mopping up & evaluation	1, 5	Lesson to do final reminders, collect in paperwork, speak to individuals about their placements & complete the end of unit evaluation.