



Term	GATSBY	CDI LEARNING AREA	Year 7	Year 8	Year 9	Year 10	Year 11
1A	2 3 8	Grow throughout life Grow throughout life by learning and reflecting on yourself, your background, and your strengths.	Who am I?	What are my interests?	What are my skills?	Reflecting on my career journey: past, present and future	What are my employability skills?
1B	2 7	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Exploring possibilities: dream jobs	Job applications: superhero CVs	What comes after school: the main learning pathways	Exploring employer profiles	Post 16 – Choices, Choices
2A	2 7 8	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks.	What is a career?	Challenges and rewards of work	Decision making: choosing what to study at KS4	What type of career is best for me?	Decision making: choosing your post-16 pathway
2B	2 6 7	Create opportunities Create opportunities by being proactive and building positive relationships with others.	What is an entrepreneur?	Creating the life you want: making a vision board	Taking control of your career journey	Preparing to go on work experience	Researching volunteering and paid work
3A	2 3 6 7	Balance life and work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	What is a work-life balance?	What does success mean to me?	Working and earning: managing your money	Wellbeing in the workplace	Money talks: apprenticeships vs. higher education
3B	2 3 6	See the big picture See the big picture by paying attention to how the economy, politics and society connect with your own life and career.	Careers and the future	Careers and the climate	What is the labour market and why is it important?	In person, hybrid, and remote: what works best?	

CDI learning aims		Age 11-14 (KS3)	
Learning area	KS3 learning aim (11-14)	Lessons which cover this learning aim	Year group
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback	Who am I?	7
		What are my interests?	8
		What are my skills?	9
	being aware that learning, skills and qualifications are important for career	What are my skills?	9
	being willing to challenge themselves and try new things	What are my interests?	8
	recording achievements	Who am I?	7
		What are my interests?	8
		What are my skills?	9
being aware of heritage, identity and values	Who am I?	7	
Explore Possibilities	being aware of the range of possible jobs	Exploring possibilities: dream jobs	7
	identifying common sources of information about the labour market education system	Job applications: superhero CVs	8
		What comes after school: the main learning pathways	9
	being aware of the main learning pathways (e.g. university, college and apprenticeships)	What comes after school: the main learning pathways	9
	being aware that many jobs require learning, skills and minimum qualifications	What comes after school: the main learning pathways	9
	being aware of the range of different sectors and organisations where they can work	Exploring possibilities: dream jobs	7
being aware of the range of ways that organisations undertake recruitment and selection	Job applications: superhero CVs	8	
Manage Career	being aware that career describes their journey through life, learning and work	What is a career?	7
	looking forward to the future	What is a career?	7
		Decision making: choosing what to study at KS4	9
		imagining a range of possibilities for themselves in their career	What is a career?
	being aware that diff rent jobs and careers bring different challenges and rewards	What is a career?	7
		Challenges and rewards of work	8
	managing the transition into secondary school and preparing for choosing their GCSEs	Decision making: choosing what to study at KS4	9
	learning from setbacks and challenges	Challenges and rewards of work	8
Create opportunities	developing friendships and relationships with others	Decision making: choosing what to study at KS4	9
	being aware that it is important to take initiative in their learning and life	Creating the life you want: making a vision board	8
		What is an entrepreneur?	7
		Creating the life you want: making a vision board	8
		Taking control of your career journey	9
	being aware that building a career will require them to be imaginative and fl exible	Creating the life you want: making a vision board	8
	Taking control of your career journey	9	
	developing the ability to communicate their needs and wants	Taking control of your career journey	9
being able to identify a role model and being aware of the value of leadership	What is an entrepreneur?	7	
being aware of the concept of entrepreneurialism and self-employment	What is an entrepreneur?	7	
Balance life and	being aware of the concept of work-life balance	What is a work-life balance?	7
		What does success mean to me?	8
	being aware that physical and mental wellbeing are important	What is a work-life balance?	7
		What does success mean to me?	8
	being aware of money and that individuals and families have to actively manage their finances	Working and earning: managing your money	9
		What is a work-life balance?	7

Balance me and work	being aware of the ways that they can be involved in their family and community	What does success mean to me?	8
		Working and earning: managing your money	9
	being aware of different life stages and life roles	What is a work-life balance?	7
		What does success mean to me?	8
		Working and earning: managing your money	9
See the big picture	being aware of rights and responsibilities in the workplace and in society	What is a work-life balance?	7
	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces		
		What is a work-life balance?	7
	being aware of a range of different media, information sources and viewpoints	Careers and the future	7
		Careers and the climate	8
	being aware that there are trends in local and national labour markets	What is the labour market and why is it important?	9
	being aware that trends in technology and science have implications for career	Careers and the future	7
		Careers and the climate	8
	being aware of the relationship between career and the natural environment	Careers and the climate	8
	being aware of the relationship between career, community and society	What is the labour market and why is it important?	9
	being aware of the relationship between career, politics and the economy	Careers and the future	7
		What is the labour market and why is it important?	9

CDI learning aims Age 14-16 (KS4)			
Learning area	KS4 learning aim (14-16)	Lessons which cover this learning aim	Year group
Grow throughout life	responding positively to help, support and feedback	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	positively engaging in learning and taking action to achieve good outcomes	Reflecting on my career journey: past, present and future	10
	recognising the value of challenging themselves and trying new things	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	reflecting on and recording achievements, experiences and learning	Reflecting on my career journey: past, present and future	10
		What are my employability skills?	11
	considering what learning pathway they should pursue next	Reflecting on my career journey: past, present and future	10
Explore Possibilities	reflecting on their heritage, identity and values	Reflecting on my career journey: past, present and future	10
	which one they want to follow and how they will access and succeed in it	Post 16 – Choices, Choices	11
	researching the learning and qualification requirements for jobs and careers that they are interested in	Exploring employer profiles	10
	researching the range of workplaces and what it is like to work there	Exploring employer profiles	10
Manage Career	researching how recruitment and selection processes work and what they need to do to succeed in them	Exploring employer profiles	10
	recognising the different ways in which people talk about career and reflecting on its meaning to them	What type of career is best for me?	10
	building their confidence and optimism about their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
	making plans and developing a pathway into their future	What type of career is best for me?	10
		Decision making: choosing your post-16 pathway	11
	considering the risks and rewards associated with different pathways and careers	What type of career is best for me?	10
	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	Decision making: choosing your post-16 pathway	11
Create opportunities	thinking about how they deal with and learn from challenges and setbacks	Decision making: choosing your post-16 pathway	11
	developing friendships and relationships and reflecting on their relationship to their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
	starting to take responsibility for making things happen in their career	Preparing to go on work experience	10
		Researching volunteering and paid work	11
	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	Researching volunteering and paid work	11
	being willing to speak up for themselves and others	Preparing to go on work experience	10
	being able to discuss roles models and reflect on leadership	Preparing to go on work experience	10
	researching entrepreneurialism and self-employment	Researching volunteering and paid work	
	reflecting on the different ways in which people balance their work and life	Wellbeing in the workplace	10
	reflecting on their physical and mental wellbeing and considering how they can improve these	Wellbeing in the workplace	10

Balance life and work	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	Money talks: apprenticeships vs. higher education	11
	recognising the role that they play in their family and community and considering how that might shape their career	Money talks: apprenticeships vs. higher education	11
	considering how they want to move through different life stages and manage different life roles	Money talks: apprenticeships vs. higher education	11
	developing knowledge of rights and responsibilities in the workplace and in society	Wellbeing in the workplace	10
	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	Wellbeing in the workplace	10
See the big picture	evaluating different media, information sources and viewpoints	In person, hybrid and remote: what works best?	10
	exploring local and national labour market trends	In person, hybrid and remote: what works best?	10
	exploring the relationship between career and the environment	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, community and society	In person, hybrid and remote: what works best?	10
	exploring the relationship between career, politics and the economy	In person, hybrid and remote: what works best?	10